



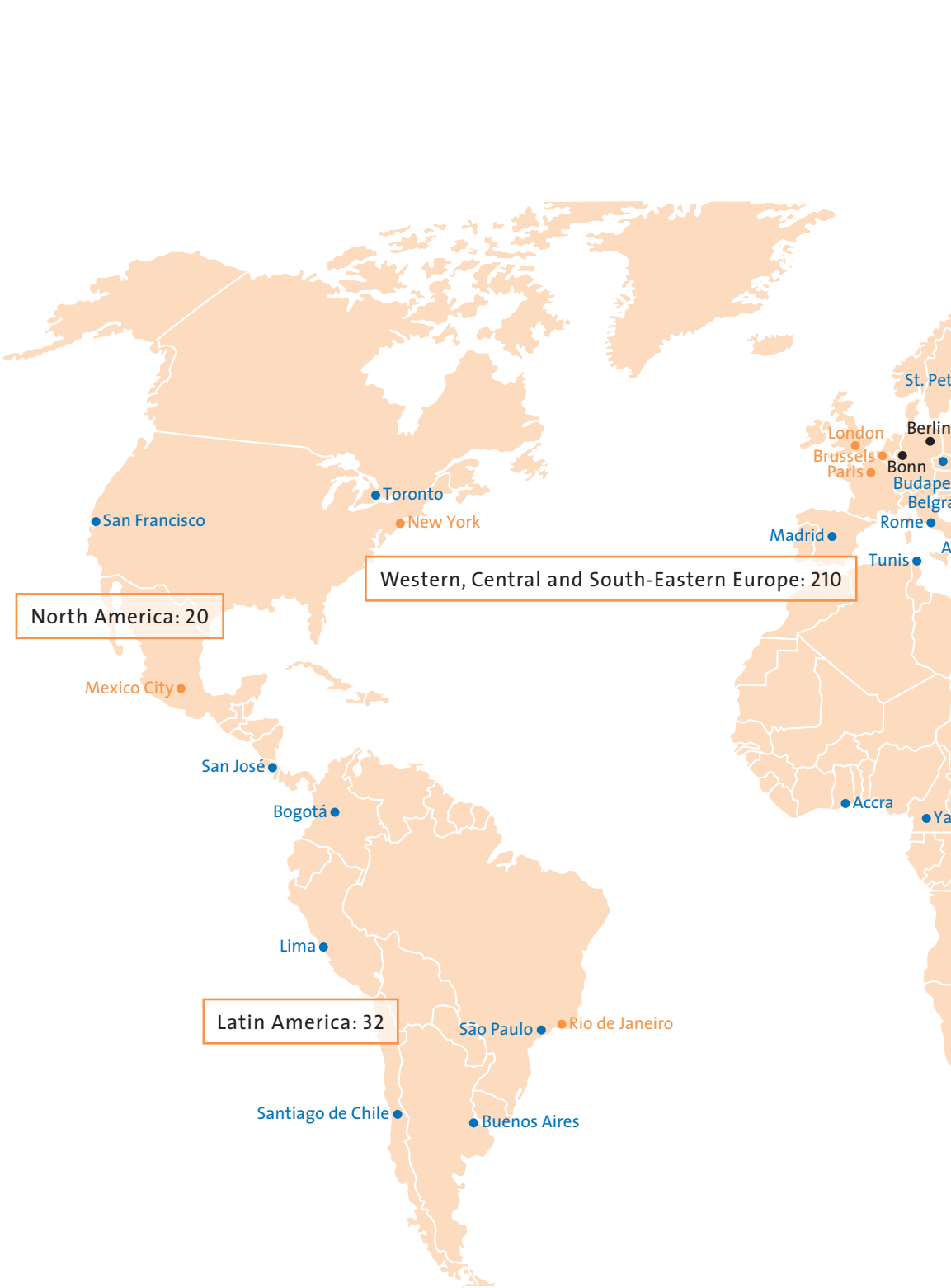
# 2016

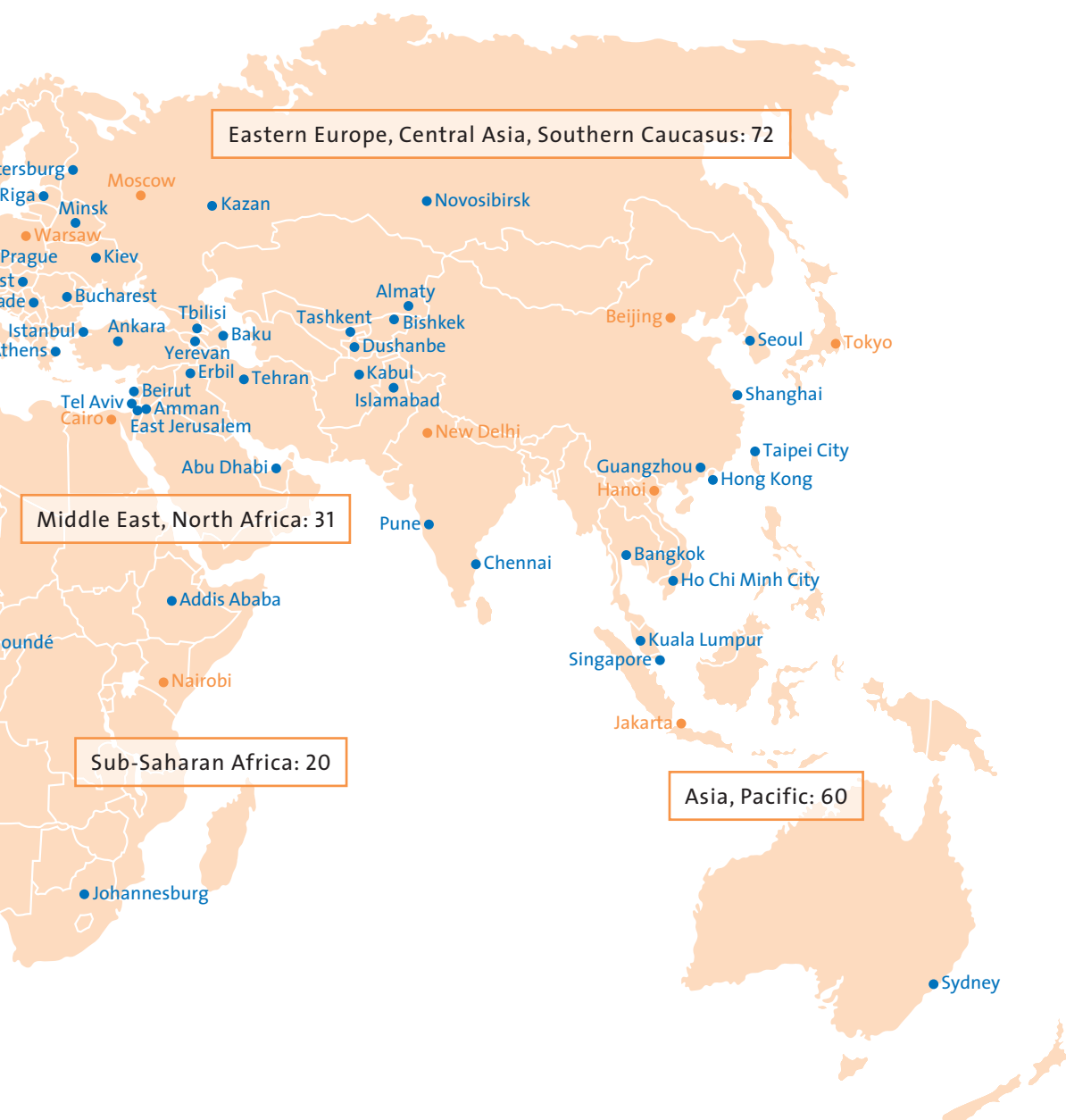
# Annual Report

**DAAD**

Deutscher Akademischer Austauschdienst  
German Academic Exchange Service

The DAAD worldwide






**Annual Report**  
of the German Academic  
Exchange Service  
**2016**



Between 1985 and 1987, using a DAAD grant, I lived in the Aramaic village of Maaloula in Syria in order to conduct linguistic field research. I then extensively documented the threat of the extinction of the language in this and two other neighbouring villages. The war in Syria means that it would now no longer be possible to conduct such research, which is why I am extremely grateful to the DAAD for supporting me.

**Prof. Dr. Werner Arnold**

Prof. Arnold is Head of Semitic Studies at Heidelberg University. After Maaloula was destroyed during the war, he founded an aid organisation to help the inhabitants rebuild their village.



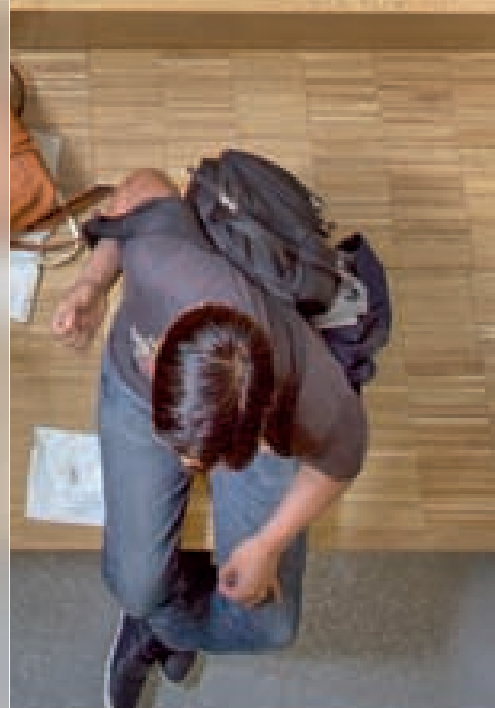
In 2016, 52 percent of  
all DAAD scholarship  
holders were women.





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

## Dear Readers,

Promoting international cooperation in science and research is one of the core tasks of the German Academic Exchange Service. We consider it both an enjoyable and an important task. A task, however, that has not become easier in light of a climate increasingly defined by nationalist discourse in many parts of the world and the dawning of a supposedly post-factual age. It should not really need to be said, but: there is no such thing as an “alternative fact”. We need science because it is a necessary requirement for critical thinking; we need international cooperation in science because without it there are simply no solutions to the urgent problems facing our world. To put it another way: science is not an opinion. Observing the world based on “emotional perception” or limited to a national scope is not an option.

Based on this understanding, in 2016 the DAAD once again worked hard together with its member higher education institutions to strengthen and expand international higher education cooperation. We consider ourselves fortunate that – particularly in these difficult times – financial backing and support for our work from our partners and our funding bodies remains undiminished. At half

a billion euros, our budget has never been as high as it was in the past fiscal year (for details see chapter V). These funds enabled us to help talented students and academics conduct international study and research visits, and to promote cooperations between German higher education institutions and their international partners – and thus actively practice “change by exchange”. We are grateful for the trust placed in us and hope to continue to drive international academic cooperation even in these times that are increasingly characterised by a wide variety of crises.

The following pages will tell you what has been particularly important to us over the past year. Allow me to highlight one or two of the many measures, funding opportunities, projects and activities I believe illustrate the DAAD’s work over the previous year especially well.

First of all, our broad range of scholarships of course play a major role. In terms of its origins and at its core, the DAAD is in large part a scholarship organisation. Demand for individual funding for academic study or research visits has been growing steadily for years – and this trend persisted over the past year. A very high proportion of our applications continues to come from Central Eastern and Eastern Europe, but interest in Germany as a location for research is also increasing steadily in other parts of the world. Chapter II “Scholarships for Foreigners” will tell you which programmes are especially popular with international students, while information on the DAAD-funded movement from and to individual countries can be found in chapter IV “Our Funding Worldwide”.

Our range of funding programmes for refugees was also a key aspect of our work in the past year – both in Germany and locally within the regions neighbouring Syria and Iraq. In cooperation with various partners, and generously supported by the federal government, the DAAD has both created and expanded individual programmes for young refugees with appropriate qualifications and funded structural measures at German higher education institutions. The “Welcome” and “Integra” programmes offered by the DAAD met with a very positive response. A project manager conference held last year came to the conclusion that the German higher education institutions and their student bodies had so far mastered the challenges associated with integrating refugees into higher education institutions with remarkable dedication and significant élan. Find out more in our Spotlight on page 52f.



Thanks to its work and its international networks, the DAAD's expertise on international academic collaboration is much sought after. It advises not only its members, the German higher education institutions and their student bodies, but also decision-makers in educational, foreign and development policy. An important channel for knowledge transfer celebrated a major anniversary last year: the International DAAD Academy (iDA) was founded ten years ago. You can learn more about iDA's work and discover our other knowledge transfer formats in the chapter "Knowledge for Academic Cooperations".

In addition to the seminars and services provided by the International DAAD Academy, the DAAD offers many other knowledge-related products in digital format. We believe digitalisation holds significant potential for our work in general; it opens up new opportunities to internationalise our higher education institutions. How we use digital instruments for higher education and research marketing and what opportunities digital teaching offers is explained on page 25.

So, you see, dear readers, you can expect a stimulating and fascinating read. The only thing I can guarantee we will not offer you in this volume or any of our other publications are so-called alternative facts or "fake news" – they simply don't mix with science.

Yours sincerely,



**Prof. Dr. Margret Wintermantel**

Bonn, April 2017

I.

Who we are

# Change by exchange

The DAAD supports student, researcher, graduate and artist mobility and promotes the internationalisation of German higher education institutions.

## Scholarships, cooperations, expertise

The DAAD works in the three fields of “Scholarships for the Best”, “Structures for Internationalisation” and “Expertise for Academic Collaborations”. The Scholarships department is dedicated to individual funding, while the Projects department is responsible for partner and cooperation programmes, structural higher education funding and German degree courses abroad. The Strategy department handles the further development of the DAAD and the transfer of expert knowledge on international higher education cooperation; the Communications department manages public relations and marketing. A further department is the National Agency for EU Higher Education Cooperation. All units are supported by the Central Administration department.

The DAAD arose from a student initiative and was founded in 1925. It is a member organisation supported by the German higher education institutions and their student bodies; in 2016, its registered members included 238 higher education institutions and 107 student councils. These members elect the Executive Committee in a General Assembly. Professor Dr. Margret Wintermantel has led the Executive Committee as honorary president since 2012. The vice president is Professor Dr. Joybrato Mukherjee, president of the University of Giessen. Dr. Dorothea Rüland has held the office of the DAAD secretary general

since October 2010, supported by Ulrich Grothus, deputy secretary general from 2001 to 2004 and since 2008.

The DAAD’s budget comes largely from federal funds assigned by various ministries, in particular the Federal Foreign Office (AA), the Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Economic Cooperation and Development (BMZ). Further funding comes from the European Union and from businesses, organisations and foreign governments. The DAAD’s total budget in 2016 amounted to 500.3 million euros.

The German Academic Exchange Service uses these funds to support student, researcher, graduate and artist mobility and promote the internationalisation of German higher education institutions. The DAAD conducts international marketing for Germany as a location for higher education and research, helps developing countries create effective higher education institutions, promotes the German language abroad and advises on cultural, education and development policy. These tasks make the DAAD a central stakeholder in the international higher education and research landscape.

## Operating in a difficult context

The year 2016 was again defined by numerous crises. It was not least a difficult year for Europe – in an already historic referendum on 23 June, just under 52% of the British



**Total funding  
1950–2016:**

**1.313.000**

SCHOLARSHIP HOLDERS  
FROM GERMANY

**930.000**

SCHOLARSHIP HOLDERS  
FROM ABROAD

population voted to leave the European Union. Although the conditions of Britain's departure are not yet negotiated, this decision will severely affect academic cooperation with the United Kingdom: "The free exchange of ideas, universities naturally cooperating, holding joint workshops and summer schools and within these projects benefiting from EU funding – all that is now in question", says DAAD President Professor Margret Wintermantel.

### **Strengthening European cohesion**

Particularly in these difficult times, the DAAD is more committed than ever to facilitating unhindered academic exchange. It is supported in this endeavour by academics on both sides of the English Channel: around 100 British and Irish Germany alumni who met to discuss "A Changing Europe – the Importance of Lasting Relations" at the University of London in



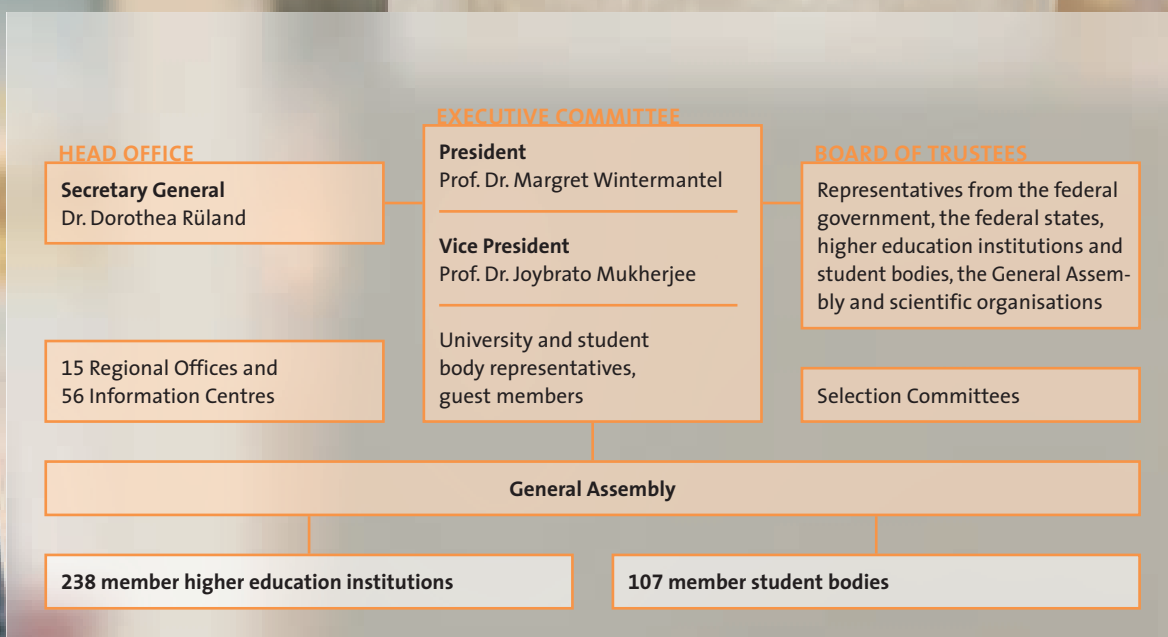


**Table 1 :** Key figures in the DAAD's development 1950–2016

	1950	1960	1970	1980	1990	2000	2010	2015	2016
DAAD scholarship holders (total)	426	4,861	10,883	21,813	38,883	64,047	105,886	125,091	131,229
from abroad	196	3,151	8,848	14,114	21,974	26,596	42,079	51,577	55,754
from Germany	230	1,710	2,035	7,699	16,909	37,451	63,807	73,514	75,475
Budget (expenditures / in thousand EUR)	75	4,512	26,404	69,936	134,590	218,801	383,977	471,459	500,325
Established posts (Headquarters, Regional Offices, Berlin Office)	8	48	142	215	309	307.5	293.5	287.78	288
Project and third-party-funded posts		6	2	12.5	25.5	161	534.5	656.03	679
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	504	477



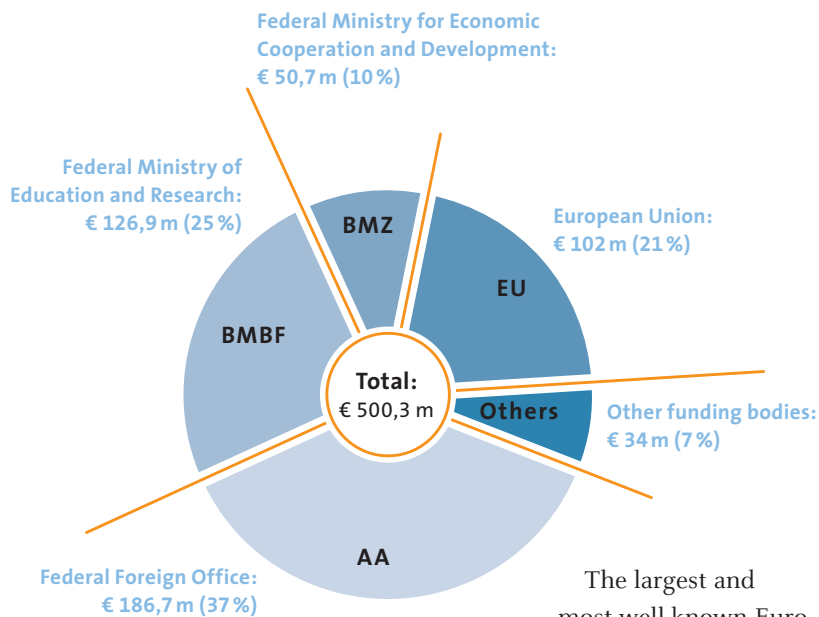
## The DAAD's structure



September 2016 spoke out in favour of maintaining a seamless continuation of cooperation. At almost the same time, the DAAD alumni from a wide range of disciplines addressed the future of Europe in Greece, where euroscepticism is also widespread. These alumni meetings are just one example of how the DAAD's work strengthens intra-European understanding and cohesion in times of crisis.

Another example of practised European academic cooperation is the DAAD scholarship

programme that enables Germans to study at the French elite university École nationale d'administration (ENA); this programme celebrated its 50th anniversary in 2016. Today, 383 École alumni work in key positions in politics, administration or business in Germany and thereby contribute to Franco-German understanding. France is also the focus of the Procope (PPP France) programme: the DAAD has been supporting the European Research Area since 1986 by funding Franco-German research cooperations (see page 61). ➤



## DAAD Budget 2016

### Expertise for exchange

The DAAD provides expertise for international cooperation: one of its most important publications is “Wissenschaft weltoffen”, which is published annually by the DAAD in cooperation with the German Centre for Higher Education Research and Science Studies (DZHW). In 2016, it focused on international researcher mobility, which was for the first time analysed almost in its entirety (see page 41). Another important knowledge transfer format celebrated a major anniversary last year: for ten years now the International DAAD Academy (iDA) has been offering a wide range of further training courses on internationalisation for higher education staff.

With these and many other activities the DAAD drives international academic exchange, supported by its global network of 15 regional offices, 56 information centres (IC) and 445 lectureships. «

The largest and most well-known European mobility programme is undoubtedly Erasmus – it embodies the European idea like no other. Around 300,000 young Europeans go abroad with Erasmus+ every year to study or complete a placement. Surveys of scholarship holders revealed that they more frequently see themselves as “Europeans” than students who have no experience abroad. The DAAD has been coordinating the Erasmus programme for Germany since its inception in 1987.

### Programmes to support refugees

Among the challenges facing Europe is also the refugee crisis. The programmes “Integration of Refugees in Degree Programmes” (Integra) and “Welcome – Students Helping Refugees” are doing much to meet this challenge at German higher education institutions.

In addition, the DAAD has increased its activities in the crisis regions in order to offer young people there prospects for the future. To date, 40 Syrian and 40 Jordanian students have begun master’s degree courses at one of four Jordanian universities through the “New Perspectives for Young Jordanians and Syrians” programme. The DAAD is awarding further scholarships to young Syrians for study in Lebanon, Jordan, Egypt, Iraq and Turkey through the new EU-funded “HOPES” programme (see page 53).



# The DAAD 2016 Insights

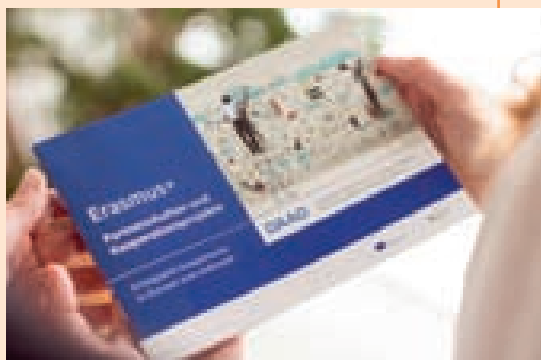
## January

**Warmly received:** with its “Integra” and “Welcome” programmes the DAAD supports projects run by higher education institutions, preparatory colleges and student initiatives to help integrate refugees. ► [page 52](#)



January

February



## February

**More options for cooperation:** international exchange through the Erasmus+ programme now also includes the Africa, Caribbean and Pacific regions.

► [page 54](#)

March

## 22 March

**New point of contact in Latin America:** the DAAD strengthens academic exchange with the economically up-and-coming country of Peru by establishing an information centre (IC) there. The centre was officially opened in April.

Partners in German-Peruvian exchange (l to r): Stephan Paulini, director of the Lima IC; Alexander Au, director of the DAAD regional office in Mexico City; Thomas Schmitt, permanent representative of the German ambassador in Peru; state secretary Bernd Sibler; Marcial Rubio, dean of the PUCP; and René Ortiz, secretary general of the PUCP.

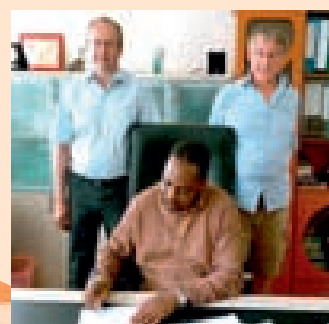


## April

**Aid in crisis regions:** the DAAD enables Syrian refugees to study in Turkey and the Middle East on scholarships through the HOPES programme.

► page 53

**Training local specialists:** to facilitate better utilisation of mineral resources in Kenya, the DAAD-funded Centre of Excellence for Mining, Environmental Engineering and Resource Management (CEMEREM) opens at Taita Taveta University College in Voi – in cooperation with TU Bergakademie Freiberg and HTW Dresden.



April

June

May

## 31 May

*Informal exchange: the DAAD maintains its connections to Berlin's political establishment with the annual DAAD summer party.*

Guests included member of the Bundestag Kai Gehring (left, at centre), former federal president Prof. Rita Süßmuth (bottom left, at left), and members of the Bundestag Simone Raatz and Ralph Lenkert (bottom right, centre and left).



## 16–18 June

**German Year in Mexico begins:** the DAAD regional office will be organising numerous events in cooperation with German and Mexican partners until June 2017 to present Germany as a location for higher education and research.

► page 38

Events included the opening in June 2016 with then foreign minister Frank-Walter Steinmeier (left, at centre), the “Foro Germano-Mexicano en Ciencia, Tecnología e Innovación”, organised by the Federal Ministry of Education and Research and Conacyt (top right), and the interdisciplinary conference “Sinne / Los Sentidos” organised by DAAD and AvH (bottom right).



August

July

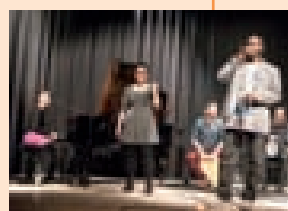
## 2 June

**“PROCOPE” celebrates its 30th anniversary in Berlin:** the DAAD has been successfully funding Franco-German research cooperations through this programme since 1986, thereby contributing significantly to the European Research Area. ► page 61

French ambassador Philippe Etienne delivers a welcome address at the PROCOPE anniversary celebrations at the French Embassy in Berlin.



September



**Agenda 2030:** Seven bilateral SDG research training groups were set up with DAAD funding in order to embed the Sustainable Development Goals in Africa, Asia and Latin America. ► page 32f.

## September

The opening celebration for the SDG research training group “Performing Sustainability. Cultures and Development in West Africa” was held on 14 December at the Center for World Music of the University of Hildesheim.

## 11–13 September & 30 September – 2 October

The attendees of the alumni meetings in London and Athens agreed: free academic exchange is especially important in difficult times.



## 22–30 October

China Education Expo in Beijing, Chengdu and Shanghai: over 2,500 visitors received advice from the DAAD on studying in Germany. The booths of the 23 higher education institutions in the German pavilion were extremely popular.

► page 63

November

October

December

## 8–10 December

*25th anniversary of the Centres for German and European Studies: at the anniversary conference in Washington, D.C., academics from 14 countries discussed the current challenges facing Germany and Europe* ► page 50f.

(left to right:) AICGS director Dr. Jackson Janes, DAAD President Prof. Margret Wintermantel and DAAD Deputy Secretary General Ulrich Grothus speaking informally at the conference.

Taking part in the opening panel were academics from various Centres (left to right): Abraham Newman, BMW CGES, Georgetown University; Fania Oz-Salzberger, HCGES, University of Haifa; Jin-Wook Shin, ZeDES, Chung-Ang University, Seoul; and Nicholas Martin, IGS, University of Birmingham.



II.

Our goals

# Scholarships for the best

## Scholarships for foreigners

Scholarships for students and researchers have been the main focus of the DAAD's work since the organisation was founded. By awarding scholarships, the DAAD enables the best and most dedicated applicants to implement projects according to their own ideas.

Study scholarships for foreign graduates and artists remained highly popular in 2016. Compared to the previous year, applicant numbers rose by ten percent, from 5,513 to 6,046. Especially significant increases were seen among architects, where the number of applicants rose by almost 40 percent.

The greatest interest in scholarships for studying in Germany and the highest number of applicants for individual funding came from Central Eastern and Eastern Europe; the DAAD

received 1,800 applications for master's scholarships from these regions alone. This resulted in a tough competition, as the selection committees can only grant scholarships to between one in ten and one in twenty applicants, depending on country of origin.

### Focus on German minorities

The DAAD launched a newly tailored programme in 2016 focusing on German minorities in Central Eastern and Eastern Europe. The programme is the first to offer further training scholarships for academic training in German language teaching: it allows highly qualified young teachers of German to study at a German higher education institution for one semester to increase their skills in the fields of German as a foreign language and German as a

**The highest numbers of applicants for individual funding in 2016 came from the regions Central Eastern and Eastern Europe – 1,800 for master's scholarships alone.**

## POSITIVE EXPERIENCES OF GERMANY

An internship whets the appetite for more, was the result of a survey among scholarship holders in the "Research Internships in Science and Engineering" (RISE) programme: 73 percent of respondents could see themselves completing their master's degree or their doctorate in Germany. Around 3,700 students of the natural and engineering sciences, most of them from North America, have received funding since 2005: the DAAD arranged research internships with German doctoral candidates via "RISE Germany" and at German businesses via "RISE Professional" for them. Around 500 took part in the DAAD survey last year. "Despite the short visits, our programme creates a strong interest in Germany", sums up "RISE" team leader Michaela Gottschling. "It's also gratifying and motivating that 77 percent would like to see a 'RISE' alumni network." Students of the engineering sciences in particular are very interested in completing a degree in Germany.





## Dedicated, critical, solution-oriented

**European Summer Academy brings together students, academics and EU stakeholders**

The DAAD and the Gustav Stresemann Institute have been hosting the “European Summer Academy” in Bonn together for 15 years. In 2016, 40 DAAD scholarship holders took part.

Three of them explain what the academy meant to them – in a particular crisis year for the EU.



“I wanted to learn more about how the European Union works:

how are members elected to the Commission or laws adopted? The EU is often accused of insufficient transparency, excessive complexity and democratic deficits. Only a minority of citizens connect the institutions with their roles in the Union. This was also true of the Summer Academy participants. It shows how important it is to explain to EU citizens how the EU is structured and how it works.

I really liked how diverse the attendees were: around half were not EU citizens. Nonetheless we were able to intensively discuss all the issues relating to Europe and find solution approaches together. This confirms my belief that Europe really can work well, united in diversity.”

**Anders Heger (Czech Republic), University of Jena, Master of Arts – History and Politics of the 20th Century**



“During the European Summer Academy I realised that the EU

has a clear focus on its founding values: unity, solidarity, and economic and personal development of its citizens. What seems much less clear is how it can implement its values and solve the challenges it currently faces. It worries me a lot that the EU is not really succeeding in analysing the reasons why its citizens are losing trust. Hardly any of the stakeholders we met in Brussels and Luxembourg seemed able to name the reasons that led to Brexit or why no agreement can be reached on how to deal with refugees.

Nonetheless I thought it was great to meet people who openly discussed both the setbacks and the successes of the EU.”

**Elena Zurli (Italy), University of Bonn, Master of Science – Agricultural and Food Economics**



“For me as an economist the economic topics were interesting,

such as the talk by Willem Noë, who works for the European Commission: he gave us an overview of the historical and global circumstances of the EU. Economic matters are of great significance to the European Monetary Union, especially as many current problems arise from the severe economic disparities between the member states. National financial policies are far from always consistent with EU financial policies.

Only if they understand the structures of the EU and consider the history of Europe will academics be able to find solutions to these problems. I found the discussions and excursions to EU institutions very enlightening – they provided in-depth insights into current European politics.”

**Alexander Goncharskiy (Russia), University of Mannheim, Master of Science – Economics**

## PREPARING YOUNG SYRIANS FOR LEADERSHIP ROLES



221 Syrians began their degree programmes through the DAAD programme “Leadership for Syria” in the 2015/16 winter semester. In order to teach the scholarship holders decision-making skills for the future rebuilding of their country, a supporting programme funded by the DAAD was launched in November at the University of Constance. The university offers a part-time blended learning pro-

minority and native language, and thereby gain a certificate. This training for German language teachers promotes the teaching of German language and culture in regions with German minorities.

### Scholarship programmes for refugees

The programme for Syrian refugees funded by the Baden-Württemberg Ministry of Science, Research and the Arts (MWK) entered its second round in 2016. This time, 41 scholarships were awarded among over 350 applicants. The MWK is cooperating with the DAAD to comprehensively support these refugees – from preparing them for academic study to helping them integrate into the labour market.

The programme “New Perspectives for Young Syrians and Jordanians” continued in 2016: a further 40 Syrians and Jordanians received scholarships, bringing the total number of scholarships awarded to 80. The programme is funded by the Federal Ministry for Economic Cooperation and Development (BMZ) and carried out in cooperation with GIZ. Despite the tense security situation in the Middle East, one focus of the programme is on mutual exchange. An orientation seminar for Palestinian and Yemeni third-country scholarship holders was held in Amman in December for this purpose.

gramme that is designed not only to promote a democratic understanding of society, but also to train participants in leadership, fairness, good governmental and administrative practice, and trust building. Funded master’s students and doctoral candidates complete the two-semester mandatory course irrespective of their major subject. The Constance programme, an important component of “Leadership for Syria”, is funded by the Federal Foreign Office and the federal state of North-Rhine Westphalia.

**Programme launch at the University of Constance: Prof. Wolfgang Seibel welcomes the first Syrian scholarship holders.**

### Activities in the Middle East intensified

In addition, lecturers and long-term lecturers met for a conference in Beirut titled “Refugees and Migration in the Mediterranean Region – Effects on Foreign Cultural and Educational Policy and on DAAD’s Work”.

The selection procedures for scholarships in the Middle East for the first time included final selection rounds with personal presentations in Tehran and in Islamabad, which provided good insights into the diversity of research in the region.

### More cooperation in Africa

The DAAD further expanded its cooperation with government partners in Africa. The government scholarship programme for doctorate scholarships with Ghana, which has existed

**New opportunities: the programme “New Perspectives for Young Syrians and Jordanians” continued in 2016; a further 40 Syrians and Jordanians received scholarships.**



**Premiere:** for the first time, applicants for a scholarship in the Middle East presented themselves to the selection committee in person in Islamabad.

**Award-winning:** Hasan Indrees (2nd left) receives the Study Award of the Sparkasse Duisburg-Essen. He is studying water management at the University of Duisburg-Essen, funded through the “Leadership for Syria” programme.



the first joint scholarship ceremony for the DAAD and the Zoran Đinđić Internship Programme of German Business for the Countries of the Western Balkans at his residence in May 2016. 18 Serbian DAAD study and research scholarship holders, selected from just under 250 applicants, had the opportunity to interact with around 150 DAAD alumni and other high-ranking representatives of academia, politics and industry before travelling to Germany. Scholarship holders are thus already offered support and networking opportunities while still in their country of origin. «

since 2010, was extended by five years. In July 2016, the DAAD concluded a cooperation agreement on a joint doctoral candidate programme with the Rwandan Ministry of Education. The first call for applications was held in the autumn of 2016, and the first doctoral candidates were selected in early 2017 by a binational selection committee in Kigali.

#### **Encounters in their home countries: scholarship holders meet alumni**

The presentation of their scholarship documents is a first opportunity for each new generation of DAAD scholarship holders to network amongst themselves. In Serbia, German Ambassador Axel Dittmann held



## Digitalisation: new opportunities for internationalisation

Technological progress and the dynamics of digitalisation are fundamentally changing our society – this also has an effect on higher education institutions and international academic exchange: on the one hand on the integration of new teaching content, teaching formats and the combination of real and virtual forms of mobility, on the other hand on the organisation of international higher education activities, methods of communication and marketing. The DAAD is intensively exploring these developments, analysing the consequences and considering which requirements result for the DAAD funding portfolio.

### Internationalisation and marketing

“Internationalisation and digitalisation are cross-sectoral issues”, noted Dr. Dorothea Rüland, DAAD secretary general and “mentor” for the topic of “Internationalisation and Marketing Strategies” in the “German Forum for Higher Education in the Digital Age”. In 2016, this joint initiative by the Stifterverband für die Deutsche Wissenschaft, the Centre for Higher Education and the German Rectors’ Conference (HRK) examined various aspects of the digitalisation of higher education institutions in six themed working groups. “The two topics complement each other very well, and digitalisation can offer significant added value for internationalisation. When preparing visits abroad, for example, much can be initiated beforehand via digital channels: virtual contacts to potential ‘buddies’ and mentors can build trust very quickly. And even once students have begun to study, online courses and digital examinations

can still allow them to complete modules at their home higher education institutions.” Dr. Rüland went on to say that in marketing, digitalisation now also offered higher education institutions excellent and wide-ranging opportunities to specifically address international target groups via websites, social media or MOOCs.

### The potential of digital teaching

The use of virtual teaching formats was the subject of the conference “Internationalization of the Curricula in German Higher Education” held in November 2016 at the University of Göttingen in cooperation with the DAAD and the German Rectors’ Conference. At the conference, Dr. Michael Harms, director of the Communications department in the DAAD, summed up: “Virtual mobility windows not only enrich curricula. They also allow internationalisation concepts to be optimally tailored to the available resources, to disciplinary cultures and to the respective syllabi.”

Even if digital courses won’t be replacing classroom teaching in the near future, a combination of digital learning modules and carefully tailored support options can reach large groups of people in a targeted and effective manner. This could also offer opportunities for crisis regions where higher education institutions can no longer provide regular lectures.

**Digitalisation is beneficial in many areas: when preparing visits abroad, for virtual learning and examination formats, and for marketing.**



## Scholarships for Germans

Interest in DAAD-funded study and research visits abroad grew significantly in 2016: compared to the previous year, applicant numbers increased by 18 percent in the “One-Year Scholarships for German Undergraduates” programme, by 21 percent in the “One-Year Scholarships for Graduates” programme and by 30 percent in the “One-Year Scholarships for Doctoral Candidates” programme. In all, 1,216 individuals received funding through these three programmes.

### Excellent applicants

Scholarship applicants distinguish themselves through excellent prior expertise in their subjects

and a broad range of extracurricular and social commitments. Most speak several languages at a very high level. The selection committees were thus again faced with the responsibility of selecting the very best from a highly qualified group of applicants. Due to the high demand, on average only one in six applicants could be awarded funding.

The most popular destination regions for German students and young researchers were again North America and Western Europe, followed by Australia and New Zealand. Demand increased especially for scholarships to fund study or research visits to very renowned higher education institutions,

### INSIGHTS INTO RUSSIAN WORKING LIFE

High demand, insufficient supply: increasing numbers of German students want to gain practical experience in Russia, but internships are rare. This is the issue the DAAD programme “Doing Business in Russia” is designed to address: in 2016, 50 scholarship holders gained insights into everyday Russian working life, acquired intercultural competences and formed their own impressions of the country – beyond what is reported in the media. An academic supporting programme at the renowned Moscow Higher School of Economics rounds off the visit. The programme is so popular with German students that it has been offered twice a year since 2015.

Many of the internships are provided by local branches of German companies in Russia. The DAAD also aims to win Russian companies over to the idea of career-related higher education and hopes this will generate further internship places. Since 2012, “Doing Business in Russia” has been part of the DAAD initiative “Go East”, which allows German students and graduates to visit Central and Eastern Europe with funding from the Federal Ministry of Education and Research (BMBF).





particularly in the United Kingdom and the USA. Over 1,000 Germans applied to study in Western Europe, almost half of whom wanted to study in the UK.

Demand for visits to China remained steady. The China Scholarship Council offers scholarships co-funded by the DAAD for these visits. Japan is popular: the DAAD received 71 applications for one-year scholarships from German students – corresponding to an increase of 48 percent.

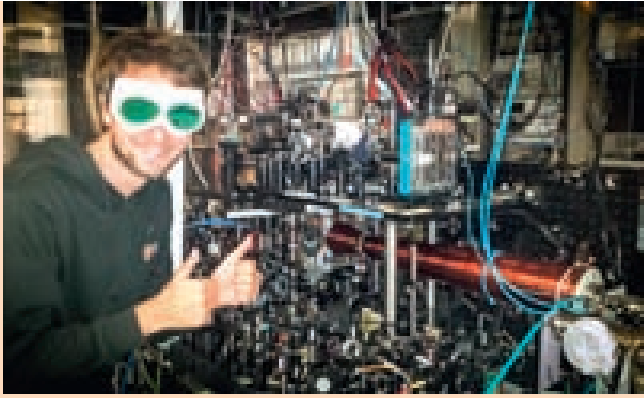
### 20 years of “Language and Practical Experience in China”

The “Language and Practical Experience in China” programme celebrated its 20th anniversary in October 2016 with a function attended by alumni and business representatives in

Beijing. The aim of the programme is to train China experts who will maintain bilateral relations between the two countries in business and administration. In all, around 210 scholarship holders have participated in this excellence programme, which involves a ten-month language course and a six-month internship. The DAAD regional office in Beijing also organises a comprehensive supporting programme. “Language and Practical Experience in China” complements the equivalent programme for Japan, which has existed for 31 years.

The “RISE-Globalink” programme was offered for the first time in 2016 in cooperation with the Canadian research funding organisation Mitacs. The partnership promotes student mobility between Canada and Germany in the natural and engineering sciences. “RISE-Globalink” opens up new opportunities for

**Especially popular: German students and graduates continue to be drawn to North America and Western Europe – increasing numbers want to study and conduct research at renowned higher education institutions there.**



Alexander Schuckert gained practical experience in Singapore with “RISE worldwide”.

## Record numbers for “RISE Worldwide”

### German students are in demand abroad

Marine biodiversity in Brazil, robot finger development in China, bush fires in Australia: German bachelor students can apply for research internships on a wide range of topics and in a wide range of countries. “We began the ‘RISE Worldwide’ funding programme in 2009

*“We have an abundance of choices because German students are very popular around the world.”*

with two destination countries. In 2016, interested students could choose from a record number of 731 opportunities in 47 countries”, reports Michaela Gottschling, team leader in the “Scholarships North America, RISE” department.

“RISE” stands for “Research Internships in Science and Engineering”. The programme initially brought mainly North American students to

Germany for internships. “RISE Worldwide” is the programme component that allows German bachelor students in the engineering, life and natural sciences to go abroad for an internship. “We have an abundance of choices because German students are very popular around the world”, says Gottschling.

### Early insight into research

During their internships, the scholarship holders join an international research group, usually over a period of six to twelve weeks in the summer semester break. “They are involved in the research group’s everyday work, with all that entails, and are also given tasks of their own”, explains Martina Ludwig, programme manager for “RISE Worldwide”.

Participating in research work allows the bachelor students to determine at an early point in their studies whether a scientific career is right for them. “It is also very important to many that they are able to work intensively on a single subject during this period”, explains Ludwig. “And their experience abroad is of course a bonus for any job application, especially when graduates are seeking work in Germany, as many engineers traditionally do.”

### Applications from the second semester

The DAAD does all the preparation, students just have to take the opportunity. “Research groups upload their projects to our database and we check whether they come from accredited universities”, says Martina Ludwig, describing the process. Interested students from the second semester onwards can register easily and apply for up to three places.

The bachelor students submit their documents directly via the “RISE” database; the universities make their initial selection and conduct telephone or Skype interviews. This ensures that the right people come together later on. Based on the universities’ initial selections, the DAAD ultimately decides which applicants are awarded the travel expenses and scholarships for an internship.

In 2016, 223 German bachelor students received funding through “RISE Worldwide”. The DAAD hopes this number will increase significantly in the coming years. “The early research internship is beneficial, that’s the feedback we get from the participants”, Ludwig sums up. “Regardless of whether they intend to pursue careers in academia or industry.”

► [www.daad.de/rise/en/rise-worldwide/](http://www.daad.de/rise/en/rise-worldwide/)





German bachelor students to complete research internships in Canada: the 60 best German applicants will begin their research internships in the summer of 2017.

### Insights into international cooperation

The “Carlo Schmid Programme”, which the DAAD conducts in cooperation with the German Academic Scholarship Foundation and the Mercator Program Center for International Affairs (MPC), stands for internships in international organisations and EU institutions. Scholarship holders are familiarised with the issues these institutions face and the methods by which they work. They gain valuable experience, take on responsibility, expand their intercultural competence and improve their chances of later gaining employment at an international level. Demand for the “Carlo



“Language and Practical Experience in China”: important experiences are shared at a meeting between current and previous funding recipients (left).

Insights into the country: scholarship holders in the “Language and Practical Experience in Japan” programme visit a soybean paste manufacturer (right) and practice calligraphy (below).

Schmid Programme” remains high both among applicants and among the participating international organisations. More than 600 applications were submitted in 2016; 1,411 scholarships for internships have been awarded since the programme began.

“The Carlo Schmid Programme enabled me to go to Guinea in West Africa for the UN World Food Programme (WFP) towards the end of my degree course. That was precisely the right experience at the right time. I was able to take on responsibility right from the start and gain valuable experience for my future career – experience I still benefit from today as WFP press officer”, says alumna Katharina Dirr. <<

**Demand remains high:** over 600 applicants applied for scholarships in the “Carlo Schmid Programme” in 2016.



# Internationalisation of higher education institutions

The internationalisation of higher education institutions is progressing on many levels: students are going abroad and coming to German higher education institutions from around the world, international lecturers are bringing fresh perspectives to German lecture halls, and German lecturers are working with research

## *Successful and sustainable: lecturer exchange advances the internationalisation of teaching.*

groups from all continents. The DAAD provides a wide range of funding programmes for these diverse activities, tailored to their various objectives and needs.

### **More international mobility**

Structured international mobility is a major focus. The structural programmes “Integrated International Degree Programmes with Double Degrees”, “Bachelor Plus Programme” and “International Study and Exchange Programmes” (ISAP) support higher education institutions in creating and establishing international degree programmes. They also contribute significantly to greater international mobility among the students of these degree programmes by providing grants for their

mandatory visits to the foreign partner higher education institutions.

Not least, these programmes contribute to the sustainable development of international cooperation and consulting structures at German higher education institutions. A 2016 evaluation of the double degree programme indicated that the exchange of teaching staff plays an important role in establishing long-term cooperations and advances the internationalisation of teaching.

The German-Argentine Centre for Higher Education also aims to utilise these effects. As a major binational programme it is creating double degree programmes between higher education institutions in the two countries.

The mobility of lecturers and junior researchers is at the heart of Project-related Personal Exchange (PPP) – a programme that remains highly popular even after 30 years. Initially launched in 1986 with France and Portugal, this mobility programme supports German-foreign research projects which are in each case funded jointly with a foreign partner. As a successful funding model for providing international training for young researchers it has been introduced in many countries, even beyond the borders of Europe. Today, the DAAD supports binational research projects in 31 countries through the programme. »

**30 years of Project-related Personal Exchange (PPP): the programme remains highly popular and supports bi-national research projects in 31 countries.**

## Leaving nothing to chance

### Approaching international partnerships strategically

Through its “Strategic Partnerships and Thematic Networks” programme the DAAD supports German higher education institutions in networking internationally. The programme funded by the Federal Ministry of Education and Research (BMBF) again focused on presenting best practices and facilitating exchanges of experience in 2016. “Our concept continues to meet with significant interest”, says Karin Norton, responsible for Strategic Partnerships and Thematic Networks in the “Internationalisation Programmes” department of the DAAD. “This is due mainly to the fact that every higher education institution can select measures that suit its own internationalisation strategy.”

49 cooperation projects have received funding since 2013. The higher education institutions use the 250,000 euros per funding year and project to strategically advance selected partnerships: from student and lecturer exchanges to support for research projects. Certain examples have been shown to work particularly well, and were presented in a brochure published on the occasion of the second call for proposals in 2015. “The publication is aimed

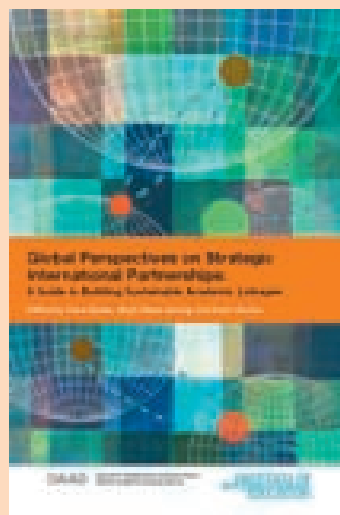
at higher education institutions that want to approach cooperations more strategically and may wish to apply for this funding in the future”, says Norton. “It shows ways in which internationalisation can be approached strategically.” Many universities are collaborating with excellent partners such as Harvard, Princeton or Tsinghua University in China. Of particular note is Tongji University in China, which is connected to German higher education institutions through no less than four strategic partnerships.

### More topics, more types of higher education institutions

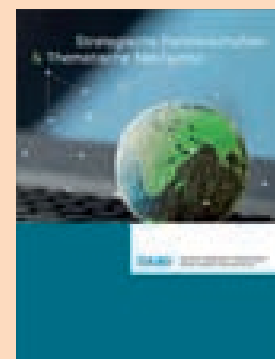
The projects in the second funding round represent an increased breadth of topics and types of higher education institution. They include more humanities and medical projects, and more universities of applied sciences are participating. “The concept has been accepted at the higher education institutions, the circle of interested parties is expanding”, says Norton. This is apparent, among other things, from the demand for the publication “Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages”, which the DAAD published in cooperation with the Institute of International Education (IIE). In it, experts from around the world describe international academic collaboration, from its

theoretical background through survey results to case studies and examples.

The DAAD-hosted conference “Going Forward – Strategic Partnerships as a Driver for Internationalisation”, at which around 200 attendees from Germany, the USA, the United Kingdom, China and other countries met in Berlin in April, also focused on concepts and experiences. Project managers presented their projects by means of posters and themed working groups. In the workshops, attendees discussed forms of governance and communication as well as challenges and sustainability. Although each partnership has to follow its own path, there was one thing everyone agreed on: “Cooperations have to be strategically planned and designed for the long term”, says Karin Norton.



Accompanying knowledge transfer: two publications illuminate perspectives of international academic cooperation and present outstanding cooperation projects.



### Cooperation despite conflict and war

In spite of political and economic crises, armed conflict and war in many regions of the world, the DAAD tries to enable German higher education institutions to collaborate with universities in heavily affected countries. The range of support stretches from short-term measures such as dialogue programmes for academics and next-generation researchers to major academic rebuilding programmes in the wake of war and destruction. The guiding idea is that higher education institutions in particular can and should contribute significantly to overcoming crisis and conflict situations. Higher education

creates the foundations for positive development in business and society, it produces a country's future decision-makers and can promote constructive and critical discourse.

Particularly successful programmes that fulfil this mandate include "Higher Education Dialogue with the Muslim World", "German-Arab Transformation Partnerships", "Future Fund for Southern Europe", "Academic Reconstruction in South-Eastern Europe" and "East-West Dialogue" with the funding lines "Conflict Prevention in the Region South Caucasus, Central Asia and Moldova" and "Supporting Democracy in Ukraine".



### Sustainable and competitive

#### New programme funds the establishment of seven SDG research training groups

The United Nations Agenda 2030, and with it the Sustainable Development Goals (SDG), came into force in 2016. The DAAD responded to this occasion by setting up a new programme funded by the Federal Ministry for Economic Cooperation and Development

(BMZ): the bilateral SDG research training groups.

"Discourse on the SDG should also take place in the Global South. Higher education institutions in particular can effectively stimulate globally and locally sustainable development there", says Lars Gerold, head of section "Institution Building in Higher Education" within DAAD. In order to facilitate this discourse, German higher education institutions are collaborating with partners in developing countries to

establish academic structures in the form of research training groups in which experts and lecturers are to be trained at master, doctorate and postdoc qualification levels.

#### Widely established

Alongside one research training group in Vietnam and two in South America – in Cuba and Peru – the programme's regional focus is on Africa: "Since September 2016 we have been funding one research training group in Western, one



in Southern, one in Eastern and one in Central Africa, because due to cultural and political circumstances academic structures differ widely between regions”, says Lars Gerold. Thematically, all the planned research training groups are rooted in the Sustainable Development Goals: from food security, environmental protection and combating parasitic diseases through preserving cultural heritage to sustainable urban planning.

To ensure sustainability, robust contacts to the regional partner were a requirement for receiving funding. Some higher education institutions used the opportunity for a fact finding mission in order to initiate projects locally and work jointly on the applications, which set out the specific goals of each research training group and defined the indicators for success. The selection was made by an independent commission of ten expert evaluators.

### Results-oriented monitoring

In the interests of effective programme management the DAAD is placing increased emphasis on a new form of monitoring. This is the first time this new method has been applied from the outset in a programme of this size. The German higher education partners familiarised themselves with the new approach through personal coaching and in a workshop, and set out their plans for the coming years. “This standardised monitoring allows the funded higher education institutions to more easily meet their reporting duties and manage their projects more effectively”, says Lars Gerold.

Each SDG research training group will receive up to 450,000 euros annually for the next five years. In addition to project staff, funding is provided for various measures to bring the research and teaching to life, such as summer schools,

lecturer exchanges, scholarships and strategy meetings to further plan the research training groups.

The project partners in all research training groups will discuss their progress and challenges across all topics in regular workshops and develop a network. They are expected to establish study and research programmes in a short time. The first scholarship holders will begin their degree programmes in 2017; the first graduates are expected for 2019.

**For effective planning by the same standards: representatives of the German higher education institutions involved in the SDG research training groups explore results-oriented monitoring in a workshop.**



### Projects by German higher education institutions with DAAD funding

- 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
- Degree Programmes in German
- Bilateral SDG Graduate Schools



**Table 2 : Programmes to promote the internationalisation of higher education institutions in 2016 (selection)**

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
<b>Mobility</b>			
ISAP – International Study and Exchange Programmes, UNIBRAL	194	1,223	4,834
Integrated International Degree Programmes with double Degrees	134	863	3,335
Bachelor Plus	56	603	2,112
PROMOS – Mobility Programme for Students and Postgraduates of German Universities	301	10,680	9,907
GO EAST	52	613	1,038
<b>Partnership programmes</b>			
Strategic Partnerships and Thematic Networks	49	2,774	8,875
PPP – Programme for Project-Related Personal Exchange	693	2,188	3,527
A new passage to India	27	587	1,959
Partnerships with Eastern and South-Eastern European countries	89	4,065	1,906
Partnerships with Japan and Korea	20	154	296
Programmes promoting academic cooperation with Greece / South-Eastern Europe	23	385	1,002
<b>Specialist Centres and Centres of Excellence</b>			
Centres of excellence in Research and Teaching abroad	4	269	1,103
Specialist Centres CUPL and IRDLK	2	46	446
German-Argentine Centre for Higher Education (DAHZ) *	1	233	1,006
<b>Programmes to promote dialogue and support of higher education institutions in crisis regions</b>			
Academic reconstruction in Afghanistan	11	609	4,225
German-Iraqi Academic Partnerships	13	286	1,043
Higher Education Dialogue with the Muslim World	32	951	1,190
German-Arab Transformation Partnerships	65	1,283	5,455
Academic Reconstruction in South-Eastern Europe	11	494	428

\* A total of 32 binational projects were funded by the DAAD in 2016





Most of these programmes are structural extensions of traditional higher education cooperation programmes and expand this programme family, which also includes the Partnerships with Institutions of Higher Education in Developing Countries and the University-Business Partnerships. A German-Indian partnership programme was added in 2016 and provides new funding opportunities to meet the steadily increasing interest in cooperations between German and Indian higher education institutions.

### Initiating reforms

International relations between higher education institutions can drive reform projects. The DAAD therefore also supports partner countries in their own reform projects in education

and research. In 2016, a Ukrainian delegation visited Germany to learn how research is supported here at various levels (university, research organisations, ministry) and which principles German research organisations apply in their work.

In higher education reform the DAAD focuses mainly on Africa: the DIES programme provides training courses for higher education administrators in project and strategic management and trains multipliers for developing quality assurance systems.



**Academic exchange offers prospects for handling crisis and conflict situations. The DAAD successfully funds higher education cooperations with affected regions through a range of programmes.**



## Participating in DAAD selection committees: worth the effort



Prof. Dr.-Ing. Ludger Klinkenbusch teaches electrical engineering at the University of Kiel. He has been an honorary DAAD assessor in the DAAD selection committees since 2005 and is currently a member of the committees “Foreign Students from North Africa / the Middle East” and “Higher Education Dialogue with the Muslim World”. He is one

of currently 445 academics appointed to DAAD committees; many more assist in the selection meetings “ad hoc”. Their dedication is the basis of the DAAD’s success.

*Why are you participating in a DAAD committee to select scholarship holders?*

This work is very special: in addition to the academic quality of the application, a candidate’s personal suitability has to be assessed. This sets the selection of DAAD scholarship holders apart from many other applications I deal with, which are usually decided on academic merit alone. I find the combination of academic and personal appraisal highly motivating. Usually, future international scholarship holders come to Germany for a master’s programme or a doctorate – in my case mostly from the Middle East and North Africa. Knowing certain things about their countries of origin is important when assessing their applications. When I first got involved, the experiences of the DAAD staff were helpful – over time, I became increasingly able to evaluate country-specific aspects myself. This acquisition of knowledge is also motivating.

*How would you describe the atmosphere in selection meetings in which the candidates present themselves?*

These selection meetings are the optimal form of a DAAD selection procedure. The committee usually consists of several university lecturers, a chairperson and a minute taker. Each candidate has half an hour to present him- or herself and his or her project, and to answer the assessors’ questions. In this interaction you learn far more about candidates’ expertise and their personality than when evaluating them “on paper”. The commission always has to be very thoughtful and remain objective; for example, written achievements and personal impressions have to be given equal consideration, otherwise more reserved candidates might be disadvantaged. This is where the “professionals” at the DAAD are especially important.

*Have there been applicants who particularly impressed you?*

I have met numerous excellent and some outstanding candidates in the many selection meetings I attended. You have to bear in mind that those who make it to the interview stage are usually among a country’s best graduates of that year. The outstanding candidates are remarkable in every way: eloquent, self-assured and academically impressive – that’s a pleasure every time. I particularly recall an interview with a young man from Syria I met through the “Baden-Württemberg Scholarship Programme for Refugees from Syria”. He had applied for a place at a German higher education institution





**Selection meeting:**  
committee members  
discuss the academic and  
personal suitability of  
scholarship applicants.

and had excellent grades. As soon as he stepped into the interview room – his mobility impaired as a result of the war, and bearing scars –, but in particular during the interview, the drama taking place in Syria and the consequences for so many young people in that country became evident.

*What does interacting with your academic colleagues on the committee mean to you?*

Good cooperation is the basis of successful work, specifically: of assessing the applications as fairly as possible. The scientific diversity among my colleagues is very interesting as it offers the rare opportunity to gain deeper academic insights into various fields of research. In addition I get to meet dedicated colleagues from German and foreign higher education institutions in person, and some conversations lead to cooperations. At a selection meeting at the DAAD office in Cairo for example I was able to convince a fellow assessor and physician to hold a lecture at my summer school.

*What would you say to younger colleagues who are considering joining a DAAD committee?*

I would highly recommend they get involved. Of course this entails additional work – but the many interesting people you meet, the cultures and countries you become familiar with, and in particular the many young people you help make it worth the effort.

► [www.daad.de/auswahlkommissionen](http://www.daad.de/auswahlkommissionen)

**Interdisciplinary net-  
working and encounters  
with interesting young  
personalities are what  
make voluntary work  
with the DAAD selection  
committees so rewarding.**

# Expertise for Academic Collaborations

Transferring knowledge on all aspects of the internationalisation of higher education institutions and academia has always been part of the DAAD's remit. With the formulation of its "Strategy 2020", developing "Expertise for Academic Collaboration" has, however, become one of its three central fields of action. The DAAD advises higher education staff individually, organises network and marketing conferences, and publishes higher education related studies and regional expertise.

## One decade International DAAD Academy

The founding of the International DAAD Academy (iDA), which began its work ten years ago, was a major step forward in systematising knowledge transfer to higher education institutions. iDA provides further training to academic and administrative higher education staff on matters relating to internationalisation. Its seminars and workshops teach application-related skills, background and contextual knowledge; in addition, they provide fora for the networking of internationalisation stakeholders from teaching and administration and form a platform for dialogue between higher education institutions and the DAAD.

In the ten years since its founding, iDA has achieved some impressive figures, holding 771 seminars and workshops attended by a



## GERMANY VISITS MEXICO

Numerous cooperations in academia and business demonstrate the close ties between Mexico and Germany. The "German Year in Mexico 2016–2017" under the motto "Alliance for the Future" will further intensify those ties. More than 1,000 events on research, education, innovation, mobility, culture and sustainability are scheduled between June 2016 and June 2017. The DAAD regional office in Mexico City will add over 50 projects on research and education to the variety of events, working with numerous German and Mexican partners to organise conferences, symposia, workshops, fairs, fora, readings, exhibitions, science slams and even a photography competition. The topics range from archaeology to the interaction between science and business and reflect the wide range of subjects on which the two countries collaborate.

► [www.alemania-mexico.com](http://www.alemania-mexico.com)

Then federal foreign minister Frank-Walter Steinmeier (centre) came to Mexico City for the opening of the German Year.





Federal Education Minister Johanna Wanka (centre), DAAD President Prof. Margret Wintermantel (left) and Monika Jungbauer-Gans, Scientific Director of the German Centre for Higher Education Research and Science Studies (DZHW), present the results of “Wissenschaft weltoffen 2016”.



Since it was founded in 2006, the International DAAD Academy has held 771 seminars and workshops attended by a total of 12,667 higher education staff from academia and administration. The attendees came from 470 higher education institutions and other academic institutes.

total of 12,667 higher education staff from academia and administration. The attendees came from 470 higher education institutions and other academic institutions and discussed lectures and experience reports from 1,411 speakers, including 371 DAAD employees. 2,089 higher education representatives participated in iDA seminars in 2016 alone; among them were 376 attendees of special events on “Study applicants with refugee backgrounds”.

### DAAD Embassy Dialogues

Information events are also aimed at foreign partners. Very important to the DAAD are for example its connections to foreign embassies in Germany. The Berlin office has developed the “DAAD Embassy Dialogues” format for this purpose. Representatives of 15 Latin American countries, including seven ambassadors from, for example, Colombia, Peru, Chile and Costa Rica, representatives of the Federal Foreign Office (AA) and the Federal Ministry of Education and Research (BMBF) met in the Berlin-Brandenburg Academy of Sciences and Humanities in September 2016 to speak with the DAAD about academic cooperation between Latin America and Germany as well as the DAAD funding instruments.

### Publications

Alongside seminars and individual consulting, publications continue to play a significant role in knowledge transfer. In 2016, the DAAD’s

publication series on higher education marketing included, for example, publications on higher education marketing in Brazil, on international junior researchers in Germany and on the digitalisation of educational programmes. Country profiles on Indonesia and the Czech Republic were also published.

Again, among the DAAD’s most important publications in 2016 was “Wissenschaft weltoffen”. This standard work with current data on the internationalisation of study and research in Germany, which is published in cooperation with the German Centre for Higher Education Research and Science Studies (DZHW), included the focus chapter “International Researcher Mobility” (see page 41). The printed publication is complemented by a website which also allows individual search queries.

### Present in many media

The DAAD is also present in other relevant publications. Reports from the Moscow office and an article on the consequences of Brexit by the London office were published in “Forschung & Lehre”. The Tehran information centre reported on German-Iranian exchange in “Politik und Kultur”. The DAAD press office moreover arranged interviews with numerous DAAD experts for radio, print and online formats. The main topic of interest: the effects of Brexit and the US elections on academic cooperation. The new series “DAAD Focus”

## Progress in internationalisation

### Survey “Wissenschaft weltoffen 2016”

Germany is one of the main hubs of international academic mobility – along with the United Kingdom, France, Canada, Switzerland, and, topping the list, the USA. This is revealed by the publication “Wissenschaft weltoffen 2016”, which the DAAD publishes annually in cooperation with the German Centre for Higher Education Research and Science Studies (DZHW).

The focus chapter on the international mobility of academics is the most extensive survey of this subject to date. “Previously, there was no comprehensive overview of the different forms of academic mobility, such as conference visits, participation in research projects, or long-term teaching and research abroad”, explains Simone Burkhart, head of division “Strategic Planning” within the DAAD. “But such concepts are an important prerequisite to understanding how the causes and the effects of international academic mobility are linked.”

### International mobility is increasing

The findings of the focus chapter confirm that academic and researcher mobility in Germany

has increased. In 2014, around 43,000 German academics taught or conducted research abroad either temporarily or permanently. At the same time, over 85,000 international academics were working at higher education institutions and non-university research institutions in Germany. Their proportion alone has grown by 84 percent since 2006.

“Wissenschaft weltoffen 2016” also provides information on student mobility, where it emerges that Germany is not only one of the most important host countries for internationally mobile students, but also one of the major countries of origin. “Germany is one of the few countries with a largely even mobility balance”, says Burkhart. “Internationally, it’s unusual that academic mobility is supported equally in both directions.”

Although a significantly larger data basis is available to the DAAD for analysing student mobility than researcher mobility, there is still room for improvement. Burkhart: “Temporary study-related visits such as semesters abroad or internships are not currently included in higher education statistics.”

### Precise data

Better data will now become available thanks to the Higher Education Statistics Act of

1 March 2016. The DAAD provided advice on the amended law and supports the higher education institutions in recording data on study-related international mobility through the “EU Benchmarking Project” funded by the Federal Ministry of Education and Research (BMBF).

In future, higher education statistics will record information for all graduates on whether, where and for how long they

*Germany is one of the main hubs of international academic mobility.*

went abroad for study-related reasons. The EU education ministers want 20 percent of all academic graduates to have spent at least three months abroad for study-related purposes by 2020; the federal government is even aiming for 33 percent. The new data will reveal whether these political goals have been successfully implemented.

► [www.wissenschaft-weltoffen.de](http://www.wissenschaft-weltoffen.de)

► [www.daad.de/credit-mobility](http://www.daad.de/credit-mobility)



## PREMIÈRE IN GHANA

In October 2016, the entire DAAD network from 18 African countries came together for the first time in Ghana for a regional meeting. Among the attendees were the regional DAAD Lektors, the directors of the DAAD information centres, DAAD long-term lecturers and some “Ortslektors” from Sub-Saharan Africa. In his welcome address, Prof. Mawutor Avoke, Vice Chancellor of the University of Education, Winneba, emphasised that this was the largest DAAD delegation that had ever visited a university in Ghana. The attendees took advantage of the network meeting to discuss existing cooperations and line up new joint projects. They also discussed current developments within the DAAD and its effects on the work in Africa. The DAAD regularly holds regional meetings at varying locations to promote such exchanges.



**Regional networking meeting: DAAD Lektors, long-term lecturers, directors of the information centres and some “Ortslektors” from Sub-Saharan Africa met at the University of Education in Winneba.**

that introduces the respective higher education systems and provides an overview of the DAAD’s activities in the country.

Printed publications are available in electronic form on the DAAD’s website. Potential readers are informed of new publications via digital channels such as the newsletter DAAD Aktuell and the DAAD’s Twitter and Facebook pages, and can access the products immediately. «

published three articles from the New York office on, among other things, the “tenure track” and other academic career models.

The main medium of knowledge transfer is the Internet. The DAAD’s websites on “Development Cooperation”, “German Language and German Studies” and “Internationalisation of Research” were redesigned, as were the websites of several offices and information centres. The Country Information pages were also revised: many of the pages contain new content

III.

Our fields of  
work

# Development and dialogue

“El Niño makes progress wither” is how weekly paper *Die Zeit* titled an article published in early 2016 on the worst drought to hit Ethiopia and many parts of eastern Africa in decades – a result of climate change. But Ethiopia has developed quickly in recent years; working with international organisations, the country was able to prevent a famine at the last moment.

Internationally networked research and training aim at allowing early precautions to be taken in the future. This is the goal of the Ethiopian-German research training group “Climate Change and Food Security” (CLIFOOD), which was launched in September: researchers at Hawassa University and the University of Hohenheim are developing innovative strategies, allowing Ethiopia to adjust to the consequences of “El Niño” and secure the food supply for its growing population. The research training group will be funded for at least five years.

## BETTER TRAINING FOR DOCTORAL CANDIDATES

Only with qualified lecturers can higher education in Africa be improved in the long term. DAAD is therefore providing increased funding for young researchers in East Africa. In cooperation with the Inter-University Council of East Africa (IUCEA), the DAAD invited 80 representatives of higher education institutions and research institutions as well as doctoral candidates to a three-day DIES seminar in Nairobi. The main topic was the quality of doctoral training: Which structures do universities need to facilitate successful doctorates? How are junior researchers identified? And how can supervisors of doctoral candidates be better supported and further trained? In addition to German and East African attendees, experts from Ghana and South Africa contributed to the discussion, identifying common challenges and potential solutions for the entire continent.

The DIES programme developed by the DAAD and the German Rectors' Conference promotes the modernisation of management structures at higher education institutions in developing countries. The seminar in Nairobi was pioneering for measures in graduate training: in future, IUCEA and the DAAD will be supporting the institutions in establishing standards and guidelines. In addition, an online course for PhD supervisors is to be designed.

## Contribution to the Agenda 2030

Close global cooperation to solve development issues is at the core of the Sustainable Development Goals (SDG), which the United Nations (UN) adopted in 2015 and wants to see achieved by 2030. German higher education institutions and the DAAD are contributing to implementing the UN's Agenda 2030: seven bilateral research training groups on SDG topics began their work in 2016 (see inset on page 47 and page 32f.).

The core principles of the Agenda 2030 are equal opportunities through education for all as well as partnership and sustainability in solving problems. The effects are to be measured. The DAAD is committed to these principles.





### ELEVEN NEW PARTNERS IN WESTERN AND CENTRAL AFRICA

Many developing countries lack qualified university teachers. The DAAD is supporting these countries in training future professionals and managerial staff and in establishing effective and cosmopolitan higher education institutions with its “In-Country / In-Region Scholarship Programmes”



**The West Africa Centre for Crop Improvement (WACCI) at the University of Ghana is also receiving funding.**

(SPDL). A successful call for proposals for the SDPL programme at higher education institutions in Eastern Africa in 2015 was followed by a call for proposals in 22 countries in Western and Central Africa in 2016. From the 32 applications, eleven partner institutions with the appropriate expertise were selected in Benin, Burkina Faso, Ghana, Nigeria, Senegal and Togo. 60 scholarships annually will be available to these institutions in the coming years, giving prospective higher education teachers from developing countries the opportunity to pursue postgraduate courses at higher education institutions in their home or neighbouring countries. To additionally strengthen digitalisation in teaching, holders of In-Country / In-Region scholarships were also able to attend training workshops on “Digital Africa” and network within the international research community.

### Education for all

Increasing numbers of young people are heading for higher education institutions in Africa. New university teachers are urgently required in order to ensure high-quality training. To this end, the DAAD succeeded in implementing its programme “1,000 Scholarships for African Students” more quickly than planned and was able to award over 600 additional scholarships. The scholarship holders will be provided with quality-assured education: the receiving institutions were required to submit to demanding selection procedures, and new supporting measures

for gaining digital skills and supervision expertise were introduced. In addition, the DAAD has cooperated with GIZ to explore worldwide approaches to better reaching and supporting disadvantaged persons in higher education.

### Partnership and sustainability: higher education institutions are networking

The higher education institutions will not be able to achieve the SDG on their own; in order to do so, they will have to network beyond their sector. A conference of the “exceed” networks on migration and

**Climate change: the Ethiopian-German research training group CLIFOOD is developing strategies to enable Ethiopia to respond to extreme weather events and counteract their consequences early on.**

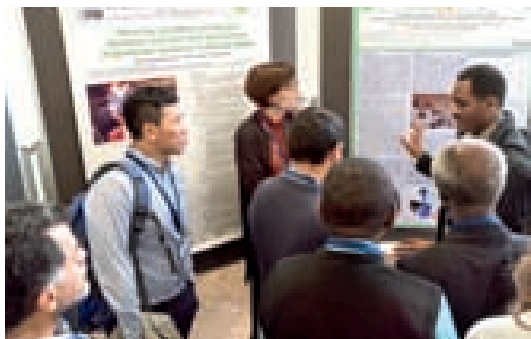
The DAAD is supporting seven SDG research training groups: RoHan has begun its work in Hanoi (above).



Scholarship ceremony: the director of the IC office in Ethiopia, Dr. Gerald Heusing, and Stephan Wendt of the German Embassy in Addis Ababa congratulate an Ethiopian In-Country / In-Region scholarship recipient (centre).



Poster session at the conference of the “exceed” networks: Matives Daba (right) presents his research on mental health prophylaxis in Ethiopia (below).



The conference of the “exceed” networks was characterised by lively discourse (bottom).



refugees included a presentation on how higher education institutions and hospitals can cooperate on mental health and trauma resolution.

Cooperation with industry is becoming increasingly important. Following a further training course at the University of Jena, DAAD alumni from 17 developing countries met with international industry specialists at the world’s largest healthcare fair MEDICA in Düsseldorf in November.

Contacts to other stakeholders in development cooperation were expanded: higher education institutions and the DAAD have been successfully supporting German development cooperation projects, such as the establishment of the German-Mongolian mining university, for years. The DAAD and GIZ signed a Memorandum of Understanding in March ‘ to strengthen their cooperation.

Two cooperations are especially focused on the topic of sustainability: in Senegal, TH Köln is working with four Senegalese partner higher education institutions to modernise the curriculum for a master’s programme on energy efficiency. Sustainability was one of the annual themes on the internet platform “Alumniportal Deutschland”, which is funded by the Federal Ministry for Economic Cooperation and Development and to which GIZ and DAAD are major contributors along with the Goethe-Institut and the Alexander von

Humboldt Foundation. The newly agreed next phase of the alumni portal will highlight the SDG.

### Better monitoring

Requirements regarding transparency and accounting in development cooperation are increasing. The DAAD has responded to this fact with a web-based monitoring tool that improves the impact orientation of its funding offerings, making it easier for higher education institutions to meet their reporting requirements. Thanks to its use of informative indicators, the new approach also allows the DAAD to compare results from the individual higher education projects and present them accordingly. This means improvements in university management, the take-up of new

### FOCUS ON TWO SDG RESEARCH TRAINING GROUPS

Peace – this Sustainable Development Goal (SDG) is of great significance in terror-torn Nigeria. As art, culture and music promote the peace process, the University of Maiduguri is working with the University of Hildesheim and the University of Cape Coast in Ghana to establish the graduate school “Performing Sustainability. Cultures and Development in West Africa”. A master’s degree course in cultural studies, peace and conflict research is planned. Researchers are also documenting traditional music in order to preserve this identity-building cultural asset.

In Cuba, a research training group is to support sustainable economic and social development: with the help of the University of Bonn, the “Cuban-German School for Interdisciplinary Development Studies” is being established at the Universidad Central “Marta Abreu de las Villas” (UCLV). The SDG will focus on agriculture, food supply, environment and energy, as well as housing construction and resilient society.

The DAAD is supporting five further “Bilateral SDG Research Training Groups” in South America, Asia and Africa with funding from the Federal Ministry for Economic Cooperation and Development (see page 32ff.).

study programmes or the learning progress of students can be continuously monitored and their contributions to sustainable development assessed. <<

**Strong partners: the DAAD and GIZ sign a Memorandum of Understanding to further expand their successful collaboration.**

**Table 3 : Programmes to promote development and dialogue in 2016 (selection)**

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
<b>Individual funding</b>			
Development-Related Postgraduate Courses *	41	763	7,102
BMZ: In-Country / In-Region Scholarship Programmes *	—	1,197	7,198
1,000 Scholarships for African Students	—	598	3,683
<b>Project funding</b>			
Bilateral SDG Graduate Schools	7	47	1,824
Centres of Excellence in Africa Subsahara	8	264	2,877
“exceed” – Higher Education Excellence in Development Cooperation	5	858	4,642
Academic partnerships with developing countries	135	2,541	7,735
Programmes for Alumni from Developing Countries (financed by the BMZ)	48	1,347	2,460
DIES – Dialogue on Innovative Higher Education Strategies (dialogue and training)	14	697	3,165

\* standard programme without “1,000 Scholarships for African Students”

# German language and German studies

**Global training for German teachers: The “DaF Study Modules for Future German Teachers” programme develops teaching and learning materials at German higher education institutions for use on an online platform.**

German language skills are a major requirement for studying successfully in Germany, but engaging with German literature, culture and society also creates an important basis for academic exchange. Promoting German language and literature at higher education institutions abroad is therefore an important component of the DAAD's portfolio.

## **Country-wide German courses**

The DAAD sponsors individual language courses in Germany for its funding recipients: over 800 scholarship holders from around the world took a preparatory language course at one of a range of institutes in German university towns in 2016. For many, this language course marks their first visit to Germany, and it defines their general impression of the country and its people. Those who feel welcome and well cared for here will carry these experiences over to their study programmes and take them back to their home countries.

In order to offer every scholarship holder a place in the right German language course, the DAAD selects providers through a request for proposals every four years; it did so again in 2016. The language courses last from two to six months and linguistically prepare scholarship holders for their study programmes in Germany.

In many regions where interest in economic and academic cooperation with Germany is

growing, increasing numbers of people are learning German. This means that German studies at tertiary level are becoming more important – both with regard to academic research on German language and culture and in terms of academic training for teachers and lecturers of German.

To support the latter, the DAAD used funding from the Federal Foreign Office (AA) in 2016 to set up a new programme to promote the German language in the form of study modules for German as a Foreign Language (DaF): German higher education institutions are developing teaching and learning materials that are to be made available on an online platform for worldwide use in German language and literature degree programmes. Alongside the methodology and didactics of teaching German, the programme focuses mainly on application-related topics such as specialist and professional communication, but also German as an academic language.

The Advisory Council on German Studies, which is reappointed every four years by the DAAD Executive Committee, advises the DAAD on promoting the German language and German studies at higher education institutions. The newly appointed Advisory Council, which consists of representatives of the various sub-disciplines of German studies from German and foreign higher education institutions, convened in July 2016.

The Advisory Council also acts as the selection jury for the DAAD's renowned Jacob and Wilhelm Grimm Prize and the Grimm Young Talents Award. The Jacob and Wilhelm Grimm Prize recognises academics from abroad for outstanding services to international cooperation in the discipline of German studies, and went to American linguist Mark L. Loudon of the University of Wisconsin in Madison in 2016, while Slovenian junior researcher Tanja Škerlavaj of

### GERMAN LANGUAGE CONFERENCE IN TEHRAN

“On the German language in Iran: between culture, science and vocational training” was the motto of the “2016 German Language Conference in Iran”, which took place from 28 May to 1 June 2016 in Tehran. It was the first time the DAAD information centre in Tehran had cooperated with German studies departments at Iranian higher education institutions to organise a conference of this size in the capital. Iranian and German scholars of German studies and academics of other disciplines discussed developments in research and how German can effectively be taught at higher education institutions. The conference also offered an opportunity to jointly plan projects and initiate cooperations. “The conference took place in an open atmosphere which allowed even junior researchers to actively and fearlessly participate in the debates. The role of German studies for intercultural exchange and the significant interest, also from the German experts, in joint projects was very apparent”, reports Elke Hanusch, head of the “Ortslektor” programme in the “German Studies, German Language and ‘Lektor’ Programme” section at the DAAD.





## Academic perspectives in times of crisis

### Conference: 25th Anniversary of the Centres for German and European Studies

“Yes, we can!” Conference attendees reprised Barack Obama’s slogan: discussing Donald Trump’s election as president of the United States, Brexit, and the rise of right-wing populists in Europe, they responded with a clear commitment to international cooperation.

The DAAD hosted the conference on the occasion of the 25th anniversary of the Centres for German and European Studies. “Particularly in these politically

unsettled times full of changes we are seeing how important it is to be able to build on proven and stable structures such as the Centres for German and European Studies. They already provide the debating culture that brings together individuals from academia, politics and public life to conduct the exchange of ideas on societal trends we so urgently need”, said Professor Margret Wintermantel, president of the DAAD. More than 100 academics from 14 countries attended just the latest conference “Coalescence or Collapse? Challenges for German and European Studies in the 21st Century” at the BMW Center for German and European Studies at Georgetown University in

Washington. “It was the biggest conference of this kind since the DAAD began sponsoring the meanwhile twenty centres with funds from the Federal Foreign Office (AA) in 1991”, says Christian Strowa, team leader for German Studies Projects and Centres for German and European Studies in the “Project Funding for German Language, Alumni Projects, Research Mobility (PPP)” department of the DAAD.

### Once unthinkable – now a matter of course

The attendees agreed that international cooperation is today more important than ever in order to reflect on one’s own country and learn from

## CREATING INTEREST IN GERMAN LANGUAGE AND CULTURE

2,678 scholarship holders from 114 countries attended one of the 123 summer and winter schools or an intensive language course at German higher education institutions in 2016 in order to enhance their language skills, their knowledge of Germany and their understanding of various



other areas of expertise. Excursions, lectures and cultural events additionally introduced them to the German way of life.

The summer and winter schools are often the first time students come into contact with Germany – with consequences: many course participants want to learn more German or even continue their degree programme at a German higher education institution. The DAAD has been funding summer and winter schools since the 1930s and is Germany’s main scholarship provider for language courses.

**Against a historic background: scholarship holders visit Cologne’s old town during a summer school.**

one another. They reminded themselves how much relations between nations have changed since the post-war period. What was then unthinkable is today a matter of course: academics from Israel and France discussing Germany and Europe with German colleagues, or Japanese, Chinese and Korean academics working together.

In Washington, international and interdisciplinary panels discussed whether Germany is transforming from a nation state to an immigration state. A further conference topic were for example mechanisms and methods of cultural mediation: How do German writers and academics shape the German-

speaking countries? Into which languages are their works translated?

#### **New research approaches**

The role of academia in the context of political and societal changes remained the central topic in Washington, says Christian Strowa. The conference had for example discussed, he elaborates, how political developments demanded a new discourse and new research approaches, and whether and how all social classes could be comprehensively brought back into focus, including those who feel overwhelmed by current developments and ignored by policy makers.

Particularly for junior researchers, the assessment that the political crises had not rendered discussion of Germany and Europe irrelevant was seen as promising. Such discussion could in fact experience an upswing now because the corresponding expertise was required. The Centre for German and European Studies in Amsterdam, for example, was currently experiencing significant interest in its work from young researchers, reported its director, Professor Ton Nijhuis.

► [www.daad.de/des](http://www.daad.de/des)



the University of Ljubljana won the Grimm Young Talents Award. Both awards were presented to the winners at the German language scholars' conference "Deutscher Germanisten-tag" in Bayreuth in September 2016.

#### **Anniversaries: Centres for German and European Studies**

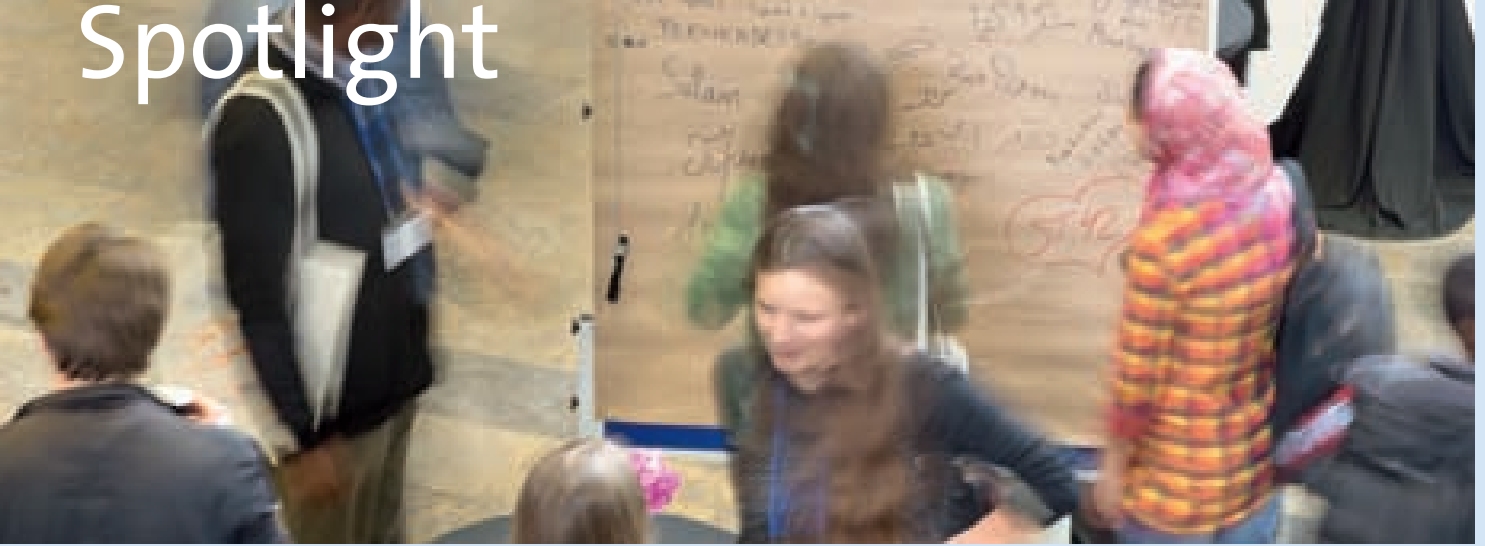
The Centres for German and European Studies, which the DAAD has been funding for 25 years,

provided an occasion to look both back and ahead (see page 50f.). They conduct outstanding research and teaching in the Germany-related humanities, arts and social sciences. What began 25 years ago with funding for the first three centres at the leading US universities Harvard, UC Berkeley and Georgetown was soon expanded to Western Europe: the Institute for German Studies (IGS) in Birmingham and the Duitsland Instituut (DIA) in Amsterdam celebrated their 20th anniversaries in 2016.

Measures to establish a further Centre for German and European Studies in Brazil were initiated in 2016. It will be the first centre in the southern hemisphere – a positive sign of increasing collaboration in the humanities, arts and social sciences.



**Prof. Gerhard Lauer (left), chairman of the Advisory Council on German Studies, Embassy Counsellor Gregor Jagodič (centre), DAAD Vice President Prof. Joybrato Mukherjee (2nd right) and laudator Prof. Peter Auer (r.) honour Grimm Young Talents Award winner Tanja Škerlavaj and Jacob and Wilhelm Grimm Prize winner Prof. Mark L. Loudon.**



## Refugees at German higher education institutions – successful interim assessment

It's been a huge success: within a year, almost all German higher education institutions have risen to the occasion and established projects to assist refugees. This positive interim assessment was the focus of the first project manager conference of the DAAD refugee programmes “Welcome” and “Integra”. In late November, around 250 project managers and representatives of ministries, research institutions and civic organisations discussed what the programmes had achieved so far and shared their experiences.

When the first refugees arrived in Germany in the summer of 2015, hardly anyone realised how much this would affect higher education institutions: integrating refugees into degree courses has been one of the major challenges of 2016.

### 100 million euros in three key funding lines

The DAAD had already responded to the new situation in the autumn of 2015 by creating a comprehensive package of measures for German higher education institutions with funding from the Federal Ministry of Education and Research (BMBF). A total of 100 million euros in three funding lines were made available for the years 2016 to 2019:

Since 2016, refugees can take part in the TestAs aptitude test, the uni-assist screening process and the online onSET-Deutsch or onSET-English assessment free of charge. The measures in this first funding line allow young people to effectively assess their skills and qualifications.

The second key funding line focuses on targeted preparation for study. Thanks to the “Integra” funding programme, higher education institutions and preparatory colleges can create special courses that bring refugees up to speed academically and in terms of language skills.

Numerous student initiatives help refugees take their first steps into higher education. The DAAD funds this voluntary work through the third funding line with the “Welcome – Students Helping Refugees” programme.

The number of funded projects shows just how high demand and interest from higher education institutions are: the “Integra” programme included projects at 172 higher education institutions and preparatory colleges by the end of the year; the “Welcome” programme is similarly popular: 162 higher education institutions are participating.

### Information and further training in high demand

Working with refugees poses many new challenges for staff at higher education institutions. In response, the DAAD set up a “Special Programme for University Employees Supporting Refugee Students” in late 2015. This further training option was added permanently to the range of courses offered by the International DAAD Academy (iDA) in 2016. Particularly popular are seminars on the legal situation of study applicants from refugee backgrounds, on identifying and dealing





Captions: Project managers in the DAAD programmes “Welcome” and “Integra” met under the heading “Flight and Academic Study” (above).



Dr. Susanne Preuschoff of the University of Cologne, Nicole Grimm of the Lübeck University of Applied Sciences and Dr. Christian Thimme, head of the “Project Policies and Internationalisation of Higher Education in Germany” department in the DAAD (left to right) discussed requirements and tasks of academic integration (at left).

with trauma, or on the various educational backgrounds of refugees. Around 400 people attended the seminars in the special programme in 2016 – reason enough to offer it again in 2017 with additional topics.

Expertise is also available in the leaflet “Access to University and Academic Study of Refugees” published by the DAAD in cooperation with the Federal Office for Migration and Refugees (BAMF) and other partner organisations. The publication serves as a practical guide to the legal regulations that must be observed when integrating refugees into study programmes.

All information on the subject of refugees is presented clearly on the DAAD website. In addition, the DAAD offers information on the website [study-in.de](http://study-in.de) under “Information for Refugees – Studying and Living in Germany”.

### Scholarships in the crisis regions

It is of course important to the DAAD to guide refugees living in Germany into higher education.

But the DAAD also wants to support displaced young people who have remained in their home regions. In the EU-funded “HOPES” programme the DAAD works closely with the UN refugee aid organisation UNHCR to award up to 400 scholarships to qualified young Syrians to enable them to study in Turkey and the Middle East. These and other scholarship programmes funded by the Federal Foreign Office (AA) and the Federal Ministry for Economic Cooperation and Development (BMZ) offer prospects for refugees interested in attending university.

- [www.daad.de/der-daad/fluechtlinge/en](http://www.daad.de/der-daad/fluechtlinge/en)
- [www.study-in.de/refugees](http://www.study-in.de/refugees)

Interview: a student assistant and a refugee student provide insights into how integration is lived at the University of Cologne (right).

# European cooperation on higher education

German higher education institutions again participated successfully in the Erasmus+ programme in 2016 and took full advantage of the budget provided by the European Commission to fund intra-European exchange, mobility with countries outside Europe, and the Erasmus+ Strategic Partnerships. Compared

*Exchange with partner countries outside Europe: the programme line is attractive to German higher education institutions; the number of applications is high.*

to other European countries this is far from commonplace; it shows how well Erasmus+ is accepted at German higher education institutions.

## **Significant demand for mobility funding programmes**

German higher education institutions continued to show significant interest in promoting intra-European mobility of students and higher education staff. The National Agency for EU Higher Education Cooperation within the DAAD (NA DAAD) was again able to grant the entire 71.8 million euros in funding provided by the

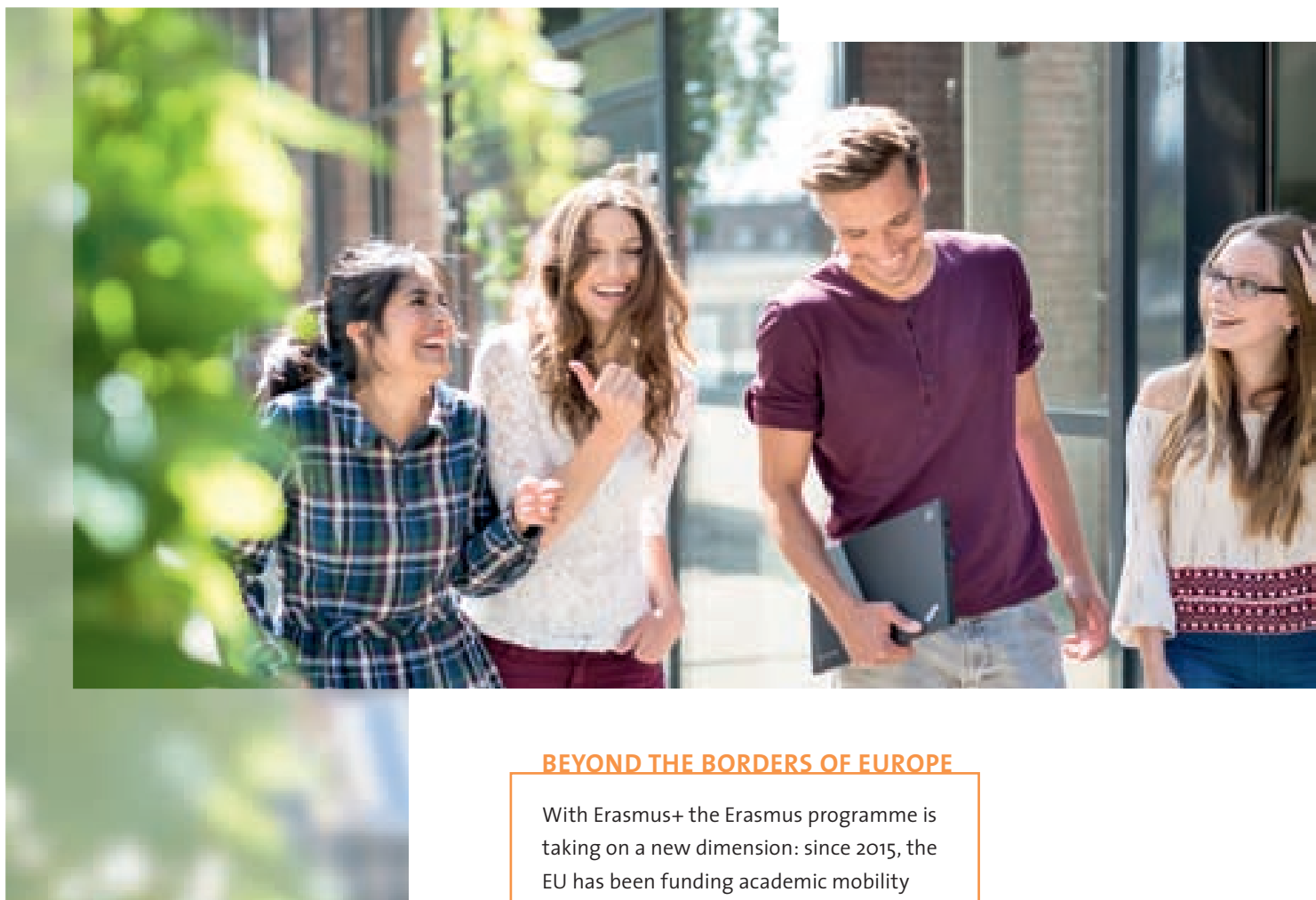
EU Commission in 2016 to 345 German higher education institutions and mobility consortia actively involved in the Erasmus+ programme. In purely mathematical terms, this budget can fund over 47,100 mobilities to other European countries.

In addition, 165 higher education institutions requested funding for projects involving mobility with partner countries outside Europe, an option that was introduced in 2015. Since 2016 this programme line has also facilitated exchanges of students and higher education staff with the African, Caribbean and Pacific regions. The application volume of around 51 million euros – almost forty percent higher than in the previous year – shows how attractive this new programme line to help internationalise German higher education institutions is (see inset on page 55).

Also very popular is the programme line “Erasmus+ Strategic Partnerships”, in which NA DAAD was able to grant 14 higher education cooperations selected from 44 applications with a total volume of 16.5 million euros.

## **Successful German applicants**

Especially gratifying are the very good results of German higher education institutions in the funding lines that are managed centrally by the Education, Audiovisual and Culture Executive Agency of the European Commission: Germany is involved in around half of all new Erasmus



### BEYOND THE BORDERS OF EUROPE

With Erasmus+ the Erasmus programme is taking on a new dimension: since 2015, the EU has been funding academic mobility beyond the borders of Europe and supporting cooperation in projects with higher education institutions around the world. In 2016, the National Agency for EU Higher Education Cooperation within the DAAD (NA DAAD) received around 17 million euros with which to enable almost 4,500 students and teachers from around the world to visit Europe and send students at German higher education institutions out into the world. The monies for the further funding lines are managed by the EU in Brussels: for innovative capacity building projects in higher education, for transnational master's degree courses (Joint Master Degrees) and for the Jean Monnet Activities. NA DAAD also provides advice and support here: "We want to ensure that German higher education institutions and their partners are as well prepared as possible to compete for these attractive projects", says Beate Körner, head of section "Erasmus+ Key Action 2: Partnerships and Cooperation Projects".

► [www.eu.daad.de](http://www.eu.daad.de)

Mundus Joint Master Degrees. 65 German institutions are participating in just over a third of the 52 capacity-building projects. 58 percent of German applicants are successful in applying for Jean Monnet Activities. The European Commission also for the first time awarded funding for two projects submitted by German higher education institutions in the "Erasmus+ Knowledge Alliances" funding line.

### Promoting Europe

In light of Europe's crumbling political and societal cohesion, events held by NA DAAD explored the question of how higher education institutions can counteract these trends: Prof. Yasemin Karakaşoğlu, Vice President of the University of Bremen, opened the 2016 Erasmus+ Annual Conference by presenting her university's experiences and challenges relating to internationality and diversity.

In September, NA DAAD revisited the subject with the conference "Tolerance, Freedom and Civic Commitment – Values against 'New Walls'"



**“Europe meets Schools”:  
this programme has been  
facilitating meetings  
between young Europeans  
for a decade, and is the  
perfect example of a lived  
commitment to Europe.**

at the Berlin Wall Memorial. The event explored the foundations of European identity, civic action and the discussion of cultural values.

### **Tenth anniversary of “Europe meets School”**

The Berlin conference closed with a ceremony celebrating the tenth anniversary of the “Europa macht Schule – Europe meets School” programme. In the presence of high-ranking politicians, the programme’s pioneering role in promoting encounters between European citizens was highlighted. It is a perfect example of a lived commitment to Europe and has, for this and other reasons, an important societal and educational mission: to acquaint the younger generation with Europe at an individual level and create an understanding of each other and

of other cultures through personal exchange. 190 students participated in 189 projects at 138 schools in the 2015/2016 academic year alone.

The 2017 anniversary year is being celebrated under the motto “From Erasmus to Erasmus+. A 30-year success story”, indicating that German higher education institutions have achieved and continue to achieve significant progress in internationalising the European education landscape and promoting the European idea. Against this background, NA DAAD will be supporting students’ voluntary commitments and the activities of higher education institutions through multiple funding measures, and presenting them to the public.



## Greater obligation

### Trend reversal sought both in the “Bologna” and the ASEM process

The Bologna process – the establishment of a common European Higher Education Area – is drawing attention and admiration from all over the world. “Many envy us for the fact that the European Commission provides funding programmes and billions to promote academic mobility”, says Martin Schifferings. Particularly participants in the Asia-Europe Meeting (ASEM) from the higher education sector are watching the Bologna process very closely.

Schifferings is the head of the “Erasmus+ Key Action 3: Policy Support” section of the “National Agency for EU Higher Education Cooperation within the DAAD” (NA DAAD). The agency is involved in the Bologna process and the ASEM Education Process at various levels on behalf of the Federal Ministry of Education and Research (BMBF). Both processes focus equally on the mobility of individuals, on higher education structures and on the political framework conditions for internationalisation.

### Results of the work so far

“The main idea of ‘Bologna’ is to not keep setting new

goals”, emphasizes Schifferings. “Instead, we should examine why member states are not or not fully implementing agreements that have already been adopted.” The informal nature of the process is not helpful here, as there are no correctives or options for sanctions. How to handle this situation in the future will be a crucial issue in upcoming negotiations.

Even more informal is the ASEM Education Process, where many projects are not being implemented although representatives at the higher education level have already negotiated contracts. “German representatives are often irritated because they don’t realise that Asian higher education institutions cannot act as autonomously as their European counterparts”, explains Schifferings. “Higher education institutions there are not always entitled to sign contracts; in some cases they have to be signed by ministries. Documents at the signature stage may wend their way rather slowly through the institutions.”

### Setting a course for the future

“Currently, the desire to reverse this trend is being expressed both in the European Higher Education Area and in the ASEM Education Process”, says Schifferings. It is hoped that conferences will pave the way: the ASEM Ministers’ Meeting

will take place in Seoul in May 2017 and the Bologna Ministerial Conference in Paris in early 2018. Preparations for both meetings began in 2016 in cooperation with other national stakeholders. Regarding Bologna, the department is involved in various working groups of the central steering committee, and in the context of ASEM international meetings at the working level take place regularly. For the higher education sector, the most important question at the ASEM Ministers’ Meeting is how the process can progress beyond statements of intent and not fail due to communication issues or questions of responsibility. Schifferings reports there are indications of a “Seoul declaration”: such an international statement of intent could allow ASEM to orient itself even more closely to the Bologna process.

The department head sees the self-critical voices as positive. “For us at the DAAD both processes are headed in the right direction – rethinking the informal nature of both ‘Bologna’ and ASEM.” It also means that ASEM has the opportunity to learn from “Bologna”.

**Asia-Europe meeting in Berlin: The National Agency for EU Higher Education Cooperation within the DAAD (NA DAAD) coordinates German participation in the ASEM Education Process (top). The director of the National Agency for EU Higher Education Cooperation, Dr. Hanns Sylvester, spoke with attendees (bottom left). NA DAAD head of section Martin Schifferings moderated the conference (bottom right).**

# Internationalisation of research

**In high demand: 3,700 international students have worked on research projects in the natural and engineering sciences in Germany since the RISE programme was launched in 2005.**

Research needs internationality – and the DAAD enables it through a diverse funding portfolio. Individual funding is aimed directly at promising academics and junior researchers, while project funding supports the international orientation of academic research.

The DAAD's research funding begins with students. The "Research Internships in Science and Engineering" (RISE) programme supports their participation in research projects in the natural and engineering sciences. Since its

launch in 2005, the programme has brought 3,700 foreigners to Germany, among them Andrew Crampton from the USA, who came to TU Munich through the RISE programme in 2008 and liked it so much that he stayed to complete a master's degree and a doctorate. He now conducts research as a postdoc at Harvard University: "The RISE programme was the catalyst for my doctorate in Germany, and I still collaborate with my German colleagues to this day (see page 20)."

## Attractive: international doctorates in Germany

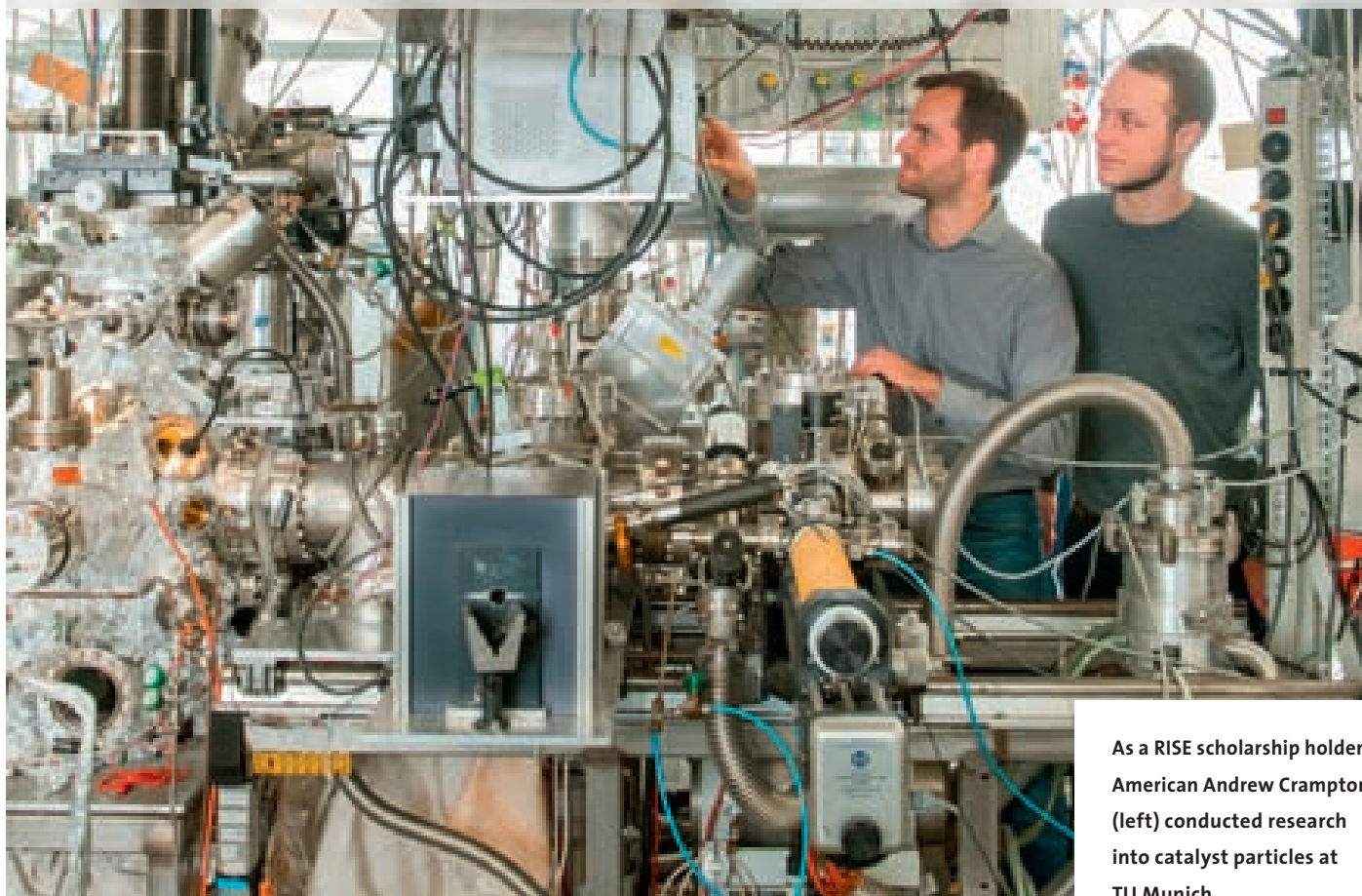
Doctoral candidates are becoming increasingly mobile: in 2016, the DAAD enabled around 7,000 doctoral candidates from abroad to visit Germany, while around 3,800 German doctoral candidates spent a period abroad conducting research. The DAAD's "Graduate School Scholarship Programme" (GSSP) sponsors German doctoral programmes that are of exceptional academic quality and thus especially attractive to international applicants. In 2016, 70 excellent junior researchers from 40 countries received scholarships to complete their doctorates at one of these first-class graduate schools.

Doctoral candidates have to present their research results at international conferences in order to receive expert feedback, build networks and explore career prospects. The DAAD also provided assistance for these activities in 2016 through its Travel Grants

## BIODIVERSITY AND HEALTH

Balancing biodiversity and economic interests is one of the world's greatest challenges. For the pharmaceuticals industry this means working with ingredients that do not affect the biological equilibrium. One of the countries with the greatest biodiversity is Indonesia. Through its programme "Biodiversity and Health" the Federal Ministry of Education and Research (BMBF) is funding eight Indonesian and German research groups working to identify possible active components. A DAAD programme of the same name enables Indonesian junior researchers to participate in these projects: in 2016, nine doctoral candidates began their doctorates with one of the German partners and four postdocs embarked on their one-year research visit to Germany. A requirement for selection was a definitive research project agreed with the host institution and the local host in Germany. The scholarship holders are to network and familiarise themselves with the conditions of international research under which international research teams operate. For the second funding round, experienced Indonesian researchers could additionally apply for research visits to Germany and German junior researchers for research visits to Indonesia.





As a RISE scholarship holder, American Andrew Crampton (left) conducted research into catalyst particles at TU Munich.

for Conferences or Invited Lecturers: doctoral candidates accounted for 47 percent of the 2,100 funded academics.

“International Doctorates in Germany for all” (IPID4all) allows German higher education institutions to combine funding modules in order to internationally focus their doctoral programmes and attract outstanding applicants. The DAAD programme is accompanied by results-oriented monitoring to continuously measure its effectiveness and further increase the success of German higher education institutions in the international competition for the brightest minds.

### Visits abroad with reintegration

Optimal starting conditions for the best junior researchers – that is the main focus of the “Post-doctoral Researchers International Mobility Experience” (P.R.I.M.E.) programme funded by the Federal Ministry of Education and Research (BMBF) and the European Union. Regardless

of nationality, young researchers – employed at German higher education institutions – can conduct research abroad for twelve months. A six-month follow-on grant makes reintegrating into the German academic system easier. Seven P.R.I.M.E. funding recipients have already been appointed to professorships in Germany.

Attracting research talents to Germany is also the aim of the “Postdoctoral Researchers Networking Tour” (Postdoc-NeT) offered for the first time in 2016, which introduces

**Table 4 : Programmes to promote the internationalisation of research in 2016 (selection)**

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
RISE – Research Internships in Science and Engineering	—	552	1,281
Travel Awards for Conferences or Invited Lectures	—	2,104	3,241
P.R.I.M.E. Postdoc Individual funding	70	70	2,822
PPP – Programme for Project-Related Personal Exchange	693	2,188	3,527
IPID4all – International Doctorates in Germany	28	1,228	3,103
Strategic Partnerships and Thematic Networks	49	2,774	8,875
Graduate School Scholarship Programme (GSSP)	40	219	2,981
Centres of Excellence in Research and Teaching abroad	4	269	1,103



## Managing water sustainably

### Touring Germany: scholarship holders gain new insights

Whether innovative sewage treatment plants, collecting tanks or transfer lines to compensate for dry spells – water is handled in a wide range of ways in Germany. Around 50 scholarship holders from Indonesia, Iran, Vietnam, Mongolia and Jordan saw this for themselves during an eight-day tour of Germany in September 2016. “We wanted to

show how various sections of the water industry handle this resource in Germany”, explains Irmgard Kasperek of the DAAD’s “Research Fellowship Programmes” department.

The participants are students of English-language master’s programmes focusing on sustainable water management at German higher education institutions or working on their doctorates, some of them at non-university research institutions. The scholarship programme is part of the “Research for Sustainable Development”

framework programme of the Federal Ministry of Education and Research (BMBF) and is operated under the key funding area “Sustainable Water Management”. The tour of Germany was designed to support the programme’s central objective: “The scholarship holders were not only introduced to technologies and strategies for sustainable water management. They also forged ties to the German water industry, to its companies and to related research projects”, continues Irmgard Kasperek, who organised the tour.

**Mobile doctoral candidates:** in 2016, the DAAD enabled around 7,000 doctoral candidates from abroad to visit Germany, while around 3,800 German doctoral candidates spent a period abroad conducting research.

outstanding junior researchers from around the world to the research conditions and career opportunities at German higher education institutions, research institutes, businesses and start-ups, and offers them the opportunity to have their questions answered directly by the experts.

### Access to renowned research groups

International networks are especially useful for junior researchers who are in the course of establishing their working groups. These networks provide access to renowned groups of researchers and their infrastructure and can become the starting point for jointly proposed projects. The Programme for Project-Related

Personal Exchange (PPP) provides the urgently needed mobility funding for bilateral research projects and thus offers significant support. PPP funding frequently helps trigger intensive long-term research cooperations.

The programme line “Thematic Networks” within the “Strategic Partnerships and Thematic Networks” programme supports German higher education institutions in defining their key focus. It funds research-related multilateral and international networks with a limited number of renowned foreign partners. The inclusion of non-university research institutions in Germany and abroad is permitted and encouraged. The strategically planned and institutionalised networks are characterised by their high profile and outstanding performance and can be successful in major national and international programme calls for proposals. «

Junior researchers visited the Education Committee of the Bundestag as part of the “Postdoctoral Researchers Networking Tour”.



## Bavaria to Berlin

The first stop was the Nuremberg sewage treatment plant, where the scholarship holders learnt about a special method for disposing of sewage sludge. The metallurgical phosphor recycling (Mephrec) method, which was developed in Nuremberg, is a joint project funded by the Federal Ministry of Education and Research as part of the “Sustainable Water Management” key funding line. The scholarship holders visited a further BMBF research project in the form of the “Spree2011” pilot plant in Berlin’s East Harbour. “The plant is designed to improve the water quality of the Spree river. It could also be used in the scholarship holders’ home countries”, says Kasperek.

Between Nuremberg and Berlin, the itinerary also included several other stops: the “Danube-Main transfer system” project showed the future water experts how Germany too struggles with drought periods and water scarcity, and which countermeasures are effective. They were also introduced to a German pump manufacturer. At TU Dresden, professors provided insights into the specific focus of their teaching and research.

For the scholarship holders this tour was the perfect opportunity to learn more about Germany and explore the possibilities for later internships. The technical programme was rounded off with touristic excursions that introduced the participants to German culture.



## Complementing scholarships perfectly

“We want our scholarship holders to remember their time in Germany later in their careers and build economic ties to their former host country – the tour initiated numerous contacts and showed that both sides had an interest in later collaboration”, sums up Dr. Holger Finken, head of section “Research Fellowship Programmes”. “The trip thus perfectly complements the scholarship holders’ degree programmes or doctorates.”

**German tour 2016: scholarship holders visited various projects relating to water management.**

## 30th ANNIVERSARY OF PROCOPE

In 1986, the DAAD and the French government launched the Franco-German mobility programme “Programme for Project-Related Personal Exchange with France” (PROCOPE). High-ranking representatives of the German and French educational establishments and the European research landscape celebrated the programme’s 30th anniversary on 2 June 2016 at the French Embassy in Berlin. The “Night of Ideas”, held the following evening at the Institut Français in Berlin, focused on young researchers: at a science slam, funded doctoral candidates presented their research in just three minutes each.

The evening was dedicated entirely to the PROCOPE goals – supporting young researchers and promoting Franco-German networking. Since the programme’s launch, funding from the Federal Ministry of Education and Research (BMBF) has enabled around 10,000 junior researchers to train and establish contacts through Franco-German research projects. Following PROCOPE’s example, the DAAD has since initiated further research mobility programmes with 31 countries.



**French Ambassador Philippe Etienne speaks to high-ranking education stakeholders from both countries in Berlin at the celebration on the 30th anniversary of PROCOPE.**

# Higher education and research marketing

A record 341,000 international students were enrolled at German higher education institutions in 2016. The target set by the federal government of 350,000 by the year 2020 is already almost achieved. Nevertheless, the DAAD must not neglect its marketing efforts. In light of the global competition on the international higher education markets, it must continue to work to bring the best and brightest from around the world to German higher education institutions.

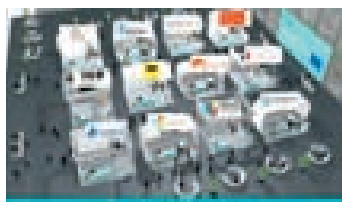
The campaign “Study in Germany – Land of Ideas” is increasingly addressing its target

group of international students through moving pictures. The high number of views show how well suited the medium of film is to conveying information and messages. A further video, an animated explainer on studying in Germany, was produced in 2016.

The GATE Germany consortium for international higher education marketing celebrated its 15th anniversary in 2016 (see page 64). Since 2001 it has developed into the most important international higher education marketing service provider for German higher education

## ADVERTISING EUROPE

The EU project “Enhancing the attractiveness of European Higher Education” addresses students from around the world very successfully: “Over 10,000 visitors came to our fair in Peru alone. And the project’s Facebook page had over 200,000 likes in 2016”, reports Guido Schnieders, head of section “International Higher Education Marketing” in the DAAD. The project, in which



The virtual education fair USA / Canada, in which exhibitors from 19 European countries participated, was held in October 2016.

the DAAD is participating with six partners under the brand “Study in Europe”, will run until 2017. “Our activities are focused mainly on countries where advertising for studying in Europe has so far been limited, such as South Africa, Jordan or Ecuador”, explains Schnieders. Alongside holding fairs, developing a web portal and social media activities are priorities. The DAAD manages the virtual recruitment formats: these include the virtual fair USA / Canada 2016 with 64 exhibitors from 19 European countries and the three-week webinar series for Russia in March 2017.

- <http://ec.europa.eu/education/study-in-europe>
- [www.facebook.com/StudyInEurope.Welcome](http://www.facebook.com/StudyInEurope.Welcome)

institutions and supports them in a wide range of ways: firstly by providing marketing knowledge in the form of webinars and seminars, through marketing surveys, and through a networking conference held in 2016 at which representatives of higher education institutions had the opportunity to speak with representatives of the DAAD network about cooperations or higher education marketing in various countries.

### Education fairs open up opportunities

Secondly, GATE Germany supports German higher education institutions in their practical marketing activities. Alongside placing advertisements on the websites of the DAAD regional offices, conducting marketing research and holding online lectures (webinars), it particularly includes participating in international education fairs. Thus, GATE Germany offers higher education institutions the opportunity to speak directly with potential applicants under the roof of the German pavilion “Study in Germany – Land of Ideas” and ideally gain them as students. Over the past year, German higher education institutions presented themselves at 20 trade fair locations worldwide in this way.

The China Education Expo has been of particular interest to German higher education institutions for many years and is therefore always quickly fully booked. With around 50,000 visitors at sites in Beijing, Chengdu and Shanghai



it was again by far the largest education fair in GATE Germany's portfolio in 2016.

### On trend: presenting virtually

Virtual education fairs are becoming increasingly important as virtual additions to real-world fairs. For example, 20 German exhibitors were thrilled to welcome over 1,300 visitors mainly from Argentina, Chile and Colombia to the virtual education fair in South America organised by GATE Germany. The representatives presented their higher education institutions from the comfort of their own offices and provided detailed information through chats.

Higher education marketing in Germany of course means more than just recruitment; it is about implementing the institution's internationalisation goals. To initiate and intensify cooperations higher education institutions have to position themselves globally, as they are meanwhile also facing significant worldwide competition in the search for excellent and suitable partners. The higher education institutions, which mostly participated in the German pavilion in consortia, were again able to establish and strengthen contacts to compatible institutions from around the world at the three networking fairs APAIE in Melbourne, EAIE in Liverpool and NAFSA in Denver in 2016. ➤

**With around 50,000 visitors in Beijing, Chengdu and Shanghai, the China Education Expo was again by far the largest education fair in GATE Germany's portfolio in 2016.**



German higher education institutions presented themselves at EuroPosgrados in Mexico under the campaign umbrella of “Study in Germany – Land of Ideas”.

## Leading address for internationalisation

### 15th anniversary of GATE Germany

The name speaks for itself: “GATE Germany” is a gateway for academic mobility to Germany. “Around 80 percent of international students are enrolled at one of our 154 member higher education institutions”, reports Dorothea Mahnke, head of the DAAD section “GATE Germany Office and Marketing Expertise”. “GATE Germany has contributed to making Germany one of the world’s most popular destinations for international students and academics”, is her assessment on the occasion of the consortium’s 15th anniversary in 2016.

Founded by the DAAD and the German Rectors’ Conference, GATE Germany provides marketing tools and knowledge to help higher education institutions position themselves internationally. The consortium’s work began in 2001 with the education fairs. At the same time it started to develop its network of now 71 DAAD offices worldwide. “The offices provide up-to-date country-specific information, establish local contacts and networks, and help with marketing”, says Mahnke.

### Marketing tools

GATE Germany allows higher education institutions to present themselves under the umbrella of the “Study in Germany – Land of Ideas” campaign at international education fairs. What’s special about this is that stakeholders are not working as “lone warriors”, but presenting themselves jointly in the context of Germany as a location for study and research.

Over the years, further marketing tools have been added. One of the most important is “International Programmes”, a brochure through which German higher education institutions can advertise their courses worldwide. “It also exists as an online database, which is very successful at 95,000 visits a day”, according to Mahnke: “‘International Programmes in Germany’ is the most frequently visited DAAD website.” Also important are the individually coordinated marketing services such as advertisements on websites or in newsletters sent out by the DAAD offices abroad.

The consortium developed knowledge for digital formats early on by holding virtual higher education fairs and webinars. “They save time and money, but they can’t replace real-world fairs and face-to-face encounters”, says Stefan Hase-Bergen, head of the Marketing division in the DAAD, of which GATE Germany

is a part of. “That’s one of our current challenges, to figure out what works virtually and what should continue to take place in the real world.”

### Marketing expertise

In addition to the instruments the consortium offers, it also provides knowledge: GATE Germany holds a marketing conference every two years, publishes a series of brochures on “Higher Education Marketing” and the “Country Profiles”, and holds seminars. The consortium also commissions surveys such as “MIND”, a study that provides information on the motivations of international young researchers at German higher education institutions. With these surveys GATE Germany offers higher education institutions well-founded knowledge on practical issues relating to international higher education marketing.

The wide range of offerings from GATE Germany reflects its complex remit: “For the higher education institutions it’s not only important to appear at education fairs and present international degree programmes”, emphasises Hase-Bergen. “Higher education marketing means raising their own profile and selectively positioning themselves in the global competition for the brightest minds.”

► [www.gate-germany.de](http://www.gate-germany.de)

Gaining excellent research partners – both individual researchers and research institutions – is among the central aims of research marketing. The DAAD has been working on this goal in association with the Alexander von Humboldt Foundation (AvH), the German Research Foundation (DFG) and Fraunhofer-Gesellschaft for many years through the “Research in Germany – Land of Ideas” campaign funded by the Federal Ministry of Education and Research (BMBF). In the third funding phase 2016–2019, the DAAD will continue to work on online communication, media relations, as well as organising career fairs and information events around the world. In addition, the DAAD will provide knowledge on research marketing in various formats.

### GROWTH REGION TAIWAN

The economy of this country of around 23 million inhabitants is developing rapidly. At the same time, its higher education sector and research system have been expanded in a targeted manner. There are now 158 higher education institutions and around 1.3 million students in Taiwan. Their interest in Europe is high. “Taiwan offers many opportunities for German higher education institutions and research institutes”, says Katja Lasch, head of the “International Research Marketing” section in the DAAD. This was evident at the 15th European Education Fair Taiwan (EEFT), where the German representatives presented themselves under the umbrellas of “Study in Germany” and “Research in Germany”. “We were impressed with the high demand and the quality of the enquiries, and also with the clear expectations of the visitors”, says Lasch. In addition to recruiting students and doctoral candidates, developing bi- and multilateral cooperations was a major focus of the fair.

### Student correspondents

The campaign “study worldwide – EXPERIENCE IT!” to increase international mobility of Germans was launched in late 2015 and fully rolled out in 2016. No one can convey personal experiences more credibly than the target group itself. At the heart of the campaign is therefore a worldwide network of German students abroad (consisting of 60 correspondents as of 2016) who report authentically on their experiences at their study locations via blogs and social media. The campaign website complements these exciting stories with a comprehensive range of information. <<

**Higher education marketing in Germany means more than recruitment; it is about implementing internationalisation goals. German higher education institutions have to position themselves globally in order to initiate and intensify cooperations.**



► [www.gate-germany.de](http://www.gate-germany.de)

► [www.research-in-germany.de](http://www.research-in-germany.de)

► [www.studieren-weltweit.de](http://www.studieren-weltweit.de)

► [www.study-in.de/en](http://www.study-in.de/en)



# Transnational education – higher education projects abroad

**German higher education institutions offer TNE degree courses at over 60 locations in 36 countries.**

Be it degree courses offered internationally or the founding of higher education institutions abroad – the importance of transnational education (TNE) projects has increased significantly worldwide in recent decades. A range of structural and partnership programmes offered by the DAAD supports this trend.

The German University in Cairo (GUC), the German Jordanian University (GJU) in Amman, the German University of Technology (GUtech) in Muscat, Oman, the Vietnamese-German University (VGU) in Ho Chi Minh City, and the Turkish-German University (TDU) in Istanbul: the DAAD's five largest transnational funding projects currently have between 900 (TDU) and 12,000 (GUC) students and are well-known internationally.

**The DAAD supports Syrian refugees in the region with In-Country / In-Region scholarships to study at the German-Turkish University in Istanbul.**

In addition, around 30 DAAD-funded German-language degree courses are available at partner

universities in Eastern and Central Eastern Europe, in Central Asia and in the CIS countries. Together with the courses offered at binational higher education institutions, there are over 260 TNE degree programmes in which teaching and research are conducted according to German standards. German higher education institutions are thus represented at over 60 locations in 36 countries.

Student numbers on TNE courses from Germany have been increasing steadily for years, in DAAD-funded projects exceeding the mark of 28,000 students in 2016. However, only just under one-eighth of these students were funded directly in the projects. Two-thirds of the 28,000 students enrolled in TNE courses were studying a STEM subject. Regardless of discipline, all course programmes include strongly Germany-related components. Around three quarters of TNE students learn German as part of their mandatory curriculum, and almost all students have the opportunity to conduct a longer or shorter study visit to Germany; for one-third of them, this visit is mandatory. These students are becoming increasingly important as a target group for German higher education institutions.

The fourth TNE conference held by the DAAD in November 2016 gave an idea of the size and scope of transnational education: over 260 attendees from Germany and abroad, among them staff of German higher education institutions, their international partners, representatives





## Experts for restoring cultural assets

### New degree programmes in Egypt and Jordan

Armed conflicts such as those in Syria or Iraq not only cost lives and destroy infrastructure – they also threaten countries' cultural heritage. In order to counteract the devastation, the DAAD is financing two master's degree courses in Egypt and Jordan with funds from the Federal Foreign Office (AA): "Heritage Conservation and Site Management" at Helwan University in Cairo and "Conservation Studies Cultural Heritage and Built Environment" at the German Jordanian University (GJU) in Amman. The programmes train experts in restoration, conservation and the preservation of cultural assets, and are part of a package of measures by the German Archaeological Institute (DAI). It is hoped that graduates of these programmes will later restore the archaeological sites of their home countries and make them accessible to the public.

Those working to preserve such sites and repair damage caused by war, environmental conditions or natural disasters have to consider many questions. The two master's degree courses help students find answers. The experience of the DAI benefits students during practical

excavation exercises which bring together knowledge and skills from archaeology, environmental science, heritage conservation and the social sciences.

### Maintaining a cultural identity

"This knowledge is important because cultural assets such as religious sites or libraries contribute enormously to forming a nation's identity", says Dr. Renate Dieterich, head of the DAAD's section "Cooperation Projects in the Middle East, Asia, Africa, Latin America". Particularly in crisis situations, societal cohesion is important – even across borders. "The degree programmes were developed in cooperation with German higher education institutions", explains Dieterich. The DAAD supports this exchange: teaching staff from BTU Cottbus-Senftenberg are assisting Helwan University, while specialists at RWTH Aachen are working with the GJU. An important point is that the German academics are not intended to teach there permanently, but rather to also pass their skills on to local teaching staff.

### Experts urgently required

In addition to capacity building for teaching staff the main aim is to provide students with the required expertise. "Egypt is one of the most culturally diverse countries", says Dr. Hosam Refai,

project manager at Helwan University. "Nonetheless we do not have enough specialists who can manage the cultural sites." The same is true of many other Arabic countries. Alongside Egyptians and Jordanians, students from other Arabic countries are therefore also receiving DAAD scholarships.

Abubakr Omar Osman is one of them. After studying architecture at the University of Aleppo

*"I left Syria to acquire as much knowledge as possible."*

he came to Cairo, where he is now studying "Heritage Conservation and Site Management". "I left Syria to acquire as much knowledge as possible", he says. "That's the only way I will be able to help restore my home country's cultural assets." And his degree programme – like its counterpart at GJU – will prepare him well: excursions, expert workshops, summer schools, field work and internships complement the standard study programme, combining theoretical knowledge with professional practice.



**Support in crisis regions:**  
around 100 displaced  
students received scholar-  
ships to study at TNE loca-  
tions in their home region.

of ministries, the Bundestag, science organisa-  
tions and the media met in Berlin to discuss  
current developments and prospects for  
transnational education.

### Training to rebuild

TNE programmes are not only beacons of the  
German academic system abroad; they also  
represent Germany as a whole in the respective  
countries. In light of the humanitarian disaster  
in Syria and the surrounding region the Federal

Foreign Office (AA) provided funding in 2016  
to enable displaced young persons at TNE loca-  
tions in the region to attend university and  
thereby gain qualifications required for the  
rebuilding of their home countries. Around  
100 displaced students were able to begin  
studying at TDU, at GUC in El Gouna and at  
Helwan University in Cairo, which cooperates  
with BTU Cottbus-Senftenberg.

In addition, GJU is developing the master's  
programme "International Social Work with

**Table 5 : Programmes to promote transnational education in 2016  
(selection)**

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
<b>Transnational educational projects</b>			
Binational higher education institutions and study programmes of German higher education institutions abroad	28	1,155	13,084
Degree Programmes in German	32	662	1,298
Funding for participants of German degree programmes abroad	137	2,108	3,748
<b>Additional scholarship programmes</b>			
In-country scholarship programme for refugees at Transnational Education Projects in Egypt and Jordan	3	48	213
In-country scholarship programme for refugees at Transnational Education Projects in Turkey	1	27	80
Cultural conservation and reconstruction (Egypt / Jordan)	2	18	67



## Delegation visits: plenty of information and new contacts

Prominent visitor from Cuba: Dr. Fidel Angel Castro Díaz Ballart, nuclear physicist, government advisor and son of the late Cuban president Fidel Castro, who died in 2016, toured Germany with a delegation in October of last year to gather information particularly about research in nanotechnology. At the DAAD's invitation the group visited higher education institutions and research institutes and met with representatives of the DAAD, of federal ministries and of organisations such as the Alexander von Humboldt Foundation, the Goethe-Institut and the German Institute for International and Security Affairs (SWP). The Cuban ambassador also attended the many meetings; he accompanied the delegation for three days.

The visit from the Latin American guests is the current culmination of the process of resuming academic relations with Cuba, which has been progressing gradually since 2014. The DAAD particularly hopes to reopen institutional dialogue with the Cuban authorities and resume bilateral university and academic exchange – both have been suspended for many years.

In 2016, the DAAD programme “Delegation Visits to the Federal Republic of Germany”, financed with funding from the Federal Foreign Office (AA), also enabled 12 other delegations with a total of 132 members to engage in a wide range of information exchanges, hold constructive meetings, intensify existing relationships and network.

### Objectives and focus vary

Delegation members included ministers and their deputies, presidents of higher education institutions, lecturers, and other higher education and research institute staff. Their objectives and focus varied widely: for example, a group of Baltic lecturers sought information on journalist training in Germany and on the independence of the media. Egyptian museum curators and academics consulted with their German counterparts on protecting cultural assets. Ukrainian administrators from the Ministry of Education and Science, the National Academy of Sciences and from higher education institutions visited the DAAD and other scientific organisations to learn more about how education and research projects are managed in Germany.

The DAAD tailors the perfect programme for each group so that all delegations return home with a wealth of valuable information, new contacts and a positive image of Germany.

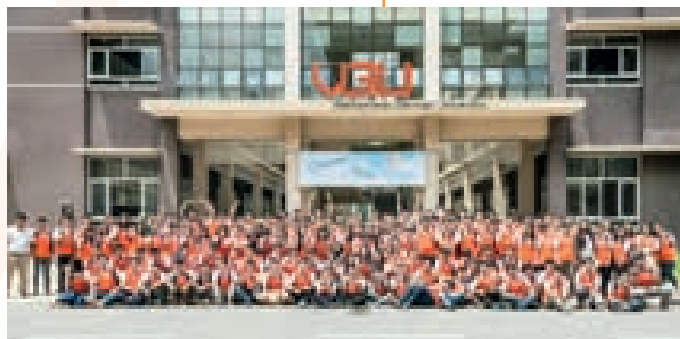
Salon talks in the Greek Courtyard of the Neues Museum in Berlin: Prof. Margret Wintermantel discusses the value of cultural assets with DAAD alumnus Tarek Sayed Tawfik, director general of the Grand Egyptian Museum project in Giza, and Professor Stefan Weber, director of the Museum für Islamische Kunst at the Pergamon-museum in Berlin.

A Cuban delegation gathered information on nanotechnology research in Germany; its members included Fidel Angel Castro Díaz Ballart (centre), son of former president Fidel Castro.



### NEW CAMPUS FOR THE VIETNAMESE-GERMAN UNIVERSITY

The first stone of the new campus of the Vietnamese-German University (VGU), for which the World Bank is providing funding of 180 million dollars, was laid in Binh Duong near Ho Chi Minh City in October 2016. From 2020, the new site will offer space for 5,000 students: the total area of 50 hectares includes seven buildings for 180 laboratories and research institutes. Student residences, accommodation for guest lecturers and several sports facilities including a swimming pool are also planned. With around 1,200 students, VGU, which was founded in 2008, has grown into the world's fourth-largest binational university with German participation in recent years. The DAAD has assisted in this process with its experience. In cooperation with the consortium association VGU e.V. and its 38 member higher education institutions VGU offers courses of study leading to German degrees. The DAAD finances the development of these degree programmes with funds from the Federal Ministry of Education and Research (BMBF) and awards scholarships funded by the Federal Foreign Office (AA).



Refugees and Migrants". Master's degree courses in cultural conservation are also being offered at GJU and Helwan University in cooperation with German partner higher education institutions and with the involvement of the German Archaeological Institute (see page 67). DAAD scholarships are enabling graduates who have suffered violence and war in their home countries to gain qualifications meeting German standards in their home region. This will allow them to take on important rebuilding functions in a post-war order. Further groups of students are to receive funding in 2017.

#### Recording success statistically

Despite the increasing significance of transnational education, to date very little research has been conducted into its influence on the internationalisation of higher education institutions. Internationally, the number of students in TNE degree programmes is rarely recorded as a separate statistic. The DAAD performs studies

and surveys alone and in cooperation with partners in order to scientifically support the development of TNE. Together with the British Council, the DAAD advocates for the establishment of terminological and statistical standards and for introducing national and international surveys. And there is significant demand: at the invitation of the British Council and the DAAD, higher education experts, statisticians and representatives of the education ministries of numerous countries met at events in Bonn, Accra, Kuala Lumpur and Bangkok to discuss joint terminology and guidelines for recording statistics on transnational education.



IV.

Our funding  
worldwide

# Western, Central and South-Eastern Europe

Albania, Andorra, Austria, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Vatican City, United Kingdom

For further information on the countries named above please refer to:  
► [www.daad.de/laenderinformationen](http://www.daad.de/laenderinformationen)  
(in German)



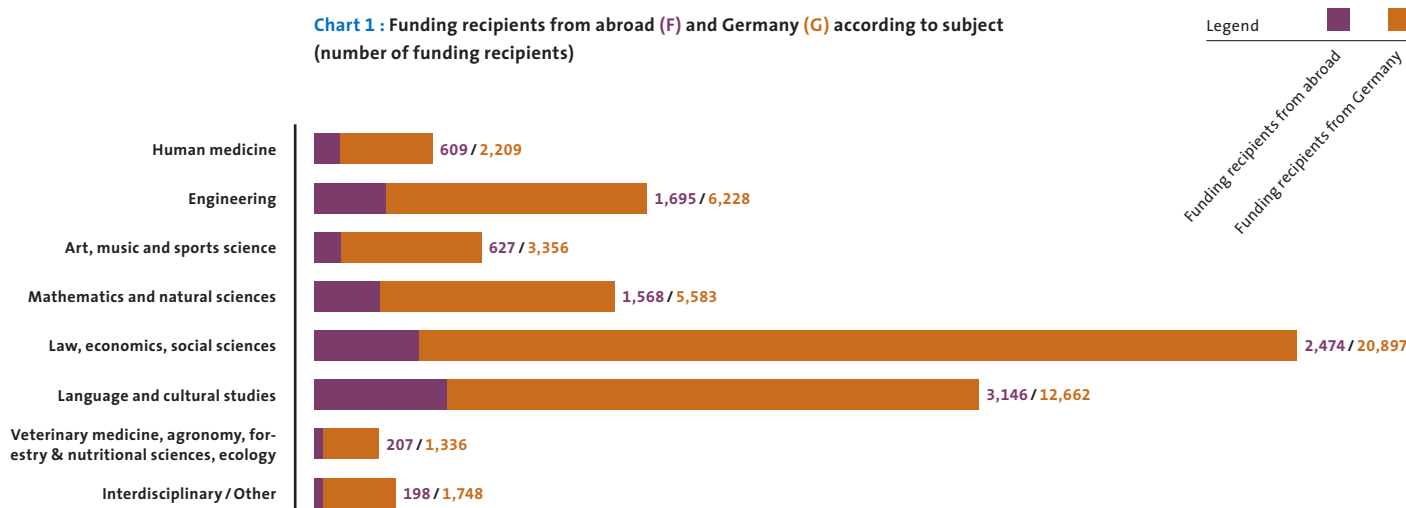
Europe traditionally stands out in the DAAD's funding activities as the continent with the most intensive level of exchange. This is due not only to the EU funding programmes but also to the DAAD's broad-ranging programme portfolio. For many young researchers from Germany and France, the PROCOPE programme for example, which celebrated its 30th anniversary in 2016, has been the basis of a stellar academic career. The Warsaw German School

of Law, which the DAAD has been funding since 1996 through the "Degree Programmes in German" programme, in turn celebrated its 20th anniversary. The DAAD alumni seminars in London and Athens once again proved that sustainable cooperative relationships strengthen European cohesion – even and especially in times of crisis.

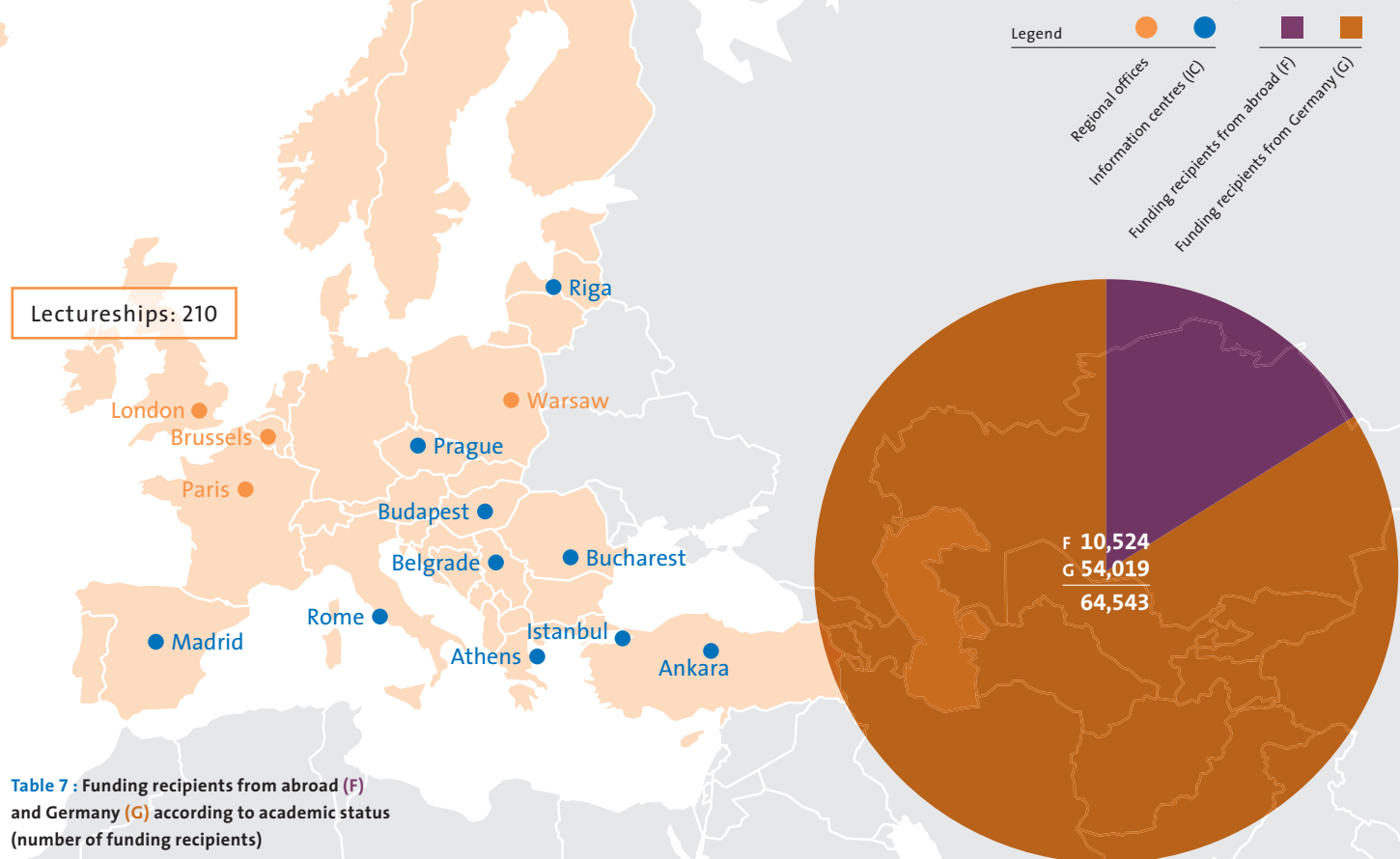
**Table 6 :** Funding recipients from abroad (F) and Germany (G) according to funding area (number of funding recipients)

	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	3,595	3,530	7,125	3,920	2,928	6,848	3,033	2,442	5,475
Project funding	6,728	6,413	13,141	8,022	6,589	14,611	7,345	7,014	14,359
EU mobility funding	32	32,194	32,226	94	39,024	39,118	146	44,563	44,709
Funding – Total	10,355	42,137	52,492	12,036	48,541	60,577	10,524	54,019	64,543

**Chart 1 :** Funding recipients from abroad (F) and Germany (G) according to subject (number of funding recipients)



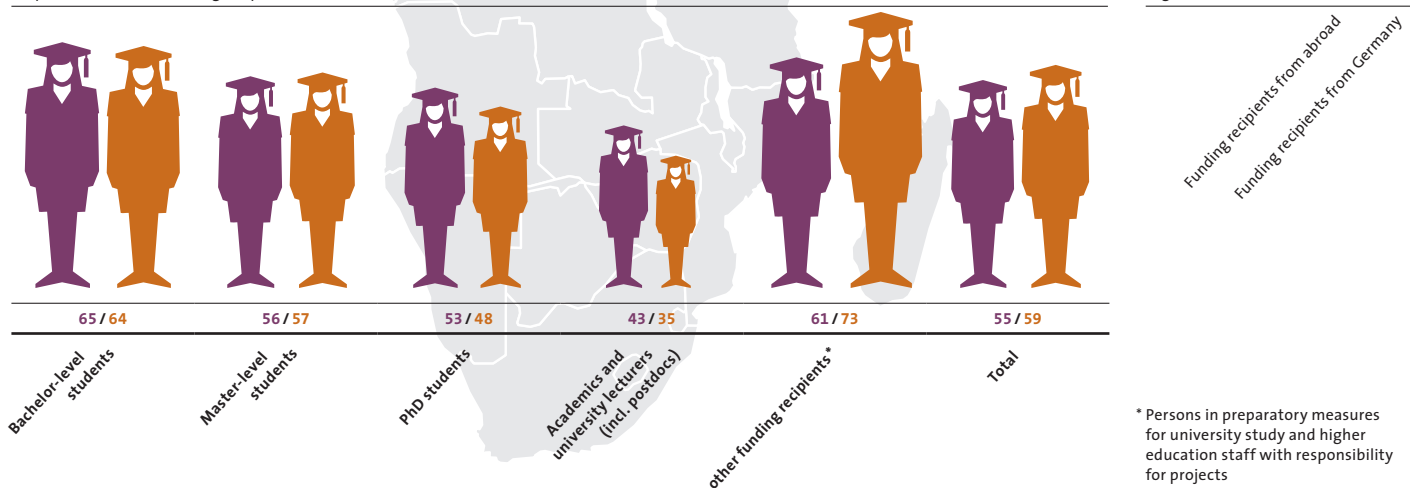




	F	G
Bachelor-level students	2,943	31,890
Master-level students	2,181	13,206
PhD students	1,641	1,587
Academics and university lecturers (incl. postdocs)	2,952	5,544
other funding recipients*	807	1,792
Total	10,524	54,019

**Chart 2 : Proportion of female funding recipients from abroad and Germany according to academic status (in percent)**

Proportion of female funding recipients



**Table 8 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2016**  
**Western, Central and South-Eastern Europe**

Please see Table 27 on page 100  
for explanation of tables.

F = Funding recipients from abroad  
G = Funding recipients from Germany

		Albania	Austria	Belgium	Bosnia and Herzegovina	Bulgaria	Croatia	Cyprus	Czech Republic	Denmark	Estonia	Finland	France	Greece	Hungary	Iceland	Ireland
I. Individual funding – Total	F	43	19	10	54	91	50	8	127	10	26	46	209	145	147	5	23
	G	13	90	64	19	14	46	4	54	56	16	44	282	32	60	3	57
<b>1. By status</b>																	
Bachelor-level students	F	15	3	3	30	47	27	4	79	4	12	29	128	54	79		18
	G	10	6	19	17	5	1		2	4	8	8	54	1	16	1	9
Master-level students	F	20	9	1	18	26	11	2	25	3	5	1	22	51	29	3	
	G		15	15		1				25		5	63	1	6		6
PhD students	F	5	5	3	4	12	7		14		4	4	35	25	22	2	
	G		36	16		1	2	2	17	16	2	12	37	9	8		16
Academics und university lecturers (incl. postdocs)	F	3	2	3	2	6	5	2	9	3	5	12	24	15	17		5
	G	3	33	14	2	7	43	2	35	11	6	19	128	21	30	2	26
<b>2. By duration of funding</b>																	
< 1 month	F	7	2	4	9	22	20	4	67	6	10	40	54	33	64		12
	G	11	60	22	14	1	38	3	22	19	8	23	74	20	24		29
1–6 months	F	3	6	1	11	7	8	2	15	3	3	1	115	14	22		5
	G		14	24	3	5	1		2	8	2	12	50	5	7		10
> 6 months (long-term funding)	F	33	11	5	34	62	22	2	45	1	13	5	40	98	61	5	6
	G	2	16	18	2	8	7	1	30	29	6	9	158	7	29	3	18
II. Project funding – Total	F	86	100	147	102	326	181	6	513	34	56	27	326	385	490	1	30
	G	36	319	118	25	73	172	1	402	96	21	123	451	374	305	15	93
<b>1. By status</b>																	
Bachelor-level students	F	10	11	11	16	72	3		62		8	2	51	92	161		12
	G	21	183	44	6	9	66		151	54	3	46	129	110	157	14	78
Master-level students	F	26	20	29	26	47	47		50	9	10	6	111	93	111		6
	G	11	62	34	10	8	36		74	26	1	18	87	93	28		5
PhD students	F	16	20	37	33	33	42		107	10	11	3	63	51	66		4
	G	3	50	18	1	2	22	1	63	14	6	37	118	71	37		7
Academics und university lecturers (incl. postdocs)	F	20	35	42	21	125	80	2	238	10	20	9	59	124	127	1	4
	G	1	24	16	8	52	48		110	2	11	22	113	94	79	1	3
other funding recipients *	F	14	14	28	6	49	9	4	56	5	7	7	42	25	25		4
	G			6		2			4				4	6	4		
<b>2. By duration of funding</b>																	
< 1 month	F	61	84	135	91	254	171	6	462	33	48	24	200	329	296	1	15
	G	33	297	90	23	71	169	1	379	77	18	84	368	353	276	15	53
1–6 months	F	23	16	11	9	65	8		40	1	7	3	103	45	149		12
	G	3	16	21	2	1	3		13	17	3	10	29	15	10		35
> 6 months (long-term funding)	F	2		1	2	7	2		11		1		23	11	45		3
	G		6	7		1			10	2		29	54	6	19		5
III. EU mobility funding – Total **	F		21	2		1	1		2	14	2	9	1	1	5	1	2
	G		1,397	978		161	139	86	804	1,063	370	2,106	6,420	352	920	224	1,476
1. Erasmus student mobility for studies	F																
	G		675	556		68	77	51	556	806	301	1,661	5,085	205	671	136	1,024
2. Erasmus student mobility for placements / traineeships	F																
	G		490	326		23	23	11	103	192	12	98	920	53	102	43	379
3. Erasmus staff mobility (lecturers, other staff)	F		21	2		1	1		2	14	2	9	1	1	5	1	2
	G		232	96		70	39	24	145	65	57	347	415	94	147	45	73
DAAD funding – Total (I + II + III)	F	129	140	159	156	418	232	14	642	58	84	82	536	531	642	7	55
	G	49	1,806	1,160	44	248	357	91	1,260	1,215	407	2,273	7,153	758	1,285	242	1,626
F and G – Total (I + II + III)		178	1,946	1,319	200	666	589	105	1,902	1,273	491	2,355	7,689	1,289	1,927	249	1,681

\* Persons in preparatory measures for university study and higher education staff with responsibility for projects

\*\* As a National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding). The figures on funding recipients in the table relate to the 2014 project (1.6.2014–31.5.2016).

# IV. OUR FUNDING WORLDWIDE : WESTERN, CENTRAL AND SOUTH-EASTERN EUROPE

Italy	Kosovo	Latvia	Liechtenstein	Lithuania	Luxembourg	Macedonia	Malta	Montenegro	Netherlands	Norway	Poland	Portugal	Romania	Serbia	Slovakia	Slovenia	Spain	Sweden	Switzerland	Turkey	United Kingdom	Vatican City	Total
318	27	46		33		52	11	21	17	7	286	46	166	107	60	33	210	13	9	344	214		3,033
187	2	13		15	1	6	5	2	81	35	118	40	59	25	11	12	128	78	130	91	547	2	2,442
64	14	24		19		25	8	15	3	5	156	32	93	31	45	22	109	6	3	152	133		1,491
30		5		9		4	1		5	5	32	2	15	18		6	25	6	27	21	80	2	454
49	12	13		6		18	1	5	3	1	60	4	43	55	8	6	24	1	2	154	24		715
13									34	5	10	3	1	1			12	21	66	11	235		549
91	1	3		2		8	1		8	1	29	4	18	12	6	3	31	4	3	25	28		420
97				1					18	14	14	19	10	2		3	34	22	18	9	94		529
114		6		6		1	1	1	3		41	6	12	9	1	2	46	2	1	13	29		407
47	2	8		5	1	2	4	2	24	11	62	16	33	4	11	3	57	29	19	50	138		910
102	3	23		16		14	9	8	6	2	160	28	66	23	30	17	92	5	1	51	121		1,131
39		4		11	1		1	1	30	15	56	24	29	6		8	56	33	25	7	109		823
56	4	2		1		4		1	1	2	51	7	20	30	3	8	41	2	4	86	48		587
35		3				3	1		6	11	12	4	8	13	1	2	31	12	40	27	75	2	429
160	20	21		16		34	2	12	10	3	75	11	80	54	27	8	77	6	4	207	45		1,315
113	2	6		4		3	3	1	45	9	50	12	22	6	10	2	41	33	65	57	363		1,190
349	58	83	1	108	13	143	9	15	222	55	1,104	70	323	298	151	60	240	68	62	640	463		7,345
561	21	73		115	4	35	16	1	145	133	827	200	124	106	105	15	379	184	294	212	840		7,014
34	7	10		28	3	28			80		269	3	69	17	15	16	60	1	1	285	15		1,452
270	9	29		42	2	8	12		50	43	325	65	38	3	42	2	240	66	204	78	349		2,948
68	12	51		12		28		4	31	32	224	18	61	62	26	5	60	6	6	127	42		1,466
155	9	28		59	2	6	2		40	29	169	30	20	6	20	2	85	76	52	44	178		1,505
83	20			9	5	25		7	50	7	150	14	44	92	28	9	27	11	14	58	72		1,221
81		3		2		14	2		37	33	57	50	2	34	16	2	33	28	26	6	103		979
127	16	19	1	41	3	52		3	32	12	394	24	112	116	68	28	66	18	29	110	211		2,399
54	3	11		12		5		1	15	28	255	53	51	60	26	9	19	8	10	81	157		1,442
37	3	3		18	2	10	9	1	29	4	67	11	37	11	14	2	27	32	12	60	123		807
1		2				2			3		21	2	13	3	1		2	6	2	3	53		140
282	55	74		91	12	129	9	15	152	53	961	60	236	250	133	52	161	63	57	504	416		5,975
443	20	73		99	4	35	14	1	79	100	717	177	118	99	104	13	233	128	229	135	577		5,705
62	2	7	1	14	1	12			67	1	127	10	60	41	11	7	70	5	5	113	25		1,133
45	1			15			2		41	14	63	14	6	5	1	2	37	19	64	34	202		743
5	1	2		3		2			3	1	16		27	7	7	1	9			23	22		237
73				1					25	19	47	9		2			109	37	1	43	61		566
3				2			3		30	6	6				1		5	2		4	22		146
2,555		328	10	291	120	9	189		1,657	1,505	1,471	1,006	239		130	190	7,155	2,730		2,670	5,812		44,563
1,818		231	6	209	28	1	50		1,069	1,258	1,008	779	84		68	145	5,348	2,189		2,139	3,327		31,629
376		20	4	11	86	2	95		425	142	109	131	35		35	14	1,216	395		277	1,942		8,090
3				2			3		30	6	6				1		5	2		4	22		146
361		77		71	6	6	44		163	105	354	96	120		27	31	591	146		254	543		4,844
670	85	129	1	143	13	195	23	36	269	68	1,396	116	489	405	212	93	455	83	71	988	699		10,524
3,303	23	414	10	421	125	50	210	3	1,883	1,673	2,416	1,246	422	131	246	217	7,662	2,992	424	2,973	7,199	2	54,019
3,973	108	543	11	564	138	245	233	39	2,152	1,741	3,812	1,362	911	536	458	310	8,117	3,075	495	3,961	7,898	2	64,543

# Eastern Europe, Central Asia and Southern Caucasus

Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldavia, Russian Federation, Tajikistan, Turkmenistan, Ukraine, Uzbekistan

For further information on the countries named above please refer to:  
► [www.daad.de/laenderinformationen](http://www.daad.de/laenderinformationen)  
(in German)



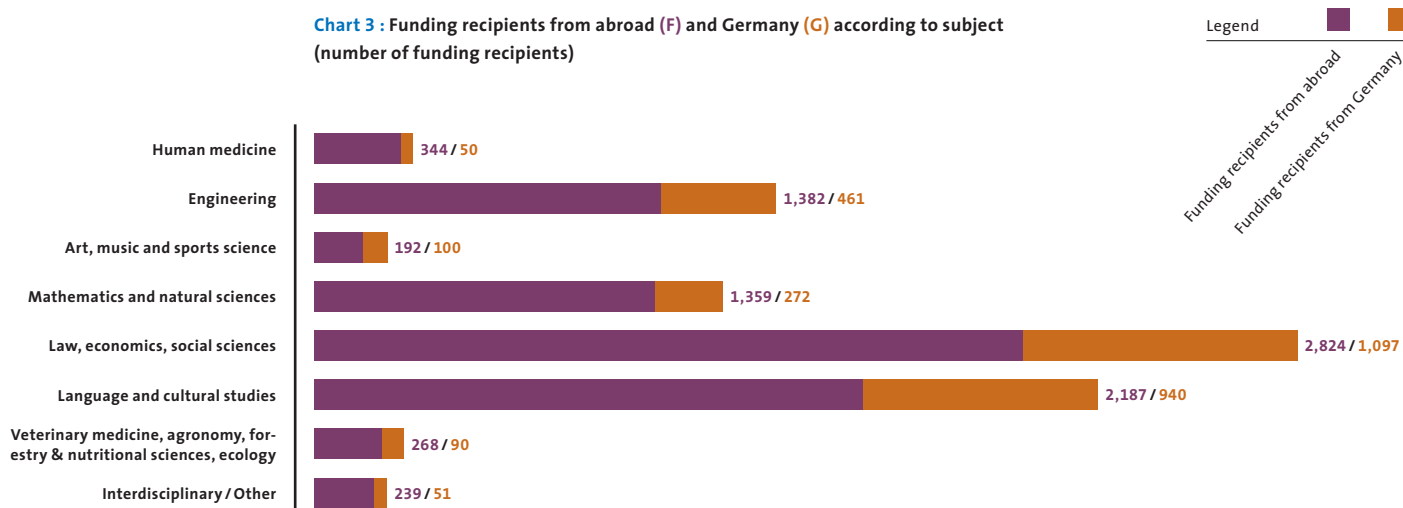
In 2016, the DAAD concluded a co-funded scholarship programme for Georgian doctoral candidates and postdocs with the Rustaveli Foundation. In cooperation with Russia, the DAAD agreed to continue supporting the jointly funded scholarship programmes “Michail Lomonosov” and “Immanuel Kant”, both of which have been running very successfully for over a decade (since 2003 and 2005, respectively). More than 1,500 young researchers and

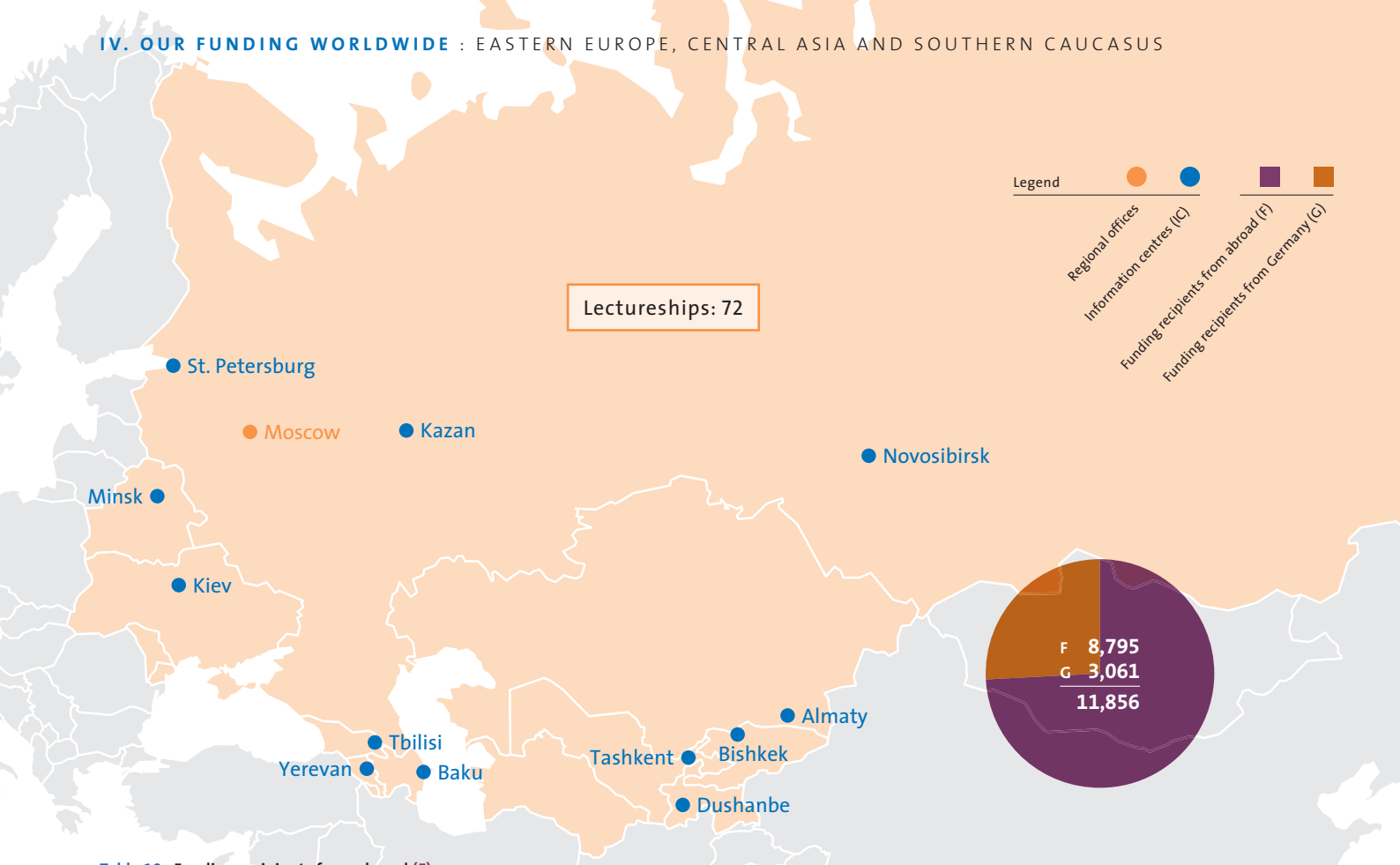
university teachers from Russia have received funding for research visits to Germany through this programme alone. The first students have graduated from the German-Russian Institute of Advanced Technologies (GRIAT) in Kazan, which opened in 2014. The German-Kazakh University (GKU) was evaluated positively in 2016. A Ukrainian delegation travelled to Germany at the invitation of the DAAD to learn about research administration in Germany.

**Table 9 :** Funding recipients from abroad (F) and Germany (G) according to funding area (number of funding recipients)

	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	2,950	832	3,782	2,931	739	3,670	2,373	681	3,054
Project funding	5,598	2,039	7,637	5,683	2,051	7,734	6,422	2,380	8,802
Funding – Total	8,548	2,871	11,419	8,614	2,790	11,404	8,795	3,061	11,856

**Chart 3 :** Funding recipients from abroad (F) and Germany (G) according to subject (number of funding recipients)



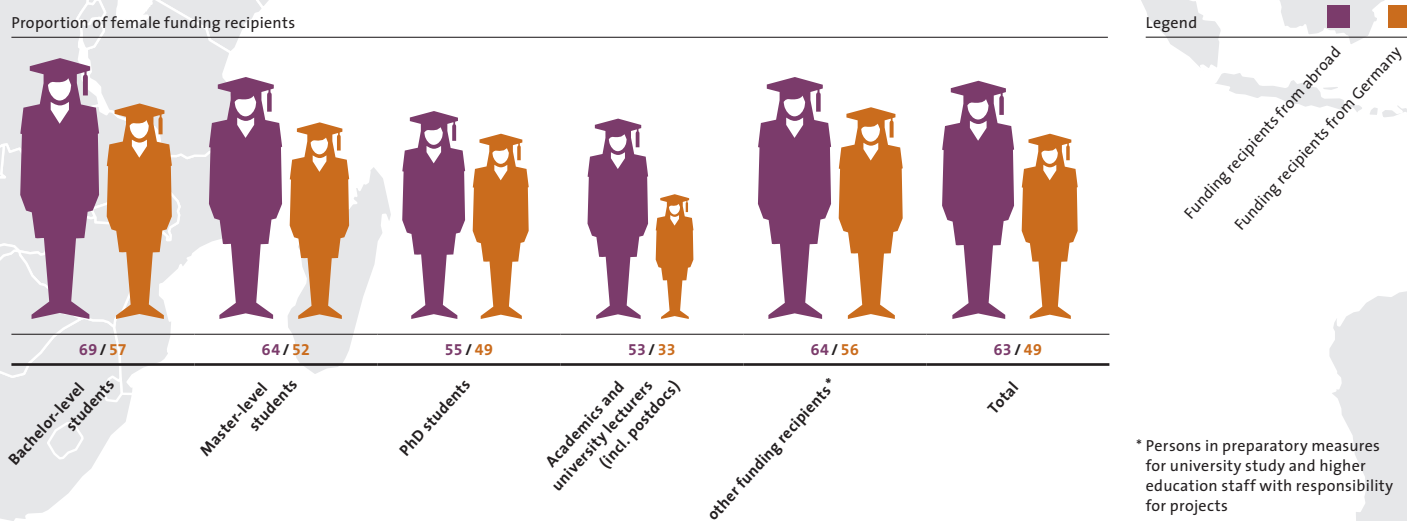


**Table 10 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)**

	F	G
Bachelor-level students	3,408	1,332
Master-level students	2,135	506
PhD students	950	156
Academics and university lecturers (incl. postdocs)	1,644	898
other funding recipients*	658	169
<b>Total</b>	<b>8,795</b>	<b>3,061</b>

**Chart 4 : Proportion of female funding recipients from abroad and Germany according to academic status (in percent)**

Proportion of female funding recipients



**Table 11 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2016**  
**Eastern Europe, Central Asia and Southern Caucasus**

Please see Table 27 on page 100  
for explanation of tables.

F = Funding recipients from abroad  
G = Funding recipients from Germany

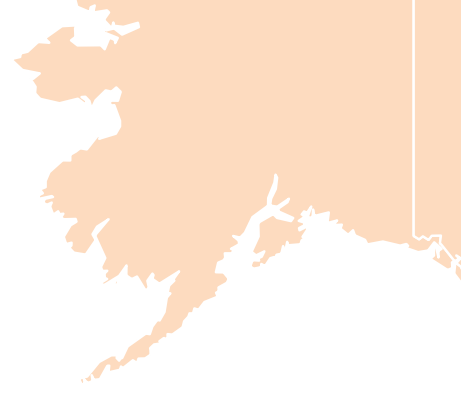
		Armenia	Azerbaijan	Belarus	Georgia
I. Individual funding – Total	F	106	94	112	133
	G	23	7	37	27
<b>1. By status</b>					
Bachelor-level students	F	36	29	59	50
	G	13	5	29	13
Master-level students	F	32	53	32	35
	G				
PhD students	F	25	9	10	25
	G				
Academics und university lecturers (incl. postdocs)	F	13	3	11	23
	G	10	2	8	14
<b>2. By duration of funding</b>					
< 1 month	F	36	24	42	40
	G	17	4	27	18
1–6 months	F	10	4	12	18
	G	3	1	1	1
> 6 months (long-term funding)	F	60	66	58	75
	G	3	2	9	8
II. Project funding – Total	F	194	167	309	293
	G	33	34	63	87
<b>1. By status</b>					
Bachelor-level students	F	38	38	124	109
	G	8	2	20	25
Master-level students	F	39	50	18	58
	G	4	12	7	12
PhD students	F	27	12	41	29
	G	2	7	4	5
Academics und university lecturers (incl. postdocs)	F	32	28	65	72
	G	15	10	27	33
other funding recipients *	F	58	39	61	25
	G	4	3	5	12
<b>2. By duration of funding</b>					
< 1 month	F	128	100	253	196
	G	22	14	55	74
1–6 months	F	59	63	41	83
	G	11	20	7	12
> 6 months (long-term funding)	F	7	4	15	14
	G			1	1
DAAD funding – Total (I + II)	F	300	261	421	426
	G	56	41	100	114
F and G – Total (I + II)		356	302	521	540

\* Persons in preparatory measures for university study and higher education staff with responsibility for projects



Kazakhstan	Kyrgyzstan	Moldavia	Russian Federation	Tajikistan	Turkmenistan	Ukraine	Uzbekistan	Total
218	139	45	973	81	26	333	113	2,373
47	24	17	419	9	6	57	8	681
133	85	17	379	53	4	140	55	1,040
28	13	13	287	4		24		429
63	40	20	214	19	20	94	33	655
1	1		26	1		1	3	33
15	10	5	221	8	2	46	12	388
			11			1		12
7	4	3	159	1			13	290
18	10	4	95	4	6	31	5	207
115	82	17	289	39	7	142	50	883
26	16	10	224	1		22	3	368
12	1	3	193	10	1	42	13	319
7	1	3	34	5		7		63
91	56	25	491	32	18	149	50	1,171
14	7	4	161	3	6	28	5	250
441	292	112	2,863	34	3	1,636	78	6,422
21	75	59	1,591	13		369	35	2,380
325	197	26	1,030	5	1	443	32	2,368
5	36		667	1		132	7	903
76	22	38	699	16	2	431	31	1,480
3	11	28	322	3		61	10	473
9	12	16	234	1		180	1	562
1	2	2	85			32	4	144
22	47	21	631	8		417	11	1,354
12	26	22	403	7		125	11	691
9	14	11	269	4		165	3	658
		7	114	2		19	3	169
57	79	98	2,005	26	2	1,159	53	4,156
14	65	54	1,239	11		341	28	1,917
34	87	14	710	4	1	380	15	1,491
7	10	3	306	2		26	7	411
350	126		148	4		97	10	775
		2	46			2		52
659	431	157	3,836	115	29	1,969	191	8,795
68	99	76	2,010	22	6	426	43	3,061
727	530	233	5,846	137	35	2,395	234	11,856

# North America



## Canada, United States of America

For further information  
on the countries named  
above please refer to:  
► [www.daad.de/  
laenderinformationen](http://www.daad.de/laenderinformationen)  
(in German)



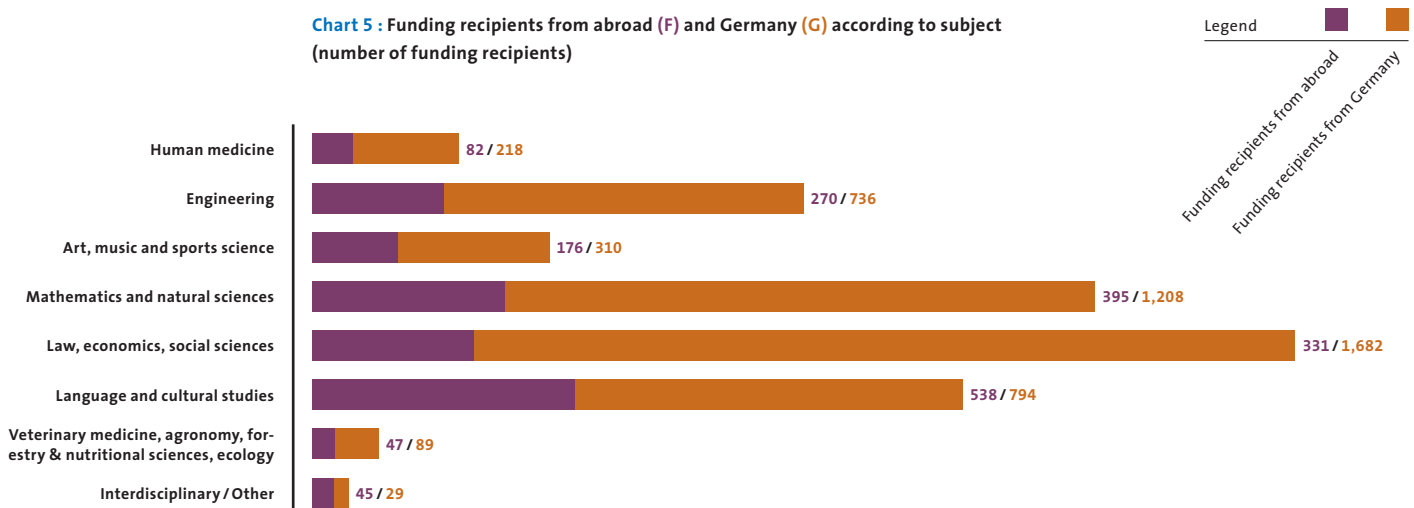
While in Canada the change of government and extensive investments by the Liberal Party in science and research have been heralded as the end of the “war on science”, significant insecurity has erupted in the USA’s higher education sector following the presidential election. So far, neither of these events have discernibly affected German students’ interest in study and research visits. Among non-European countries, the USA is by far the

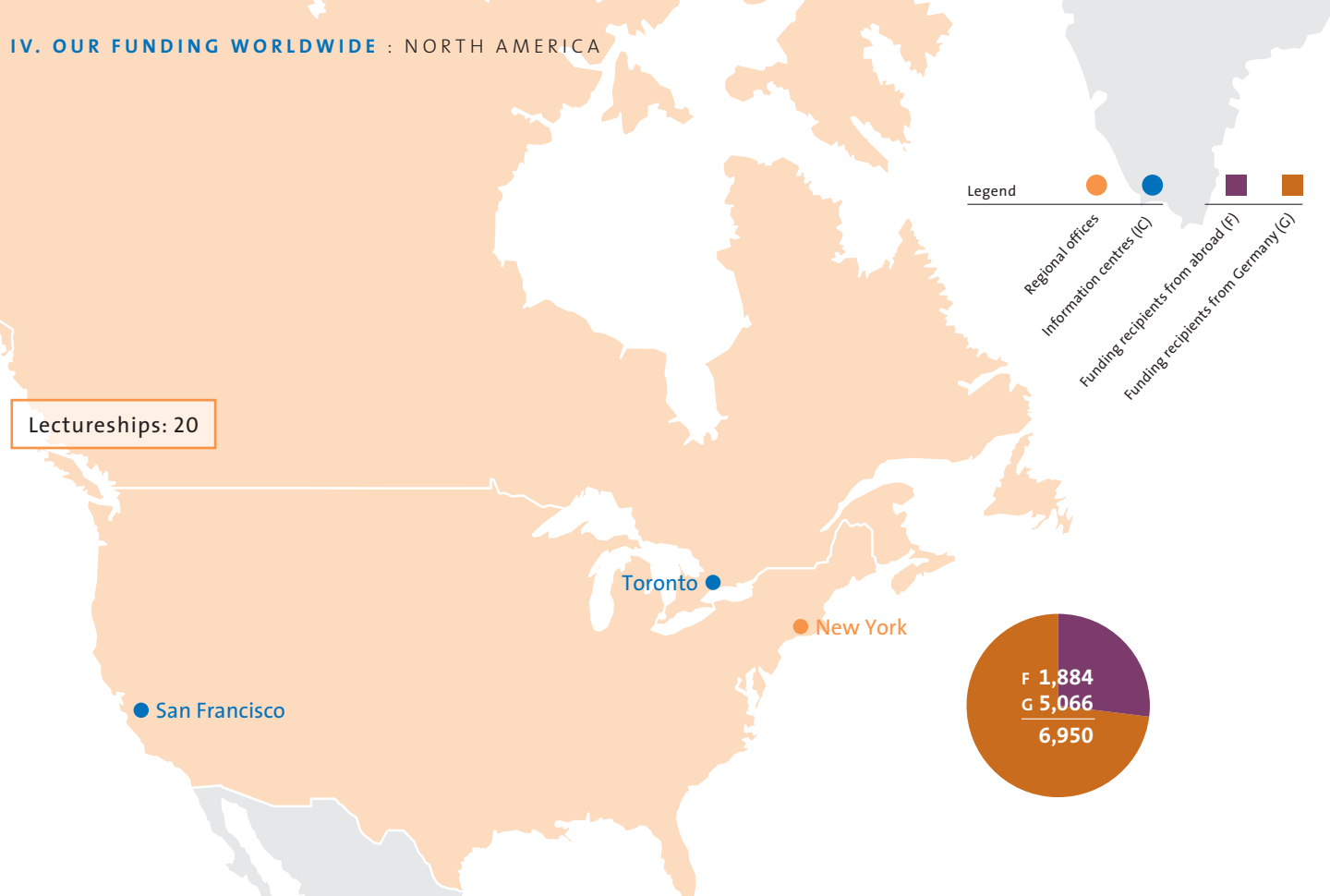
most popular in terms of DAAD funding for German students. American students’ interest in visiting Germany is also increasing continuously, not least due to the high tuition fees in the USA. This interest is supported by numerous marketing events held by the DAAD regional office in New York and its offices in San Francisco and Toronto. In 2016, these events included a virtual education fair.

**Table 12 :** Funding recipients from abroad (F) and Germany (G) according to funding area (number of funding recipients)

	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	955	3,124	4,079	991	2,152	3,143	829	1,788	2,617
Project funding	1,125	2,279	3,404	1,096	3,187	4,283	1,055	3,278	4,333
Funding – Total	2,080	5,403	7,483	2,087	5,339	7,426	1,884	5,066	6,950

**Chart 5 :** Funding recipients from abroad (F) and Germany (G) according to subject (number of funding recipients)





**Table 13 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)**

	F	G
Bachelor-level students	745	2,033
Master-level students	342	1,204
PhD students	300	879
Academics and university lecturers (incl. postdocs)	438	906
other funding recipients*	59	44
Total	1,884	5,066

**Chart 6 : Proportion of female funding recipients from abroad and Germany according to academic status (in percent)**

Proportion of female funding recipients



**Table 14 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2016****North America**

Please see Table 27 on page 100  
for explanation of tables.

F = Funding recipients from abroad  
G = Funding recipients from Germany

		Canada	United States of America	Total
I. Individual funding – Total	F	154	675	829
	G	226	1,562	1,788
<b>1. By status</b>				
Bachelor-level students	F	95	331	426
	G	81	249	330
Master-level students	F	16	140	156
	G	19	235	254
PhD students	F	20	112	132
	G	53	487	540
Academics und university lecturers (incl. postdocs)	F	23	92	115
	G	73	591	664
<b>2. By duration of funding</b>				
< 1 month	F	33	80	113
	G	96	816	912
1–6 months	F	94	366	460
	G	77	271	348
> 6 months (long-term funding)	F	27	229	256
	G	53	475	528
II. Project funding – Total	F	194	861	1,055
	G	595	2,683	3,278
<b>1. By status</b>				
Bachelor-level students	F	44	275	319
	G	309	1,394	1,703
Master-level students	F	55	131	186
	G	176	774	950
PhD students	F	23	145	168
	G	56	283	339
Academics und university lecturers (incl. postdocs)	F	49	274	323
	G	50	192	242
other funding recipients *	F	23	36	59
	G	4	40	44
<b>2. By duration of funding</b>				
< 1 month	F	140	604	744
	G	169	1,015	1,184
1–6 months	F	52	204	256
	G	393	1,416	1,809
> 6 months (long-term funding)	F	2	53	55
	G	33	252	285
DAAD funding – Total (I + II)	F	348	1,536	1,884
	G	821	4,245	5,066
F and G – Total (I + II)		1,169	5,781	6,950

\* Persons in preparatory measures for university study and higher education staff with responsibility for projects



# Latin America

Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela

For further information on the countries named above please refer to:  
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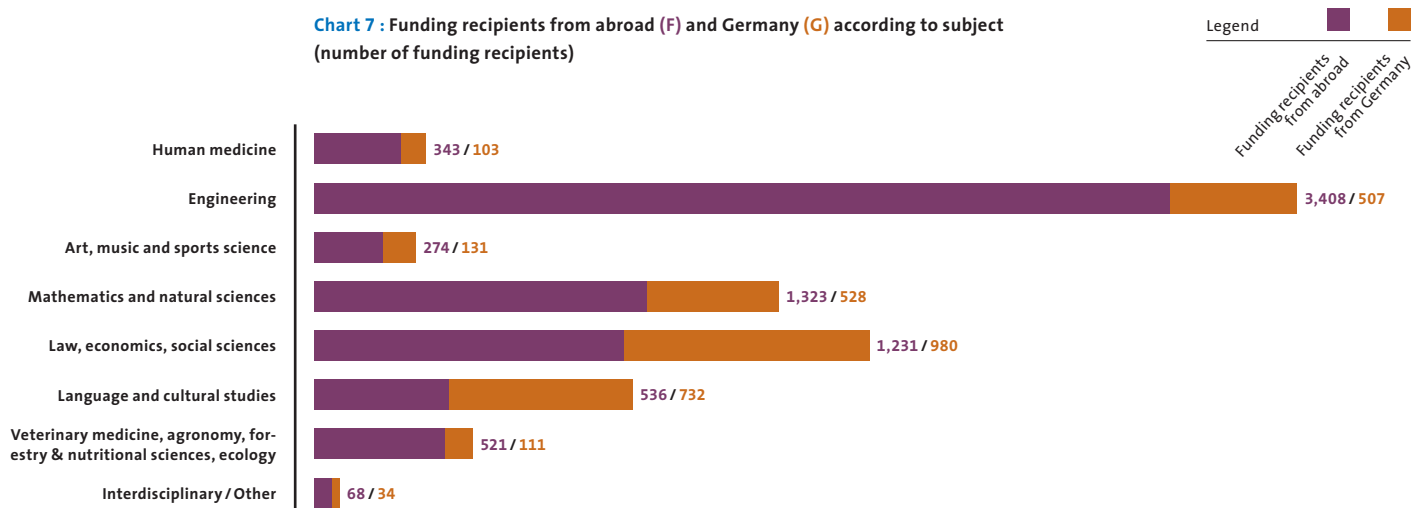
No other region of the world has seen a greater increase in DAAD scholarship holders in recent years than Latin America. The particular attractiveness of Germany as a study destination for young Latin Americans was impressively evident at the “Study in Europe” education fair organised by the DAAD in Lima, which was overwhelmingly popular with over 10,000 visitors. The DAAD also contributed a variety of events to the German Year

in Mexico, including an alumni seminar. In order to support the peace process in Colombia at the research and teaching level, the DAAD began funding the development of a German-Colombian Peace Institute in 2016. The DAAD is breaking new ground in doctoral training in Cuba and Peru with two SDG research training groups.

**Table 15 :** Funding recipients from abroad (F) and Germany (G) according to funding area (number of funding recipients)

	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	3,015	1,528	4,543	4,906	935	5,841	4,945	834	5,779
Project funding	2,137	1,747	3,884	2,519	2,308	4,827	2,759	2,292	5,051
Funding – Total	5,152	3,275	8,427	7,425	3,243	10,668	7,704	3,126	10,830

**Chart 7 :** Funding recipients from abroad (F) and Germany (G) according to subject (number of funding recipients)





Lectureships: 32

Mexico City

San José

Bogotá

Lima

São Paulo

Rio de Janeiro

Santiago de Chile

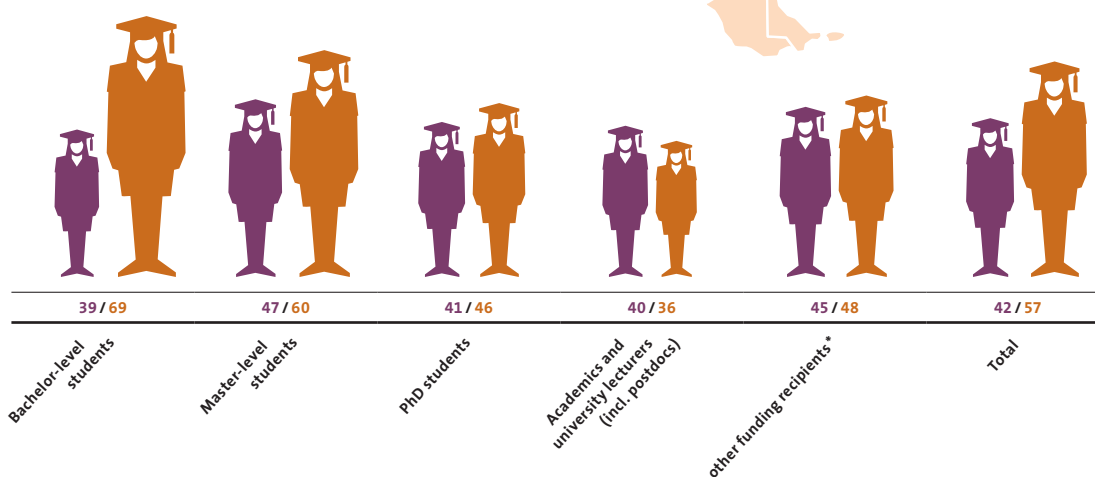
Buenos Aires

**Table 16 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)**

	F	G
Bachelor-level students	3,422	1,436
Master-level students	1,683	752
PhD students	1,224	215
Academics and university lecturers (incl. postdocs)	802	690
other funding recipients*	573	33
Total	7,704	3,126

**Chart 8 : Proportion of female funding recipients from abroad and Germany according to academic status (in percent)**

Proportion of female funding recipients



**Table 17 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2016**

**Latin America**

Please see Table 27 on page 100  
for explanation of tables.

F = Funding recipients from abroad  
G = Funding recipients from Germany

		Argentina	Bahamas	Barbados	Belize	Bolivia	Brazil	Chile	Colombia	Costa Rica	Cuba	Dominica	Dominican Republic
I. Individual funding – Total	F	331				28	2,578	288	413	63	27	1	5
	G	73		2		22	269	83	94	28	22		6
<b>1. By status</b>													
Bachelor-level students	F	84				5	1,923	154	108	9	3		2
	G	40				14	137	39	52	16	1		4
Master-level students	F	153				18	128	34	221	23	3		3
	G	8				4	21	6	5	2			1
PhD students	F	64				5	496	93	73	25	11	1	
	G	4		1		1	27	8	5	2	4		
Academics und university lecturers (incl. postdocs)	F	30					31	7	11	6	10		
	G	21		1		3	84	30	32	8	17		1
<b>2. By duration of funding</b>													
< 1 month	F	12				1	36	21	18	8	7		2
	G	9		2		4	53	12	4	4	13		1
1–6 months	F	159				3	205	23	24	1	8		1
	G	33				14	141	42	46	18	5		4
> 6 months (long-term funding)	F	160				24	2,337	244	371	54	12	1	2
	G	31				4	75	29	44	6	4		1
II. Project funding – Total	F	394			1	33	459	378	512	57	193		11
	G	315	17	2	3	34	496	311	221	60	145	20	6
<b>1. By status</b>													
Bachelor-level students	F	101				2	91	92	198	11	7		1
	G	117	12	2	2	22	162	149	105	23	31	19	2
Master-level students	F	115			1	4	103	79	133	14	5		4
	G	100	3		1	7	167	73	62	34	46		2
PhD students	F	56				5	50	23	36	1	4		1
	G	26	1			1	46	19	17		6		
Academics und university lecturers (incl. postdocs)	F	85				13	117	108	92	23	92		2
	G	71	1			3	117	66	30	3	49	1	2
other funding recipients *	F	37				9	98	76	53	8	85		3
	G	1				1	4	4	7		13		
<b>2. By duration of funding</b>													
< 1 month	F	211				27	338	292	356	39	173		6
	G	109	17			12	266	123	62	20	93	20	
1–6 months	F	101			1	5	102	57	116	15	17		4
	G	152		2	3	22	205	173	129	37	52		6
> 6 months (long-term funding)	F	82				1	19	29	40	3	3		1
	G	54					25	15	30	3			
DAAD funding – Total (I + II)	F	725			1	61	3,037	666	925	120	220	1	16
	G	388	17	4	3	56	765	394	315	88	167	20	12
F and G – Total (I + II)		1,113	17	4	4	117	3,802	1,060	1,240	208	387	21	28

\* Persons in preparatory measures for university study and higher education staff with responsibility for projects

## IV. OUR FUNDING WORLDWIDE : LATIN AMERICA

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
74	44	1	34	1		43	3	753	34	50	21	103	1	1		2	25	21	4,945
34	1		4		1	1	1	92	17	15	3	49					17		834
25	13		4					360	5	1	6	29					8	1	2,740
27			1					38	4	12	1	34					10		430
29	29	1	24	1		35	3	242	23	38	9	50	1	1		1		5	1,075
1					1	1		11	3	3		6							73
15	2		5			8		142	5	8	5	24				1	16	13	1,012
1								14				2							69
5			1					9	1	3	1						1	2	118
5	1		3				1	29	10		2	7					7		262
13	6		4					19	4	5	2	6					2	2	168
3							1	24	2			15					5		152
12	6		4			1		9	3		6	17					5	1	488
25	1		2		1			36	10	12	1	25					9		425
49	32	1	26	1		42	3	725	27	45	13	80	1	1		2	18	18	4,289
6			2			1		32	5	3	2	9					3		257
108	20		18		3	12	2	309	24	15	25	119				2	26	38	2,759
78	4		10	1	3	2	2	354	33	5	5	134			1	6	24		2,292
22	3		5			1		88	13	1	2	27					3	14	682
46	3		6		2	2		190	20	1	4	68			1	2	15		1,006
19	4		7		3	6	2	63		4		25				1	1	15	608
17	1		4	1			2	104	8	4		38				4	1		679
8			1					11			1	9					4	2	212
4					1			13	1			9					2		146
28	1		1			2		63	4	4	6	27					13	3	684
11								45	4		1	18					6		428
31	12		4			3		84	7	6	16	31				1	5	4	573
								2				1							33
89	14		15			5		178	9	13	23	53				2	21	12	1,876
38	1			1				73	5		3	33				1	8		885
11	5		3		3	3	2	108	12	1	2	53					5	24	650
40	3		10		3	2	2	252	28	5	2	95			1	5	16		1,245
8	1					4		23	3	1		13						2	233
								29				6							162
182	64	1	52	1	3	55	5	1,062	58	65	46	222	1	1		4	51	59	7,704
112	5		14	1	4	3	3	446	50	20	8	183			1	6	41		3,126
294	69	1	66	2	7	58	8	1,508	108	85	54	405	1	1	1	10	92	59	10,830

# Middle East, North Africa

Afghanistan, Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Pakistan, Palestinian Territories, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates, Yemen

For further information  
on the countries named  
above please refer to:  
► [www.daad.de/  
laenderinformationen](http://www.daad.de/laenderinformationen)  
(in German)



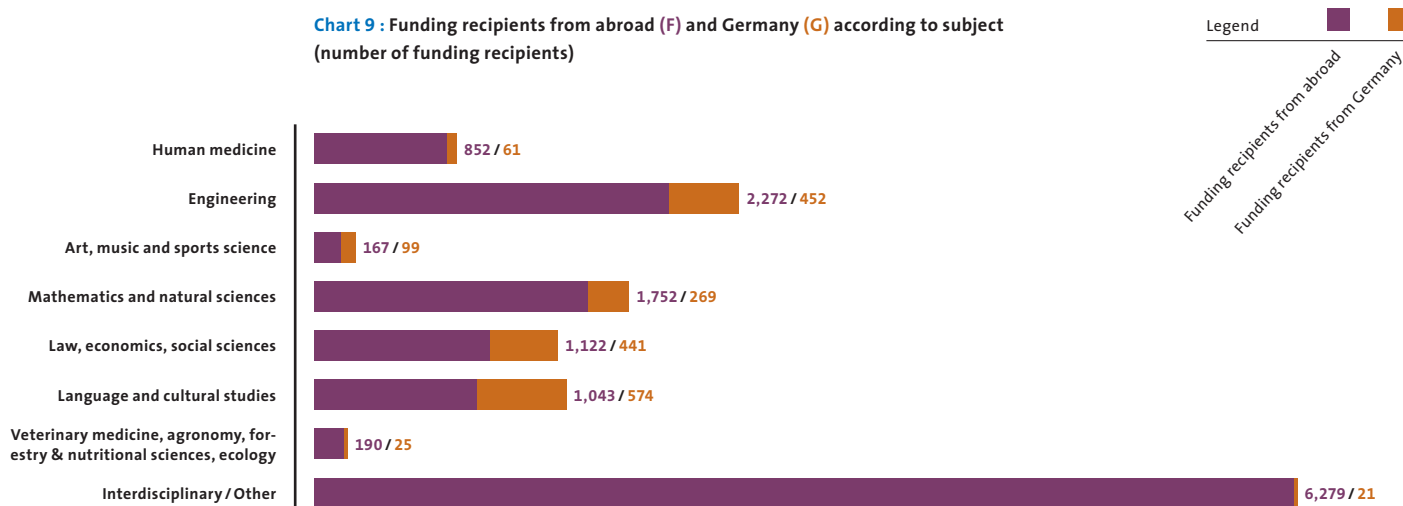
The DAAD's work in the Middle East and North Africa again reflected the region's diversity in 2016. The still fragile higher education landscapes of Iraq and Afghanistan were strengthened through additional higher education cooperations, and the "German-Arab Transformation Partnerships" were opened to further countries in the region. In its "HOPES" project the DAAD is working with European partners to enable Syrian refugees to study in

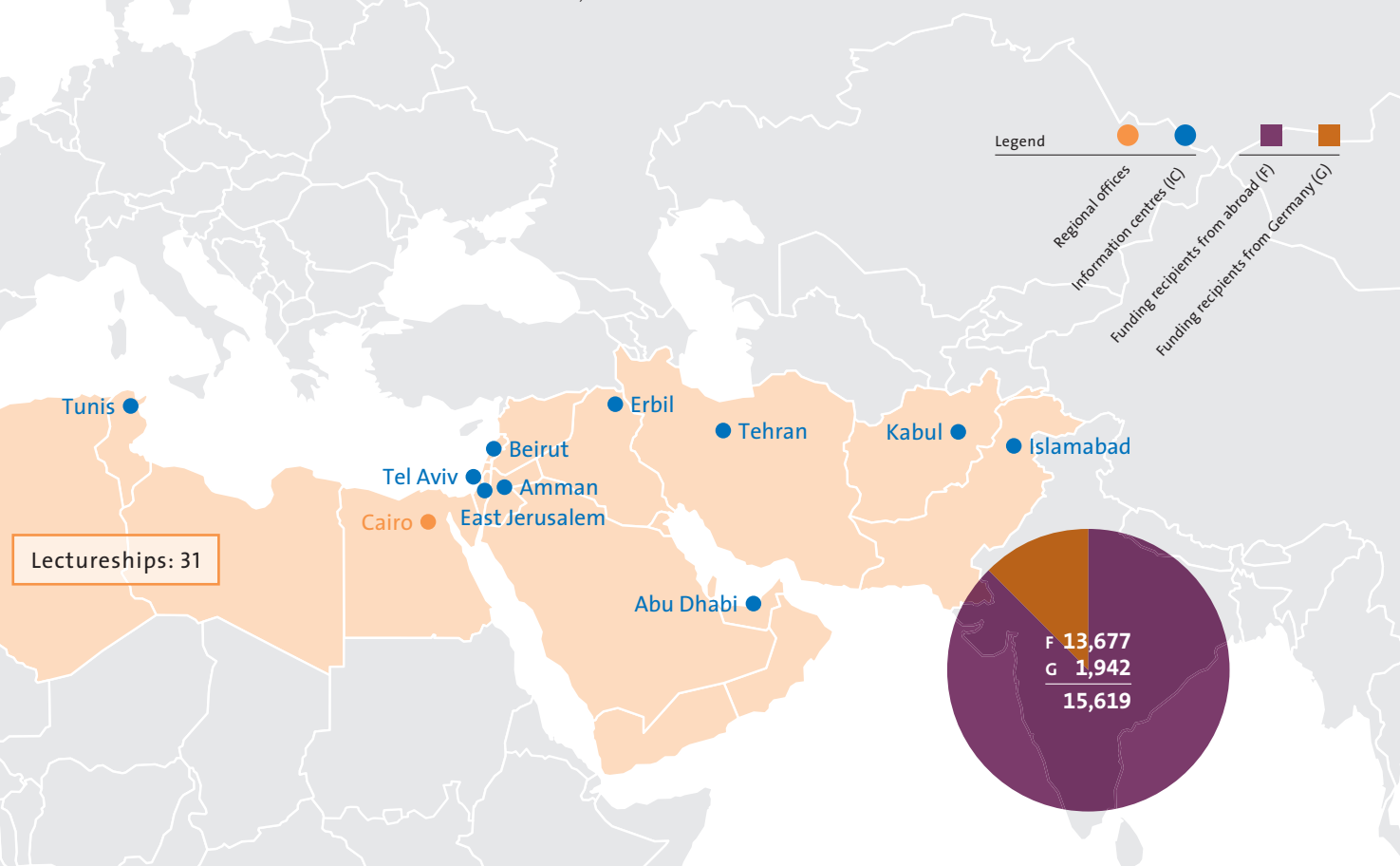
the region; this is also the aim of third-country scholarship programmes awarded at various transnational education locations and for selected degree programmes. A new scholarship programme for Iran represents the hope of a new beginning, while the progressing plans for a German-Tunisian higher education institution stand for deeper cooperation.

**Table 18 :** Funding recipients from abroad (F) and Germany (G) according to funding area  
(number of funding recipients)

	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	2,450	477	2,927	2,652	376	3,028	2,633	320	2,953
Project funding	3,258	1,125	4,383	5,345	1,824	7,169	11,044	1,622	12,666
Funding – Total	5,708	1,602	7,310	7,997	2,200	10,197	13,677	1,942	15,619

**Chart 9 :** Funding recipients from abroad (F) and Germany (G) according to subject  
(number of funding recipients)



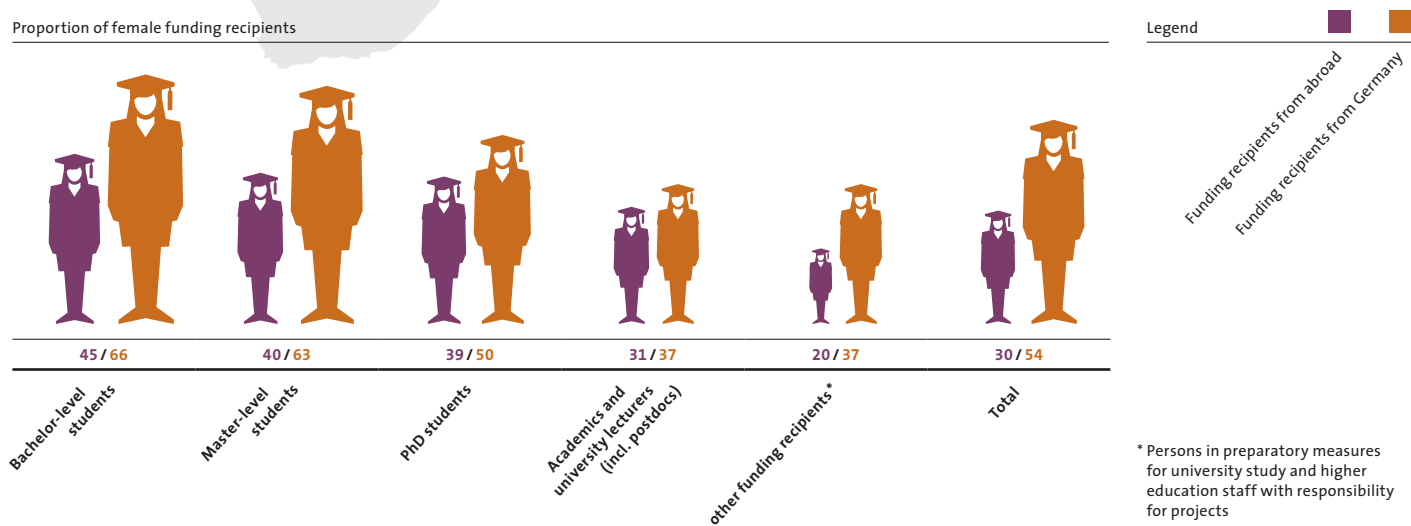


**Table 19 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)**

	F	G
Bachelor-level students	1,800	636
Master-level students	2,488	466
PhD students	1,481	177
Academics and university lecturers (incl. postdocs)	1,313	609
other funding recipients*	6,595	54
Total	13,677	1,942

**Chart 10 : Proportion of female funding recipients from abroad and Germany according to academic status (in percent)**

Proportion of female funding recipients



**Table 20 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2016**

**Middle East, North Africa**

Please see Table 27 on page 100  
for explanation of tables.

F = Funding recipients from abroad  
G = Funding recipients from Germany

		Afghanistan	Algeria	Bahrain	Egypt	Iran	Iraq	Israel	Jordan
I. Individual funding – Total	F	109	27		453	243	95	74	120
	G	3		1	56	47	1	97	36
<b>1. By status</b>									
Bachelor-level students	F		10		95	14	4	43	14
	G			1	13	10		63	20
Master-level students	F	80	5		84	67	28	7	74
	G				23	1		6	3
PhD students	F	29	12		241	139	58	17	29
	G				2	3		8	3
Academics und university lecturers (incl. postdocs)	F				33	23	5	7	3
	G	3			18	33	1	20	10
<b>2. By duration of funding</b>									
< 1 month	F	1	10		66	21	7	15	12
	G				7	31		12	4
1–6 months	F		2		29	21	4	31	7
	G			1	8	11		21	19
> 6 months (long-term funding)	F	108	15		358	201	84	28	101
	G	3			41	5	1	64	13
II. Project funding – Total	F	1,053	139		1,092	724	471	205	442
	G	11	38		309	146	40	235	284
<b>1. By status</b>									
Bachelor-level students	F	134	20		153	28	60	34	171
	G		10		49	53	5	107	67
Master-level students	F	270	87		360	127	14	71	113
	G	7	9		99	40	12	56	81
PhD students	F	18	5		112	91	27	28	24
	G		4		33	14	2	23	20
Academics und university lecturers (incl. postdocs)	F	190	21		339	54	154	41	99
	G	4	15		120	34	17	39	103
other funding recipients *	F	441	6		128	424	216	31	35
	G				8	5	4	10	13
<b>2. By duration of funding</b>									
< 1 month	F	267	122		686	186	223	122	251
	G	8	36		240	127	39	143	185
1–6 months	F	379	13		297	373	173	44	74
	G	2	2		56	13	1	89	23
> 6 months (long-term funding)	F	407	4		109	165	75	39	117
	G	1			13	6		3	76
DAAD funding – Total (I + II)	F	1,162	166		1,545	967	566	279	562
	G	14	38	1	365	193	41	332	320
F and G – Total (I + II)		1,176	204	1	1,910	1,160	607	611	882

\* Persons in preparatory measures for university study and higher education staff with responsibility for projects



Kuwait	Lebanon	Libya	Morocco	Oman	Pakistan	Palestinian Territories	Qatar	Saudi Arabia	Syria	Tunisia	United Arab Emirates	Yemen	Total
6	35	1	37	106	345	146		219	413	106	4	94	2,633
	16		11	9	6	17		4		10	6		320
6	17		22	106	1	15		163	70	87	4		671
	4		3	4	2	4					3		127
	7		2		137	95		56	245	5		74	966
	6		1			3				1			44
	5	1	10		196	31			96	11		19	894
	2		1	2						1			22
	6		3		11	5			2	3		1	102
	4		6	3	4	10		4		8	3		127
3	11		22	5	1	5				28	2	1	210
	2		2	2		2				1	2		65
	5		5	5	6	10		2	1	3	2	1	134
	3		2	3		6					3		77
3	19	1	10	96	338	131		217	412	75		92	2,289
	11		7	4	6	9		4		9	1		178
4	115	24	274	180	314	256	16	11	5,129	493	27	75	11,044
	46		174	16	38	35		1		165	83	1	1,622
	27		123	167	13	61			44	73	15	6	1,129
	16		82	9	1	22				31	56	1	509
	37		34	9	130	45	11	2	46	131	1	34	1,522
	16		42	1	1	9		1		36	12		422
	13	4	34	1	56	11	1	2	23	130		7	587
	6		6	5	14	2				24	2		155
	10	3	58		53	24	3	1	8	137	6	10	1,211
	8		39	1	22	2				65	13		482
4	28	17	25	3	62	115	1	6	5,008	22	5	18	6,595
			5							9			54
3	42	4	170	128	128	142	3	2	176	362	26	31	3,074
	32		140	7	34	26				157	70		1,244
1	47	16	83	3	159	63		8	2,947	108	1	31	4,820
	14		12	5	3	8		1		8	10	1	248
	26	4	21	49	27	51	13	1	2,006	23		13	3,150
			22	4	1	1					3		130
10	150	25	311	286	659	402	16	230	5,542	599	31	169	13,677
	62		185	25	44	52		5		175	89	1	1,942
10	212	25	496	311	703	454	16	235	5,542	774	120	170	15,619

# Sub-Saharan Africa

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Congo / Democratic Republic, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Kenya, 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

For further information on the countries named above please refer to:  
► [www.daad.de/laenderinformationen](http://www.daad.de/laenderinformationen)  
(in German)



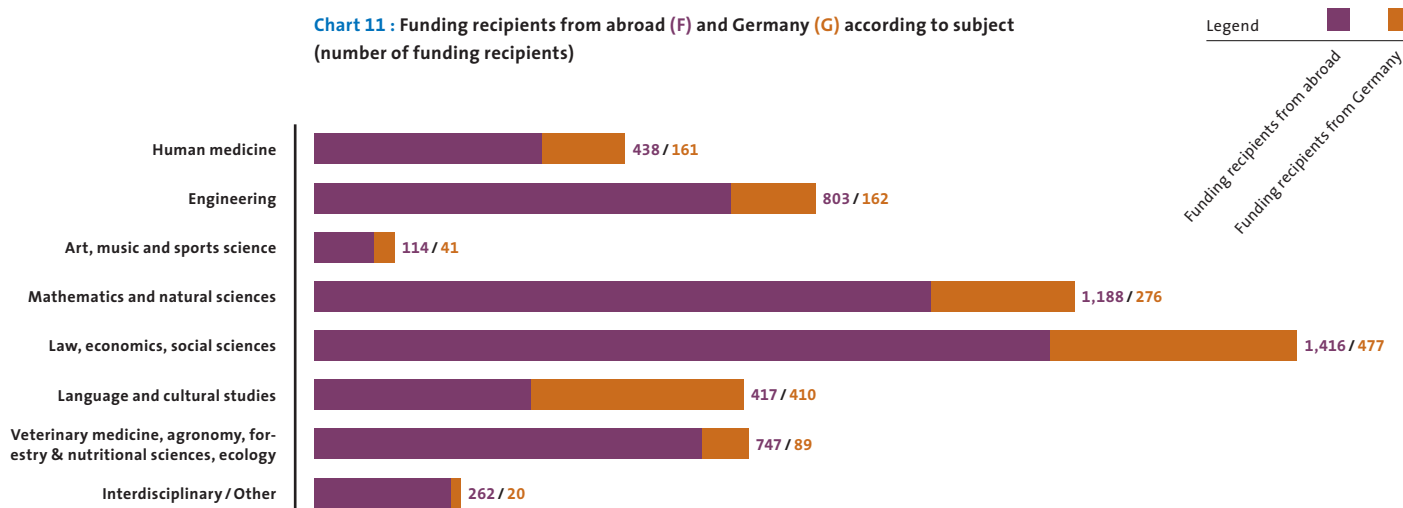
In 2016, the DAAD's activities again contributed to increasing the quality and relevance of teaching and research in Sub-Saharan Africa and to supporting higher education institutions as effective stakeholders in societal development. New programmes included "Partnerships for sustainable solutions with Sub-Saharan Africa", which aims to connect the teaching and research capacities of German higher education institutions and their African partners in

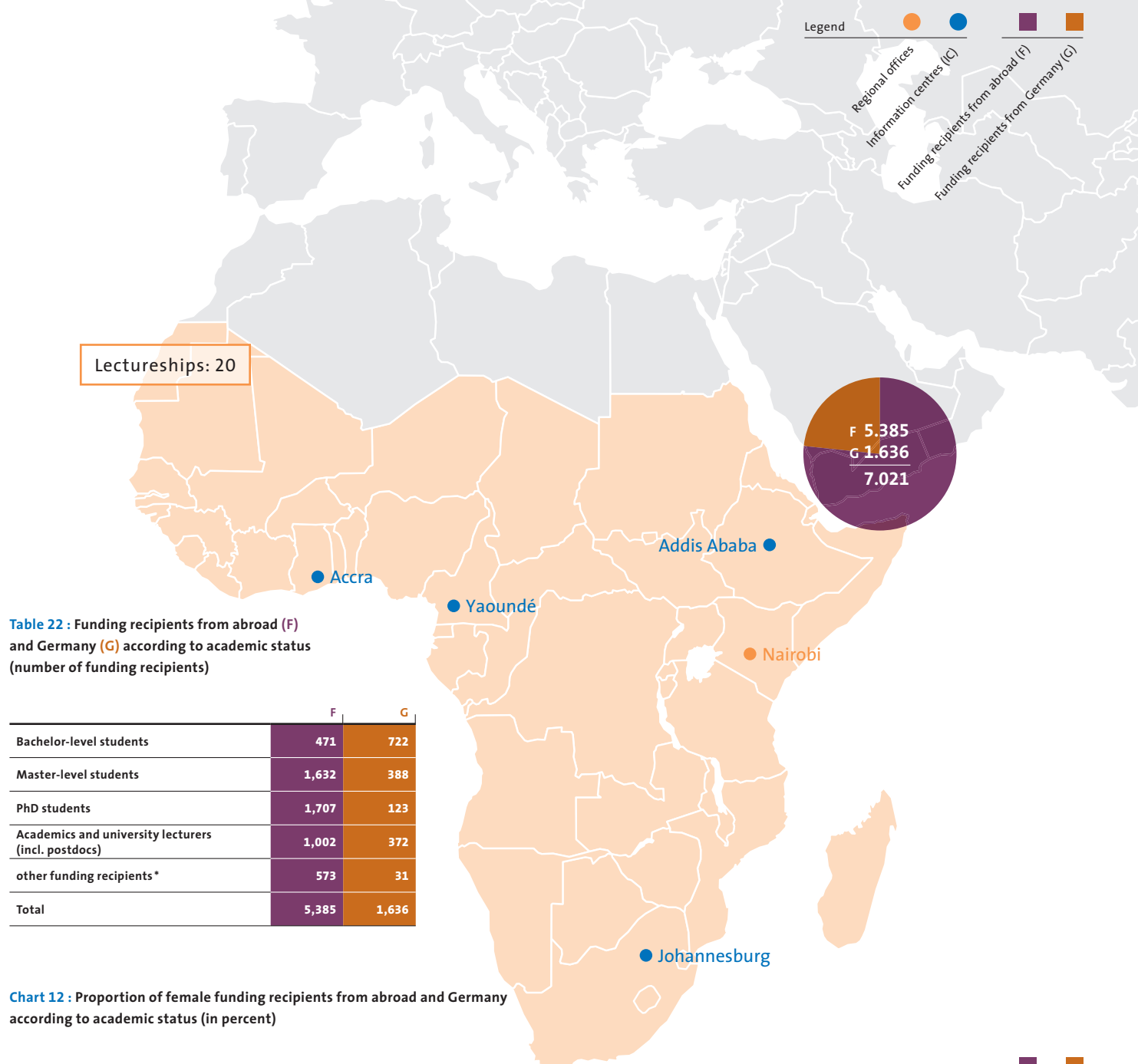
13 new cooperations. Four new SDG research training groups in Africa are enabling high-quality training in development-related degree programmes. In Senegal, the focus is on making programmes more application-oriented. This is also the aim of the envisioned "East African-German University of Applied Sciences", for which the DAAD has created a feasibility study.

**Table 21 :** Funding recipients from abroad (F) and Germany (G) according to funding area (number of funding recipients)

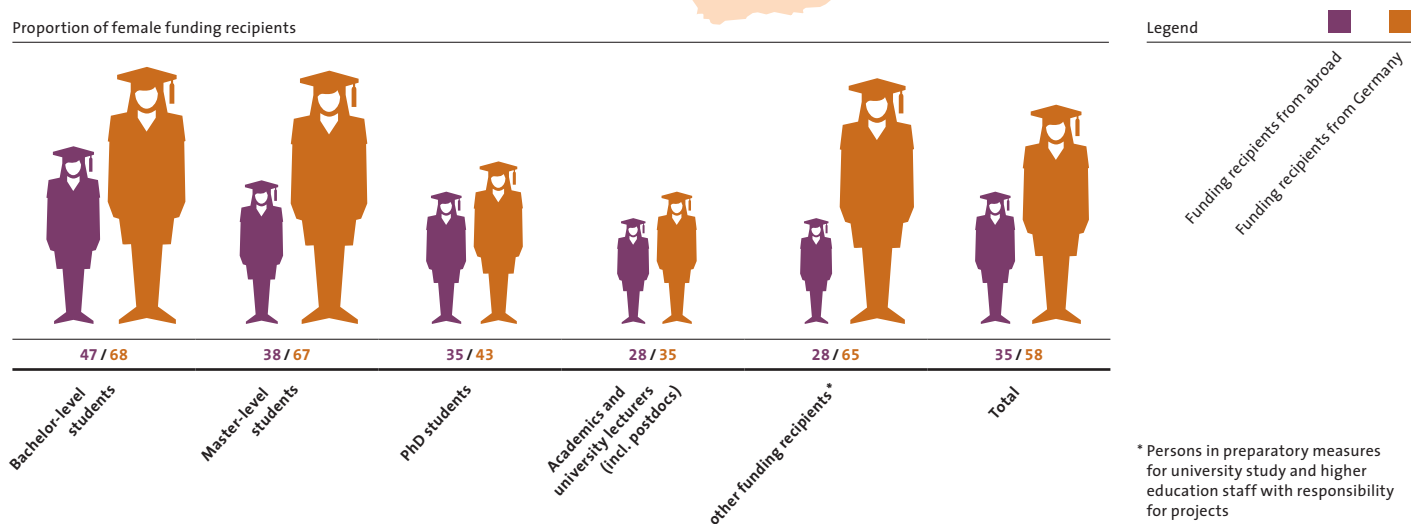
	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	1,707	875	2,582	1,988	414	2,402	2,432	356	2,788
Project funding	2,025	889	2,914	2,493	1,384	3,877	2,953	1,280	4,233
Funding – Total	3,732	1,764	5,496	4,481	1,798	6,279	5,385	1,636	7,021

**Chart 11 :** Funding recipients from abroad (F) and Germany (G) according to subject (number of funding recipients)





Proportion of female funding recipients



**Table 23 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2016**

**Sub-Saharan Africa**

Please see Table 27 on page 100  
for explanation of tables.

F = Funding recipients from abroad  
G = Funding recipients from Germany

		Angola	Benin	Botswana	Burkina Faso	Burundi	Cameroon	Cape Verde	Central African Republic	Chad	Comoros	Congo	Congo, Democratic Republic	Djibouti	Eritrea	Ethiopia	Gabon	Gambia	Ghana	Guinea
I. Individual funding – Total	F	1	58	7	27	8	88		5	1	3	10	10	2	9	312	1	6	214	4
	G		5		1		11	2				3	1			21			43	1
<b>1. By status</b>																				
Bachelor-level students	F		3		2		3					2							43	
	G		2																33	
Master-level students	F	1	27	6	11	5	19		1		1	2	8	2	9	119		3	59	
	G															4			4	1
PhD students	F		26	1	12	3	63		4	1	2	6	2			189	1	3	109	3
	G						3	1								2			1	
Academics und university lecturers (incl. postdocs)	F		2		2		3									4			3	1
	G		3		1		8	1				3	1			15			5	
<b>2. By duration of funding</b>																				
< 1 month	F		5		2		3								2	3			20	
	G		1				4	1					1			3			1	
1–6 months	F		1		1		4									9			28	1
	G		2				4					3				6			38	1
> 6 months (long-term funding)	F	1	52	7	24	8	81		5	1	3	10	10	2	7	300	1	6	166	3
	G		2		1		3	1								12			4	
II. Project funding – Total	F	1	35	17	32	5	380	16	1			16	69		47	380	28	20	246	15
	G		3	9	6		45	33	1			2				75	5	2	93	
<b>1. By status</b>																				
Bachelor-level students	F		3	3	3		197	2				2				6	8	1	12	
	G		1	5	1		25	2				1				9	1	2	47	
Master-level students	F	1	8	3	6	4	101	5					61			68	4	1	67	
	G		1	2	2		10	25	1							17			28	
PhD students	F		4	1	2		26					2				80	4		54	
	G						5	2								6			9	
Academics und university lecturers (incl. postdocs)	F		19	8	19	1	29	7	1			3	4			116	10	1	77	3
	G		1	2	3		5	4				1				36	4		8	
other funding recipients *	F		1	2	2		27	2				9	4		47	110	2	17	36	12
	G															7			1	
<b>2. By duration of funding</b>																				
< 1 month	F		13	11	15	1	138	15	1			6	7		3	256	15	3	133	1
	G		2	2	4		26	31								55	4		27	
1–6 months	F	1	12	6	5	1	229					8	2		25	63	12	12	44	10
	G		1	7	2		19	2	1			2				20	1	2	64	
> 6 months (long-term funding)	F		10		12	3	13	1				2	60		19	61	1	5	69	4
	G																		2	
DAAD funding – Total (I + II)	F	2	93	24	59	13	468	16	6	1	3	26	79	2	56	692	29	26	460	19
	G		8	9	7		56	35	1			5	1			96	5	2	136	1
F and G – Total (I + II)		2	101	33	66	13	524	51	7	1	3	31	80	2	56	788	34	28	596	20

\* Persons in preparatory measures for university study and higher education staff with responsibility for projects

# IV. OUR FUNDING WORLDWIDE : SUB-SAHARAN AFRICA

Ivory Coast	Kenya	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
42	387	10	7	11	15	13		2	22	65	13	78	34	1	17		10	11	181	11	162	2	231	37	194	16	94	2,432
8	34	3		18	1	1		2	2	8		7	7	2	13	3	2		119		2		21	4	10		1	356
3	18			1						2		7	2		2				4		1		2	2	2		5	104
3	24	1		10				1	1	3		4	3		3				59				9		5			161
24	127	3	6	3	8	5		1	10	38	5	21	14		4		8	8	62	7	41		77	10	82	6	46	889
	1	2						1					1	1	4		1		14				3				1	38
14	237	7	1	7	7	7		1	12	25	6	41	18		10		2	3	106	4	114	2	152	24	108	10	39	1,382
2	4			2						1			1			1	1		11				3		1			34
1	5					1					2	9		1	1				9		6			1	2		4	57
3	5			6	1	1			1	4		3	2	1	6	2			35		2		6	4	4			123
3	5			1					1			7	3	1	2				3		1		1	2	2			67
	2			4								1		1	3	3	1		30				1		1			58
2	24					1			1	1	1	8			1				14		7		1	1	4		10	120
4	28			10				2	1	4		4	4	1	5				57				15	1	7			197
37	358	10	7	10	15	12		2	20	64	12	63	31		14		10	11	164	11	154	2	229	34	188	16	84	2,245
4	4	3		4	1	1			1	4		2	3		5		1		32		2		5	3	2		1	101
25	356	1	3	40	38	7	9	5	38	65	11	185	119		86	1	10	12	199	7	79	2	164	24	109	22	28	2,953
10	110		1	23	10	6	2	1	11	101	2	6	35	1	52	2			427		13		139	12	29	8	5	1,280
8	27			2		1	2	2	1	19		5	23		2				16				9	5	5		3	367
	42			5	2	5	2	1	2	53	2	4	21		3	2			228		3		61	5	19	2	5	561
3	49	1	1	29	2		1	1	6	23		72	64		35	1	2		52	2	10		29	3	19	5	4	743
7	26			13	2				2	30					9				131				31	2	7	4		350
	46			1	2	1		1	9			22	2		7				22		2		12	2	13	4	6	325
	3		1	1					1	1				1	25				18		2		11	3				89
10	187		2	5	23	5	3	1	20	20	8	58	23		34		4		54	4	31	1	81	11	50	9	3	945
3	34			2	6	1			6	14		2	14		15				44		8		30	2	2	2		249
4	47			3	11		3		2	3	3	28	7		8		4	12	55	1	36	1	33	3	22	4	12	573
	5			2						3									6				6		1			31
7	256	1	1	38	36		1	3	31	24	1	110	110		32	1	5	1	140	4	49	2	132	11	74	18	19	1,725
9	61			7	6	5			7	20	2	3	30		45	1			173		13		78	5	4	1		622
6	47			2	1	2	8	1	7	20	3	42	5		38			7	48	1	19		15	8	15	3	2	730
1	49			16	4		2	1	4	78		3	5	1	7	1			241				60	7	25	7	5	638
12	53		2		1	5		1		21	7	33	4		16		5	4	11	2	11		17	5	20	1	7	498
						1				3									13				1					20
67	743	11	10	51	53	20	9	7	60	130	24	263	153	1	103	1	20	23	380	18	241	4	395	61	303	38	122	5,385
18	144	3	1	41	11	7	2	3	13	109	2	13	42	3	65	5	2		546		15		160	16	39	8	6	1,636
85	887	14	11	92	64	27	11	10	73	239	26	276	195	4	168	6	22	23	926	18	256	4	555	77	342	46	128	7,021

# Asia, Pacific

Australia, Bangladesh, Bhutan, Brunei, Cambodia, China, Cook Islands, Fiji, Hong Kong (CN), India, Indonesia, Japan, Kiribati, Korea / the Democratic People's Republic, Korea / the Republic of, Laos, Macao (CN), Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Myanmar, Nauru, Nepal, New Zealand, Niue, Palau, Papua New Guinea, Philippines, Samoa, Singapore, Solomon Islands, Sri Lanka, Taiwan, Thailand, Timor-Leste, Tonga, Tuvalu, Vanuatu, Vietnam

For further information on the countries named above please refer to:  
► [www.daad.de/laenderinformationen](http://www.daad.de/laenderinformationen) (in German)



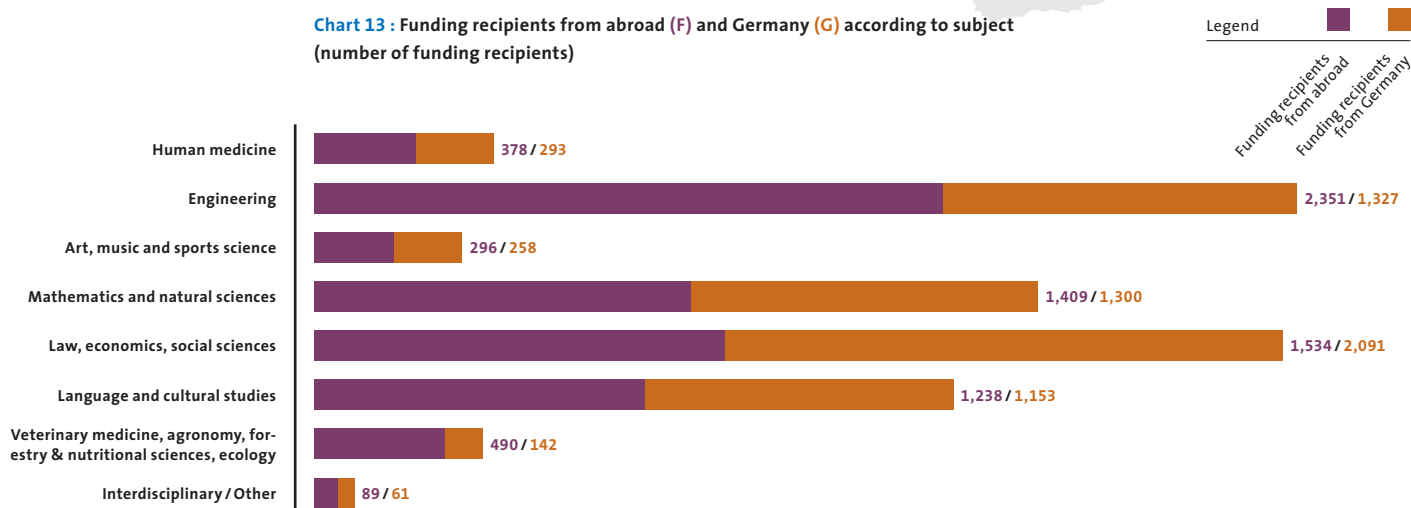
In Asia, interest in Germany remains high. Most foreign students at German higher education institutions are from China and India. At the same time, interest in the opposite direction is also growing, even if at a significantly lower level. Overall, the DAAD's funding figures with Asia are fairly balanced. Alongside research-heavy locations such as China, Japan, Singapore and Australia, the region includes emerging and developing countries which are, however,

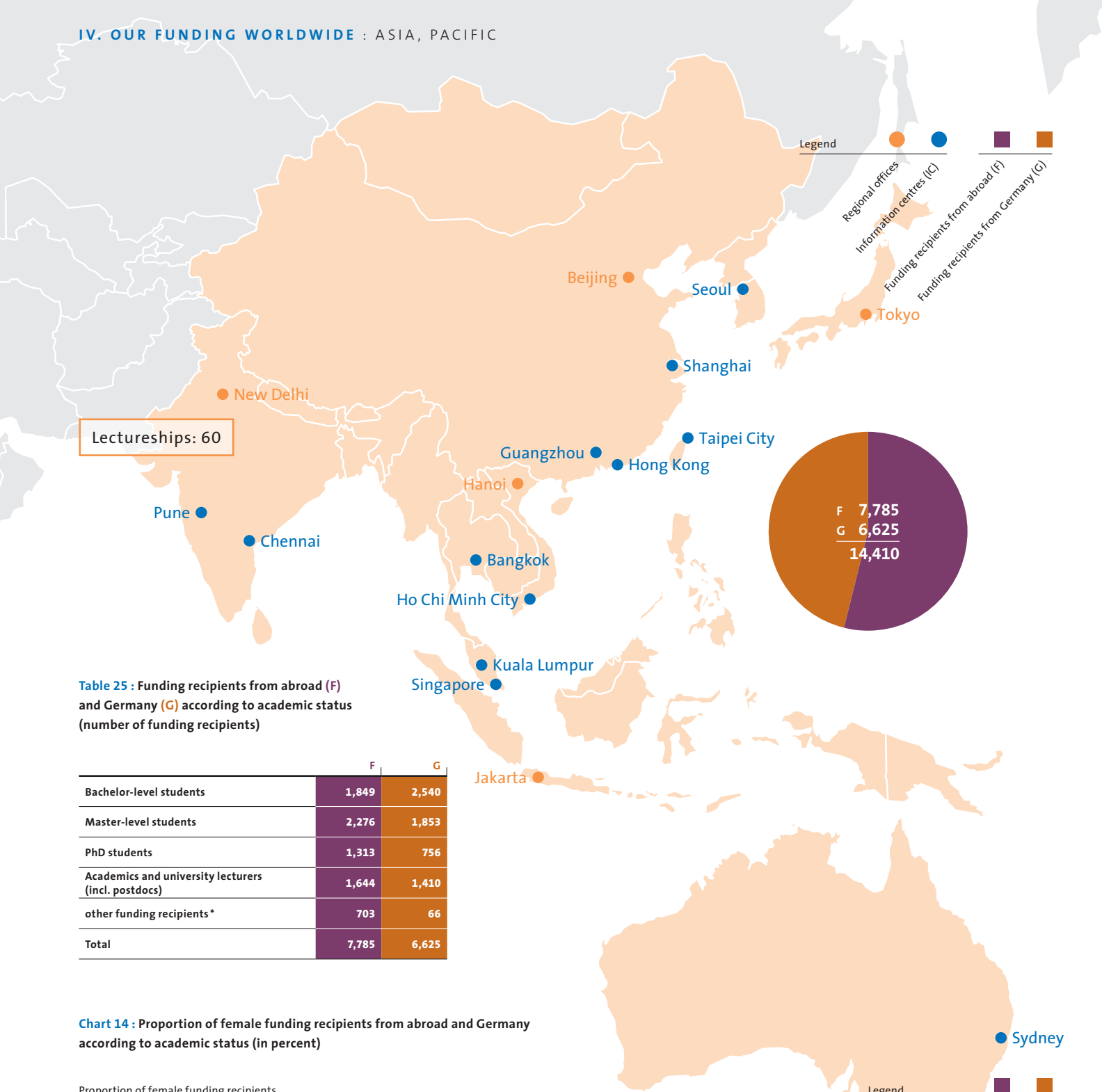
also interesting partner countries for German higher education institutions in selected areas such as agriculture or oceanography. Particularly the DAAD's international work in Asia is on the rise, whether in the form of cooperations between Centres for German and European Studies or specialist alumni networks in law and the life sciences in East Asia, consulting in the DIES programme, or cooperation between German scholars in South-East Asia.

**Table 24 :** Funding recipients from abroad (F) and Germany (G) according to funding area (number of funding recipients)

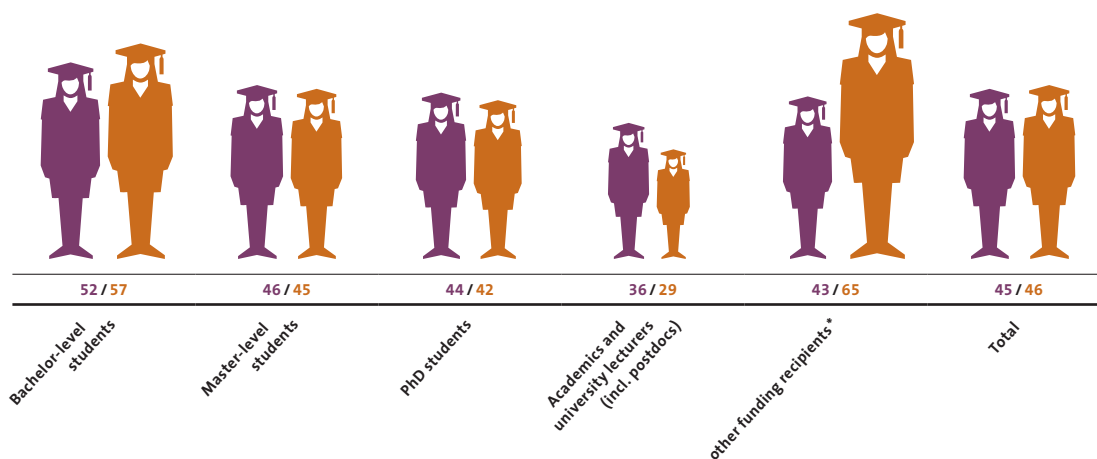
	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	2,720	3,305	6,025	2,662	1,538	4,200	2,663	1,364	4,027
Project funding	3,784	3,450	7,234	4,791	4,364	9,155	5,122	5,261	10,383
Funding – Total	6,504	6,755	13,259	7,453	5,902	13,355	7,785	6,625	14,410

**Chart 13 :** Funding recipients from abroad (F) and Germany (G) according to subject (number of funding recipients)





Proportion of female funding recipients





**Table 26 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2016**

**Asia, Pacific**

Please see Table 27 on page 100  
for explanation of tables.

F = Funding recipients from abroad  
G = Funding recipients from Germany

		Australia	Bangladesh	Bhutan	Cambodia	China	Cook Islands	Fiji	Hong Kong (CN)	India	Indonesia	Japan	Korea, the Dem. People's Republic	Korea, the Republic of
<b>I. Individual funding – Total</b>	F	90	90	3	27	343			21	635	247	154	7	109
	G	222	7		21	220	4	3	31	79	40	310		65
<b>1. By status</b>														
Bachelor-level students	F	46	3		1	77			13	215	34	26		23
	G	72	5		14	55	4	2	13	45	17	61		14
Master-level students	F	19	52	3	18	48				214	84	24	3	22
	G	39			5	32			5	3		69		8
PhD students	F	10	33		3	79			7	177	109	31	2	32
	G	55	1		1	44		1	3	8	4	88		19
Academics und university lecturers (incl. postdocs)	F	15	2		5	139			1	29	20	73	2	32
	G	56	1		1	89			10	23	19	92		24
<b>2. By duration of funding</b>														
< 1 month	F	11	1		12	98			9	41	38	88	1	39
	G	65	2		11	75		1	11	16	7	143		30
1–6 months	F	44	6			43			4	223	6	17		23
	G	85	4		8	30	4	2	12	47	16	44		13
> 6 months (long-term funding)	F	35	83	3	15	202			8	371	203	49	6	47
	G	72	1		2	115			8	16	17	123		22
<b>II. Project funding – Total</b>	F	129	118	15	39	1,419		1	19	883	491	259	1	227
	G	890	7	9	14	1,290		7	116	498	215	588		339
<b>1. By status</b>														
Bachelor-level students	F	27	4	6	12	541				63	109	125		68
	G	367	1	1	9	384		1	45	148	145	263		176
Master-level students	F	22	55		2	461			5	414	62	66		70
	G	254	4	1	4	492		5	14	185	49	179		118
PhD students	F	27	9	1		157			5	163	24	14	1	33
	G	124		1		117			25	66	5	64		14
Academics und university lecturers (incl. postdocs)	F	42	23	8	14	198		1	6	185	144	48		37
	G	135	1	6	1	277		1	31	95	13	82		30
other funding recipients *	F	11	27		11	62			3	58	152	6		19
	G	10	1			20			1	4	3			1
<b>2. By duration of funding</b>														
< 1 month	F	82	71	7	39	534		1	16	454	400	147		78
	G	297	5	7	3	612		1	68	236	75	249		99
1–6 months	F	46	41	8		668			3	399	78	82	1	133
	G	574	2	2	11	545		6	35	250	139	259		216
> 6 months (long-term funding)	F	1	6			217				30	13	30		16
	G	19				133			13	12	1	80		24
<b>DAAD funding – Total (I + II)</b>	F	219	208	18	66	1,762		1	40	1,518	738	413	8	336
	G	1,112	14	9	35	1,510	4	10	147	577	255	898		404
<b>F and G – Total (I + II)</b>		1,331	222	27	101	3,272	4	11	187	2,095	993	1,311	8	740

\* Persons in preparatory measures for university study and higher education staff with responsibility for projects

# IV. OUR FUNDING WORLDWIDE : ASIA, PACIFIC

Laos	Macao (CN)	Malaysia	Micronesia	Mongolia	Myanmar	Nepal	New Zealand	Papua- New Guinea	Philippines	Samoa	Singapore	Solomon Islands	Sri Lanka	Taiwan	Thailand	Timor-Leste	Tonga	Vanuatu	Vietnam	Total
21	1	31		76	44	73	36	1	35		3		32	96	103	2			383	2,663
4	1	20		13	6	20	43		8	4	38	2	20	45	47		7	1	83	1,364
5	1	6		18		4	14		3		1		5	19	39				84	637
3	1	8		3	2	8	9		4	4	7	2	18	16	22		7		10	426
7		3		40	23	56	9	1	17				10	3	14	1			67	738
		2			1	4	4		1		2		1	14	3			1	3	197
4		14		12	19	13	7		14		2		6	70	27	1			86	758
		2			1	2	13		1		18			9	5				2	277
5		8		6	2		6		1				11	4	23				146	530
1		8		10	2	6	17		2		11		1	6	17				68	464
10		12		5	2	5	2		2		1		11	22	44				227	681
1		8		3	2	3	14			4	24		1	10	7		1		56	495
	1	1		7	2		18						6	9	18				6	434
3	1	9		5	3	13	14		7		10	2	18	18	24		6		15	413
11		18		64	40	68	16	1	33		2		15	65	41	2			150	1,548
		3		5	1	4	15		1		4		1	17	16			1	12	456
46	125			79	59	154	9	1	89		89		57	68	216	10			519	5,122
2	117		2	55	35	56	153	1	64	1	150		49	175	215	1			212	5,261
		19		39		23			2		32		5	27	40				70	1,212
1		41	2	9	13	30	102	1	23	1	86		16	85	97				67	2,114
4		14		8	14	39	2		11		46		18	22	62				141	1,538
		49		11	3	14	50		25		55		27	38	66				13	1,656
1		13		8		10	1		7		3		9	3	25				41	555
		8		1	1	1	1		1		7		1	20	4				18	479
33		47		15	15	32	3		31		5		15	4	53				155	1,114
		18		24	16	11			11		2		5	31	43				113	946
8		32		9	30	50	3	1	38		3		10	12	36	10			112	703
1		1		10	2				4					1	5	1			1	66
41		88		63	43	114	4		77		12		43	29	125	10			282	2,760
1		33		49	18	21	24		31		17		23	66	71	1			161	2,168
5		31		13	12	39	5	1	11		76		13	39	41				168	1,913
1		82	2	6	17	34	124	1	33	1	125		26	89	135				51	2,766
		6		3	4	1			1		1		1		50				69	449
		2				1	5				8			20	9					327
67	1	156		155	103	227	45	2	124		92		89	164	319	12			902	7,785
6	1	137	2	68	41	76	196	1	72	5	188	2	69	220	262	1	7	1	295	6,625
73	2	293	2	223	144	303	241	3	196	5	280	2	158	384	581	13	7	1	1,197	14,410

## Global overview

**Table 27 : Funding recipients from abroad and Germany according to funding area 2015/2016**

	Calendar year	Foreigners funded		Germans funded		Total funded		newly funded
		2015	2016	2015	2016	2015	2016	2016
<b>I. Individual funding – Total</b>		<b>21,108</b>	<b>18,908</b>	<b>8,865</b>	<b>7,785</b>	<b>29,973</b>	<b>26,693</b>	<b>14,352</b>
<b>1. By status</b>								
Bachelor-level students		9,180	7,109	2,687	2,357	11,867	9,466	6,188
Master-level students		5,320	5,194	1,238	1,188	6,558	6,382	2,466
PhD students		5,131	4,986	1,917	1,483	7,048	6,469	2,745
Academics und university lecturers (incl. postdocs)		1,477	1,619	3,023	2,757	4,500	4,376	2,953
<b>2. By duration of funding</b>								
< 1 month		2,707	3,253	3,186	2,873	5,893	6,126	5,822
1–6 months		3,185	2,542	2,321	1,952	5,506	4,494	4,144
> 6 months (long-term funding)		15,216	13,113	3,358	2,960	18,574	16,073	4,386
<b>3. By selected programmes</b>								
DAAD one-year scholarships for research and study		4,252	3,976	1,420	1,262	5,672	5,238	1,565
Scholarships as part of third-party-funded programmes		7,777	5,524	26	29	7,803	5,553	1,112
In-Country / In-Region Scholarship Programmes		1,386	1,741			1,386	1,741	738
Lektor programme				591	582	591	582	106
Long-term lectureships, visiting lectureships, professorships				110	121	110	121	61
Conference travel and lecture tours				2,413	2,104	2,413	2,104	2,104
Specialist and language courses		2,339	2,132			2,339	2,132	2,131
Interns		1,514	1,405	1,961	1,700	3,475	3,105	2,941
Research visits for university lecturers		753	436	53	55	806	491	426
<b>II. Project funding – Total</b>		<b>30,379</b>	<b>36,700</b>	<b>24,007</b>	<b>23,127</b>	<b>54,386</b>	<b>59,827</b>	<b>49,530</b>
<b>1. By status</b>								
Bachelor-level students		8,480	7,529	10,559	9,744	19,039	17,273	15,429
Master-level students		7,344	7,543	5,979	6,035	13,323	13,578	11,513
PhD students		3,771	3,630	2,451	2,331	6,222	5,961	4,686
Academics und university lecturers (incl. postdocs)		8,219	8,030	4,661	4,480	12,880	12,510	8,120
other funding recipients *		2,565	9,968	357	537	2,922	10,505	9,782
<b>2. By duration of funding</b>								
< 1 month		19,625	20,310	12,974	13,725	32,599	34,035	27,946
1–6 months		7,460	10,993	9,237	7,860	16,697	18,853	17,238
> 6 months (long-term funding)		3,294	5,397	1,796	1,542	5,090	6,939	4,346
<b>3. By selected programmes</b>								
PROMOS – Programme to enhance mobility				11,003	10,680	11,003	10,680	10,629
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)		741	722	2,269	1,891	3,010	2,613	1,567
Scholarship and guidance-counselling programmes (STIBET)		4,537	3,952			4,537	3,952	3,242
Project-related exchange programmes (PPP)		575	536	1,643	1,652	2,218	2,188	1,575
Integrating refugees in degree programmes			6,603				6,603	6,603
		AY 2013/14	Project 2014	AY 2013/14	Project 2014	AY 2013/14	Project 2014	Project 2014
<b>III. EU mobility funding – Total</b>		<b>90</b>	<b>146</b>	<b>40,642</b>	<b>44,563</b>	<b>40,732</b>	<b>44,709</b>	<b>44,709</b>
1. Erasmus student mobility for studies				29,982	31,629	29,982	31,629	31,629
2. Erasmus student mobility for placements / traineeships				6,274	8,090	6,274	8,090	8,090
3. Erasmus staff mobility (lecturers, other staff)		90	146	4,386	4,844	4,476	4,990	4,990
<b>DAAD funding – Total (I + II + III)</b>		<b>51,577</b>	<b>55,754</b>	<b>73,514</b>	<b>75,475</b>	<b>125,091</b>	<b>131,229</b>	<b>108,591</b>

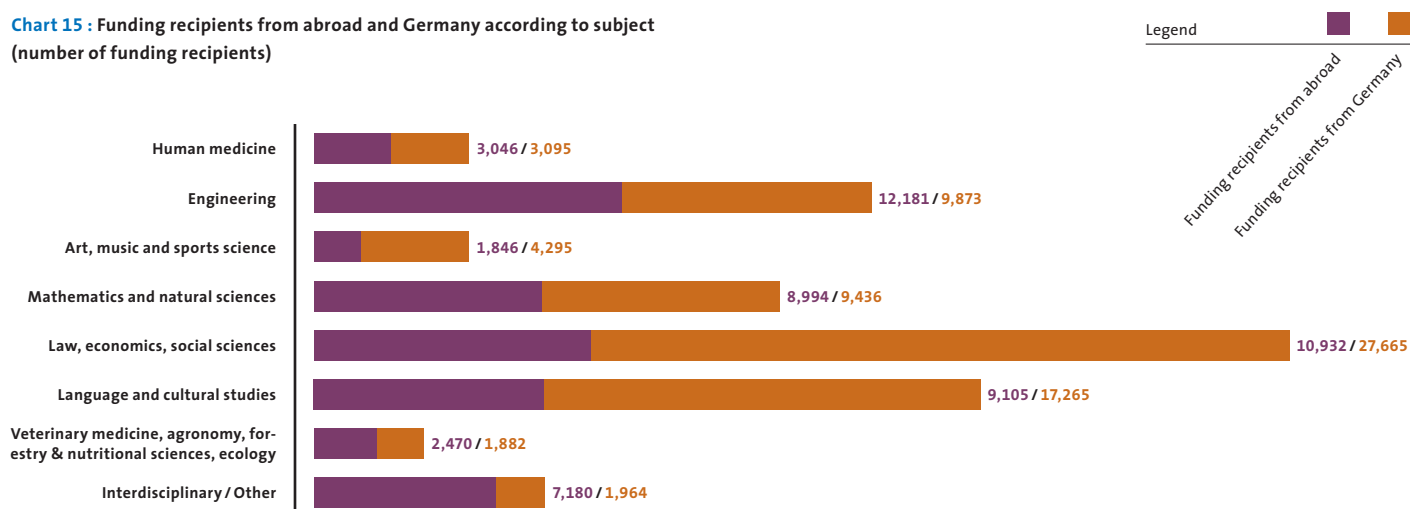
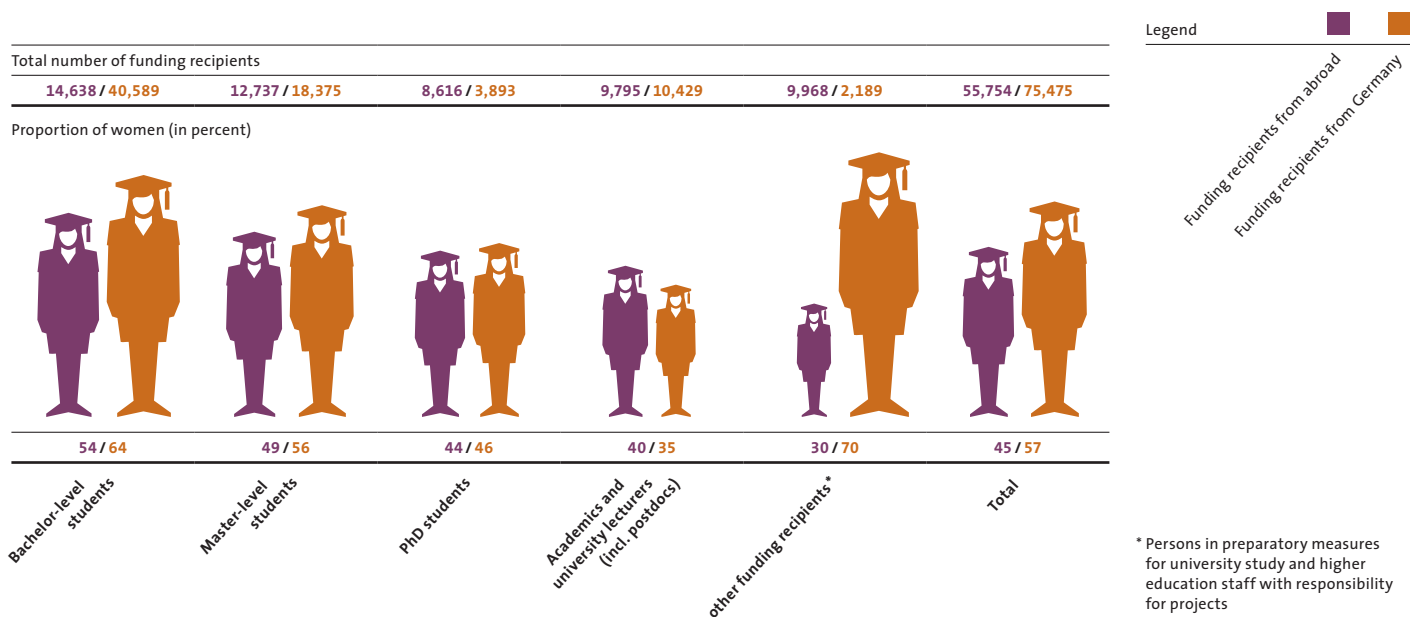
\* Persons in preparatory measures for university study and higher education staff with responsibility for projects.

Three areas of funding are distinguished in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote cosmopolitan university structures. As a National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding). The figures on funding recipients in the table relate to the 2014 project (1.6.2014 – 31.5.2016).

When comparing the numbers of funding recipients in 2016 and 2015, it should be noted that in 2015 another total number of persons (academic year 2014/15) was reported for the EU mobility programme (Erasmus+) and that the number of funding recipients therefore differs from the number reported in the 2015 Annual Report.

**Table 28 : Funding recipients from abroad (F) and Germany (G) according to funding area**  
(number of funding recipients)

	2010			2013			2016		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	17,392	13,671	31,063	20,050	9,082	29,132	18,908	7,785	26,693
Project funding	24,655	17,942	42,597	29,949	21,707	51,656	36,700	23,127	59,827
EU mobility funding	32	32,194	32,226	94	39,024	39,118	146	44,563	44,709
Funding – Total	42,079	63,807	105,886	50,093	69,813	119,906	55,754	75,475	131,229

**Chart 15 : Funding recipients from abroad and Germany according to subject**  
(number of funding recipients)**Chart 16 : Funding recipients from abroad and Germany according to academic status**  
(number of funding recipients) and proportion of women (in percent)



V.

Annex

## Financial statement

Table 29 : 2016 Financial Statement

	Overall funds EUR	Overall expenditure EUR
<b>SECTION I-II – INSTITUTIONAL ADMINISTRATIVE BUDGET</b>		
<b>Institutional administrative budget (operation incl. investments)</b>		
<b>1. Domestic income</b>		
own budget	183.486,53	183.486,53
City State of Berlin	326.766,71	326.766,71
Federal Foreign Office (AA)	18.218.950,47	18.206.530,73
<b>Sum – Domestic income</b>	<b>18.729.203,71</b>	<b>18.716.783,97</b>
<b>2. Income from abroad</b>		
own budget	522.927,19	522.927,19
Federal Foreign Office (AA)	7.391.049,53	7.391.049,53
<b>Sum – Income from abroad</b>	<b>7.913.976,72</b>	<b>7.913.976,72</b>
<b>Sum – Sections I-II</b>	<b>26.643.180,43</b>	<b>26.630.760,69</b>
<b>SECTION III – INSTITUTIONAL OPERATING FUNDS</b>		
<b>Institutional operating funds (Federal Foreign Office programme budget)</b>		
programme budget	136.241.000,00	135.819.637,33
administrative budget for projects	5.997.000,00	6.418.361,87
<b>Sum – Section III</b>	<b>142.238.000,00</b>	<b>142.237.999,20</b>
<b>SECTION IV – PROJECT BUDGET / PUBLIC DONORS</b>		
<b>Project budget / Public donors</b>		
<b>1. Federal Government funding</b>		
Federal Foreign Office (AA)		
programme budget	17.139.177,02	16.444.194,45
administrative budget for projects	2.579.214,00	2.439.733,05
<b>Sum – AA</b>	<b>19.718.391,02</b>	<b>18.883.927,50</b>
Federal Ministry of Education and Research (BMBF)		
programme budget	118.656.355,08	110.151.635,79
administrative budget for projects	17.395.688,62	16.765.703,12
<b>Sum – BMBF</b>	<b>136.052.043,70</b>	<b>126.917.338,91</b>
Federal Ministry for Economic Cooperation and Development (BMZ)		
programme budget	45.158.849,56	44.842.141,26
administrative budget for projects	5.870.650,44	5.829.478,36
<b>Sum – BMZ</b>	<b>51.029.500,00</b>	<b>50.671.619,62</b>
Federal Ministry of Economics and Technology (BMWi)		
programme budget	892.450,98	875.813,69
administrative budget for projects	116.018,63	113.855,78
<b>Sum – BMWi</b>	<b>1.008.469,61</b>	<b>989.669,47</b>
<b>2. State funding</b>		
State Ministers of Cultural Affairs	39.501,04	39.501,00
Berlin Senate	141.233,29	141.233,29
State of Baden-Württemberg	887.698,89	771.979,97
programme budget	655.378,59	569.611,13
administrative budget for projects	232.320,30	202.368,84
State of North Rhine-Westphalia	479.111,00	455.135,73
programme budget	340.510,00	320.459,93
administrative budget for projects	138.601,00	134.675,80
<b>Sum – States</b>	<b>1.547.544,22</b>	<b>1.407.849,99</b>
<b>3. European Union (EU) funding</b>		
programme budget	105.938.730,28	99.893.941,92
administrative budget for projects	2.240.443,71	2.156.019,39
<b>Sum – EU</b>	<b>108.179.173,99</b>	<b>102.049.961,31</b>
<b>Total programme budget (1, 2 and 3)</b>	<b>288.962.185,84</b>	<b>273.278.532,46</b>
<b>Total administrative budget for projects (1, 2 and 3)</b>	<b>28.572.936,70</b>	<b>27.641.834,34</b>
<b>Sum – Section IV</b>	<b>317.535.122,54</b>	<b>300.920.366,80</b>
<b>Total programme budget (sections I-IV)</b>	<b>425.203.185,84</b>	<b>409.098.169,79</b>
<b>Total administrative budget for projects (sections I-IV)</b>	<b>61.213.117,13</b>	<b>60.690.956,90</b>
<b>Sum – Sections I-IV</b>	<b>486.416.302,97</b>	<b>469.789.126,69</b>



	Overall funds EUR	Overall expenditure EUR
<b>SECTION V – PROJECT BUDGET / OWN FUNDS AND THIRD-PARTY FUNDING</b>		
<b>A) Own funds sector</b>		
<b>Measures in the project and assets sector</b>		
programme budget	2.772,55	2.772,55
administrative budget for projects	36.295,85	10.472,97
<b>Sum A – Own funds sector</b>	<b>39.068,40</b>	<b>13.245,52</b>
<b>B) Third-party funding sector</b>		
<b>1. Liaison and university offices</b>		
programme budget	254.873,80	472.283,73
administrative budget for projects	—	—
<b>Total</b>	<b>254.873,80</b>	<b>472.283,73</b>
<b>2. German Houses of Science and Innovation (DWH)</b>		
programme budget	590.982,65	575.937,59
administrative budget for projects	—	—
<b>Total</b>	<b>590.982,65</b>	<b>575.937,59</b>
<b>3. GATE-Germany – Consortium for higher education marketing</b>		
programme budget	492.708,46	492.708,46
administrative budget for projects	865.537,38	865.537,38
<b>Total</b>	<b>1.358.245,84</b>	<b>1.358.245,84</b>
<b>4. International DAAD Academy (iDA)</b>		
programme budget	23.631,75	23.631,75
administrative budget for projects	476.261,25	476.261,25
<b>Total</b>	<b>499.893,00</b>	<b>499.893,00</b>
<b>5. "Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)"</b>		
programme budget	5.252.324,29	4.703.859,66
administrative budget for projects	1.744.984,33	1.616.935,88
<b>Total</b>	<b>6.997.308,62</b>	<b>6.320.795,54</b>
<b>6. Programmes with domestic and foreign partners</b>		
programme budget	21.109.401,29	14.419.595,27
administrative budget for projects	-636.730,39	2.624.654,45
<b>Total</b>	<b>20.472.670,90</b>	<b>17.044.249,72</b>
<b>7. "Stifterverband für die Deutsche Wissenschaft"</b>		
programme budget	1.455.407,93	1.013.934,15
administrative budget for projects	221.375,58	210.244,08
<b>Total</b>	<b>1.676.783,51</b>	<b>1.224.178,23</b>
<b>8. Dr. Mildred Scheel Foundation for Cancer Research</b>		
programme budget	955.316,92	1.024.191,51
administrative budget for projects	67.965,23	63.809,04
<b>Total</b>	<b>1.023.282,15</b>	<b>1.088.000,55</b>
<b>9. Various donors</b>		
programme budget	1.201.673,10	887.039,09
administrative budget for projects	841.103,44	1.052.106,55
<b>Total</b>	<b>2.042.776,54</b>	<b>1.939.145,64</b>
<b>Sum B – Third-party funding sector</b>	<b>34.916.817,01</b>	<b>30.522.729,84</b>
<b>Total programme budget (A and B)</b>	<b>31.339.092,74</b>	<b>23.615.953,76</b>
<b>Total administrative budget for projects (A and B)</b>	<b>3.616.792,67</b>	<b>6.920.021,60</b>
<b>Sum – Section V</b>	<b>34.955.885,41</b>	<b>30.535.975,36</b>
<b>Total programme budget (sections I–V)</b>	<b>456.542.278,58</b>	<b>432.714.123,55</b>
<b>Total administrative budget (sections I–V)</b>	<b>64.829.909,80</b>	<b>67.610.978,50</b>
<b>Sum – Sections I–V</b>	<b>521.372.188,38</b>	<b>500.325.102,05</b>

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Term of office 2016–2019

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As per 31.12.2016

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As per 31.12.2016

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## List of abbreviations

<b>AA</b> Federal Foreign Office	<b>EPOS</b> Development-Related Postgraduate Courses	<b>PPP</b> Programme for Project-Related Personal Exchange
<b>ADeKo</b> German Korean Alumni Network	<b>Erasmus / Erasmus+</b> European Community Action Scheme for the Mobility of University Students	<b>P.R.I.M.E.</b> Postdoctoral Researchers International Mobility Experience
<b>AKBP</b> Foreign Cultural and Educational Policy	<b>EU</b> European Union	<b>PROCOPE</b> Programme for Project-Related Personal Exchange with France
<b>ASEM</b> Asia Europe Meeting	<b>EZ</b> Development Cooperation	<b>PROMOS</b> Mobility Programme for Students and Postgraduates of German Universities
<b>AvH</b> Alexander von Humboldt Foundation	<b>GAIN</b> German Academic International Network	<b>PUCP</b> Pontifical Catholic University of Peru
<b>AY</b> academic year	<b>GATE-Germany</b> Guide to Academic Training and Education (Germany)	<b>RISE</b> Research Internships in Science and Engineering
<b>BKP</b> Artists-in-Berlin Program	<b>GIP</b> German Institute Partnerships	<b>RoHan</b> Rostock-Hanoi SDG Graduate School
<b>BMBF</b> Federal Ministry of Education and Research	<b>GIZ</b> Deutsche Gesellschaft für Internationale Zusammenarbeit	<b>SDG</b> Sustainable Development Goals
<b>BMW CGES</b> BMW Center for German and European Studies	<b>GUJ</b> German Jordanian University	<b>SHARE</b> Support for Higher Education in the ASEAN Region
<b>BMZ</b> Federal Ministry for Economic Cooperation and Development	<b>GSSP</b> Graduate School Scholarship Programme	<b>SPDL</b> In-Country/In-Region Scholarship Programmes
<b>CIS</b> Commonwealth of Independent States	<b>GUC</b> German University in Cairo	<b>STIBET</b> Grant and Support Programme for Foreign Students and Doctoral Students
<b>COFUND</b> Co-funding of Regional, National, and International Programmes – Marie Curie Actions	<b>GUtech</b> German University of Technology	<b>TDU</b> Turkish-German University
<b>Conacyt</b> Consejo Nacional de Ciencia y Tecnología (Mexican National Council for Science and Technology)	<b>HCGES</b> Haifa Center for German and European Studies	<b>TNB / TNE</b> Transnational education
<b>DaF</b> German as a Foreign Language	<b>HRK</b> German Rectors' Conference	<b>UN</b> United Nations
<b>DFG</b> German Research Foundation	<b>IC</b> DAAD Information Centre	<b>UNESCO</b> United Nations Educational, Scientific and Cultural Organization
<b>DIA</b> Duitsland Instituut Amsterdam (Germany Institute at the University of Amsterdam)	<b>iDA</b> International DAAD Academy	<b>VGU</b> Vietnamese-German University
<b>DIES</b> Dialogue on Innovative Higher Education Strategies	<b>IGS</b> Institute for German Studies	<b>ZDS</b> Centre for German Studies
<b>DWIH</b> German Houses of Research and Innovation	<b>IIE</b> Institute of International Education	<b>ZEDES</b> Centre for German and European Studies
<b>DZHW</b> German Centre for Higher Education Research and Science Studies	<b>Integra</b> Integration of Refugees in Degree Programmes	
<b>ECTS</b> European Credit Transfer System	<b>ISAP</b> International Study and Training Partnerships	
	<b>LFS</b> Leadership for Syria	
	<b>NA DAAD</b> National Agency for EU Higher Education Cooperation within the DAAD	

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