

The background of the cover is a photograph of a modern, multi-story building with a glass facade and a dark, cantilevered upper section. A large crowd of people is gathered in front of the building, and several bicycles are parked in the foreground. Three flagpoles with white and blue flags are visible. The text 'ANNUAL REPORT' is overlaid in large white letters on the left, and '2019' is in a red circle on the right.

ANNUAL REPORT

2019

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DAAD OFFICES AROUND THE WORLD



ANNUAL REPORT 2019



Olga Tokarczuk
Nobel Prize in Literature 2018,
conferred 2019; funding from
the Artists-in-Berlin Program
(2001–2002)

” *I had suspected that the city [Berlin] was to blame for it. In academia, the connection between person and place is well known, as is the fact that cities influence people. Paris, for example, makes us light-hearted and more sophisticated. By contrast, New York brings us down to earth and makes us keep our feet on the ground. So it is said.** “

* Olga Tokarczuk: *Spiel auf vielen Trommeln*, Verlag Matthes & Seitz 2006, p90.





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› Professor Joybrato Mukherjee

President of the German Academic Exchange Service

DEAR READERS,

Nobody could have foreseen that, by the time this Annual Report would appear, our whole way of life and our funding activities would be so affected by the global coronavirus pandemic. The DAAD's inherent core mission of international exchange has been fundamentally impaired by the SARS-CoV-2 virus. At this stage, we cannot predict what the consequences will be, only that we will be dealing with them for a long time to come. However, one thing is already clear: rarely has science played such a prominent role in politics and society as today. Researchers are more in demand than ever – we could not envisage tackling the current crisis without their expertise. And as the pandemic spreads at a rapid pace across countries and continents, the importance of international academic collaboration increases. Only through this cooperation and through the collective efforts of scientists in research laboratories around the world will we succeed in developing vaccines and promising methods of treatment.

Looking back at recent events, 2019 was a special year for the DAAD. After two terms in office and eight hugely successful years, my colleague Prof Dr Margret Wintermantel stepped down from her position as president of the German Academic Exchange Service. During her presidency, she succeeded in further developing and advancing the goals of the DAAD – we have an excellent reputation amongst our partners in Germany and all across the world, amongst

our funding providers, and also amongst our higher education institutions members and their student bodies. I am exceedingly grateful to my predecessor for this. Together as a team with my successor, Dr Muriel Helbig, in the post of vice president; with the newly elected DAAD Executive Committee and our Secretary General Dr Dorothea Rüland; and with the over 1,000 employees of the DAAD in Bonn, Berlin and our global network, we intend to continue setting the pace for the internationalisation of the German academic system in the future.

Promoting academic exchange is and remains one of the most important aspects of our work. Last year, we helped more than 145,000 students, graduates and academics study and conduct research across national borders. We do this via a combination of successful programmes and innovative funding formats, all of which are subject to changing requirements and demands in terms of academic mobility in an increasingly globalised world. One area in which this is clearly apparent is in (higher education) policy and civil society discourse on sustainability and climate protection. Not only do we fund research on these key future-focused topics, but we also consider them in our funding activities – for example when virtual formats are needed to accompany physical mobility measures, or even replace them in some cases. Last year we took a major step forward in this particular field by developing a new programme for German higher

education institutions: International Mobility and Cooperation through Digitalisation (IMKD).

Another important objective for us is our contribution towards enhancing equality of opportunity and diversity. With our new programmes HAW.International and Lehramt.International, we are deliberately addressing specific target groups that we know have had below-average levels of mobility up to now: first-generation university students, students from migrant backgrounds as well as students in teaching degree programmes who will eventually work in an increasingly diverse environment at various schools. The two new programmes focus on both the individual and the systemic dimension: we fund talented young people and at the same time support the higher education institutions in their efforts to internationalise their courses. Universities have told us that this is a very welcome initiative, particularly with respect to teacher training programmes. Because of their focus on practical skills, universities of applied sciences are sought-after partners for higher education cooperation projects all over the world. By creating a programme tailored specifically to their needs, we are providing a new funding instrument that helps students and researchers undertake stays abroad and which further enables universities themselves to cultivate relevant international partnerships and anchor them within their institutional infrastructure. Advisory services, education measures and dialogue events are also provided – these are important to us, because we regard the DAAD as both a funding organisation and an advisory institution for German higher education institutions.

We set a new benchmark in this respect last year when we established the new Competence Center for International Academic Cooperation, which will enable us to assist our member institutions more systematically with our expertise and enhance support for our network of Regional Offices and Information Centres around the world. Institutions have to think much more strategically about internationalisation nowadays than was previously the case. With the Competence Center, we will be able to

contribute more effectively in future towards actively supporting German higher education institutions in their efforts to initiate and develop cooperative partnerships around the world. To put it another way: we now have the appropriate platform for expanding our advisory activities in many directions and for aligning them even more effectively with specific partner countries, partner institutions and ideas for international education projects, including – and I would like to emphasise this – with regard to dealing with so-called ‘difficult partner countries’.

Against this backdrop, various challenges are emerging which we and our member institutions increasingly need to face: How do we develop cooperative relationships with partners who have a value system that differs partly or entirely from our own? How do we guarantee that academic freedom will be respected in international cooperation projects? How can we promote cooperation in academia beyond political differences? There are no easy answers to these and many other questions. What can be said though, is that there is a growing need for a carefully considered foreign academic policy. The DAAD has many years of experience in this area – as a sponsor, as an advisor and increasingly also as a think tank. We will devote more attention to this task in future – for you, our partners, our funding providers and our higher education institution members with their student bodies.

I hope you find this report inspiring.

Yours sincerely,



Prof Dr Joybrato Mukherjee

Bonn, April 2020



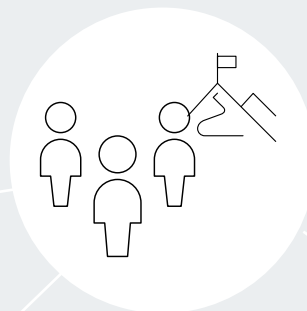


THE DAAD AT A GLANCE – 2019



1,545,000

funded individuals from Germany
since 1950; 85,078 in 2019



1,060,000

funded individuals from abroad since
1950; 60,581 in 2019



145,659

funded students, graduates
and researchers



594 million

euros, the DAAD's overall budget



33,000

students enrolled in German
transnational education
programmes worldwide



46,600

students from Germany granted
funding for an Erasmus stay abroad



over 2 million

visitors reached at international
education fairs

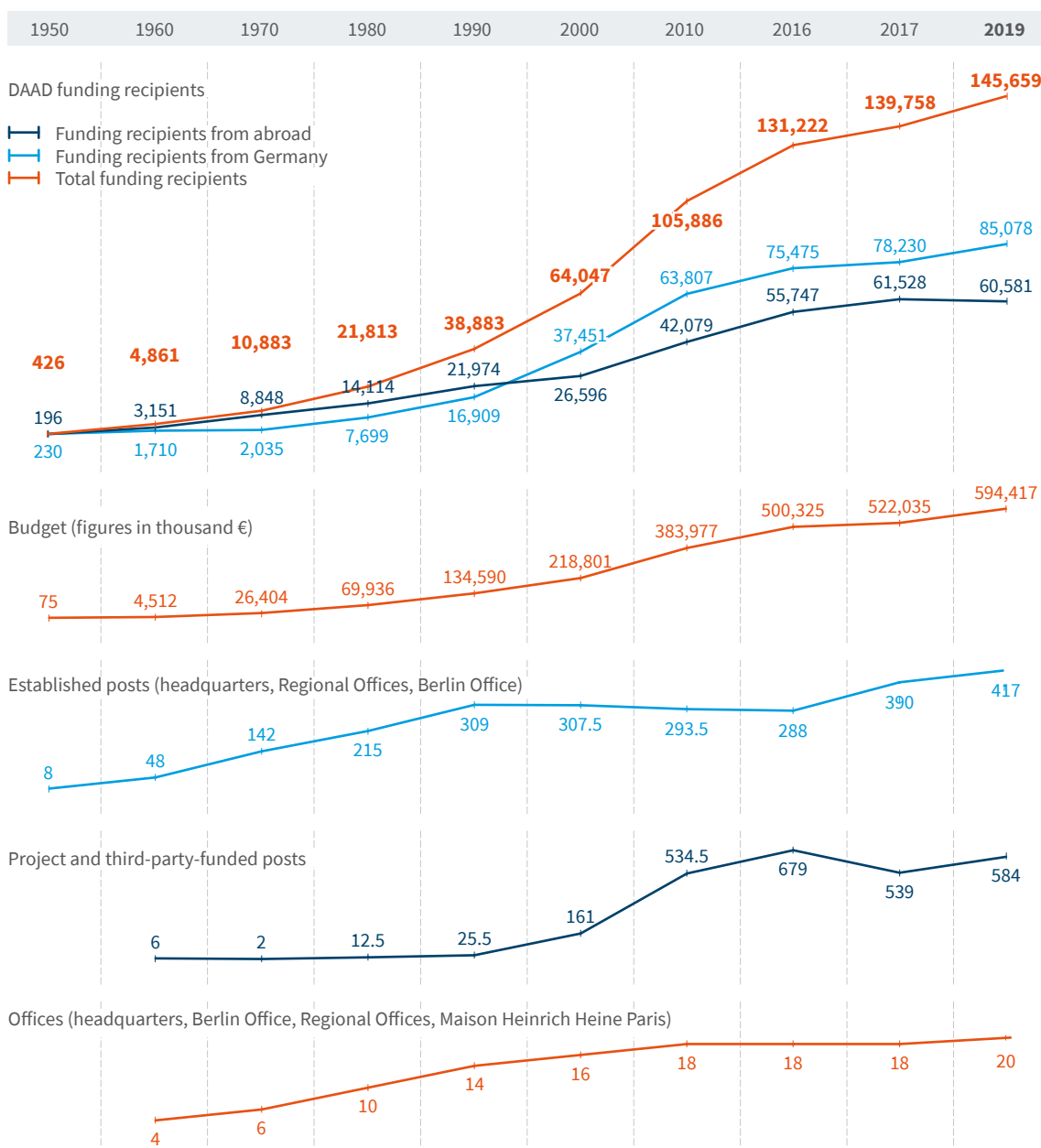


Organisation and people

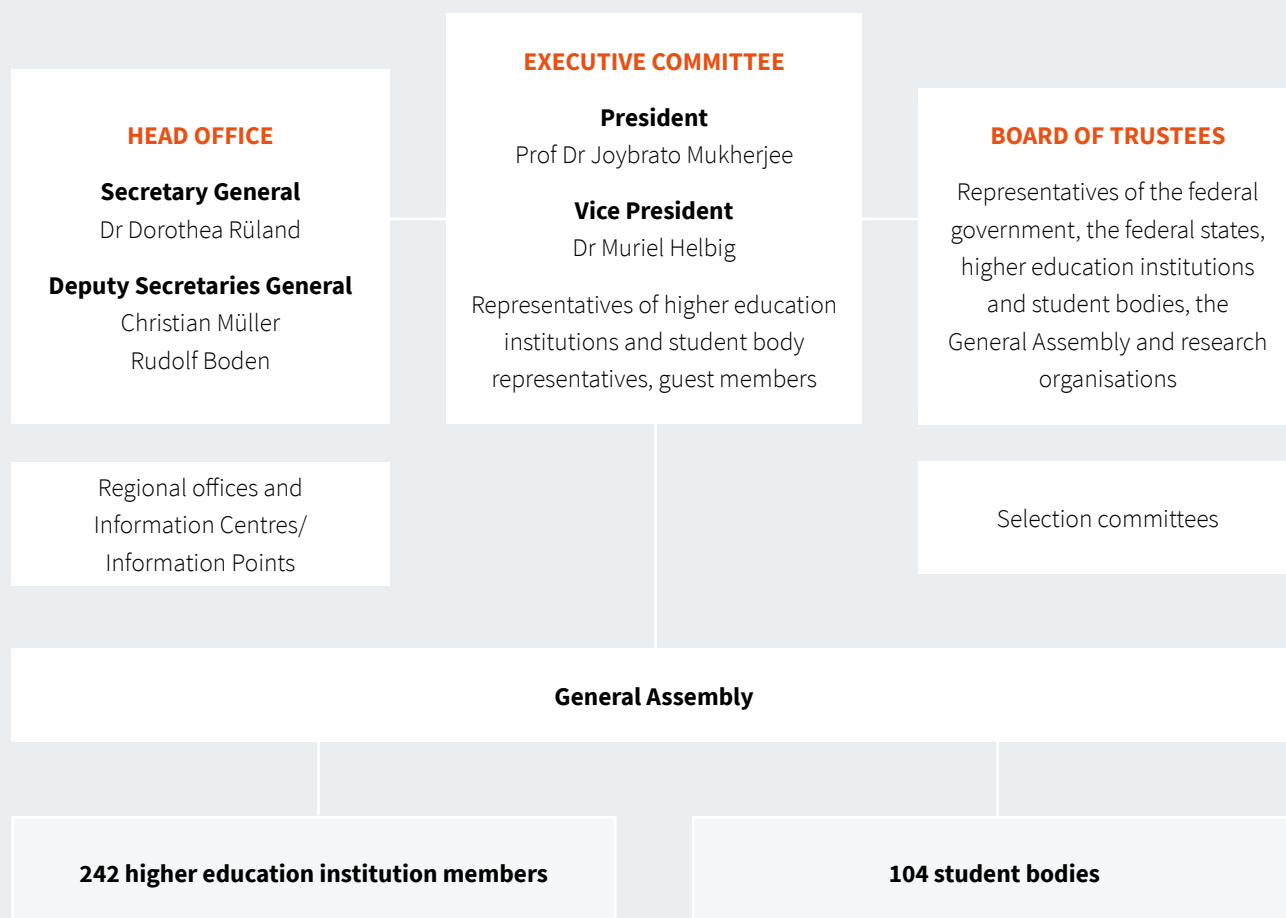
The German Academic Exchange Service (DAAD) arose from a student initiative and was founded in 1925. It is an organisation supported by German higher education institutions and their student bodies – 242 higher education institutions and 104 student bodies were registered as members in 2019. These members elect the Executive Committee at a General Assembly. The Executive Committee was chaired by Prof Dr Margret Wintermantel as honorary president up

to the end of 2019. The previous vice president, Prof Dr Joybrato Mukherjee, president of the University of Giessen, became the new president of the DAAD in January 2020. Dr Muriel Helbig, president of the TH Lübeck, took office as DAAD vice president. Dr Dorothea Rüländ has been secretary general of the DAAD since 2010. She is assisted by two deputy secretaries general, Christian Müller and Rudolf Boden.

Key figures on the development of the DAAD 1950–2019



The DAAD's structure



As of: April 2020



DAAD TIMELINE 2019

DR DOROTHEA RÜLAND RECEIVES IIE CENTENNIAL MEDAL

Founded in 1919 in New York, the Institute of International Education (IIE) promotes international academic exchange and academic cooperation. The institute, which played a significant role in the establishment of the DAAD and remains one of its close partners to this day, celebrated its hundredth anniversary in February. At the IIE Summit 2019 held to mark this special anniversary, DAAD Secretary General Dr Dorothea Rüland was awarded the IIE Centennial Medal.



20
February



GOING GLOBAL CONFERENCE IN BERLIN

The Going Global conference is the world's most important conference for leaders in international higher education cooperation. In the run-up to the conference, the DAAD and its partner, the British Council, organised a meeting for vice chancellors from Germany and the UK. The conference itself was organised by the British Council; the DAAD played a prominent role by providing input and expertise as a partner.

13
May



› Peter Handke



› Olga Tokarczuk

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE



DAAD GOES RE:PUBLICA

'Tl;dr: too long; didn't read' was the motto of re:publica19. The DAAD brought together experts from more than 25 developing and emerging countries at Europe's largest conference on the new society. 50 DAAD alumni of German higher education institutions discussed digitalisation and sustainability with the experts and contributed their expertise.

6-8
May

18
June

NEW DAAD EXECUTIVE COMMITTEE

At the General Assembly, the new DAAD Executive Committee was elected by representatives of the 242 higher education institutions and 104 student bodies that are registered members of the DAAD. Prof Dr Joybrato Mukherjee was elected as DAAD president and Dr Muriel Helbig as vice president. Outgoing president, Prof Dr Margret Wintermantel, who previously served as president of the German Rectors' Conference and the Saarland University, did not stand for reelection after two terms in office. → p13



› From left to right: Dr Muriel Helbig, Prof Joybrato Mukherjee and Prof Margret Wintermantel

NOBEL PRIZE IN LITERATURE FOR DAAD ALUMNI

On 10 October, the Nobel Committee awarded the Nobel Prize in Literature to two DAAD alumni: Olga Tokarczuk (for 2018) and Peter Handke (for 2019). Olga Tokarczuk from Poland spent a year in Berlin in 2001 with the Artists-in-Berlin Program (BKP), while Peter Handke received funding under the Artists-in-Berlin Program in 1968. → p28

EBERBACH MONASTERY: REINFORCING THE VALUES OF THE EUROPEAN HIGHER EDUCATION AREA

In September, 22 academics and decision-makers from the higher education sector gathered at Eberbach Monastery at the invitation of the Academic Cooperation Association (ACA) and the DAAD. Their discussions focused on the responsibility of higher education institutions in shaping a European community of values. In a joint declaration, the participants called on the education ministers who are due to gather at the Ministerial Conference in Rome in June 2020, to create the necessary conditions in the European Higher Education Area that will enable education systems and higher education institutions to communicate and reinforce these values on a daily basis.

10 YEARS OF CENTRES OF EXCELLENCE

‘The Centres of Excellence have come to be regarded as flagship initiatives for German science abroad,’ said DAAD President Prof Dr Margret Wintermantel. Since 2009, the DAAD has been supporting five Centres of Excellence using funding from the Federal Foreign Office. These are located at prestigious universities abroad. The centres connect outstanding researchers in partner countries with the German academic community through joint research projects.

→ p40



› From left to right: Michelle Müntefering, Minister of State at the Federal Foreign Office, and Prof Margret Wintermantel

9–10
September

10
October

7
November

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

1
October

25
October

10
December

MAKE OUR PLANET GREAT AGAIN (MOPGA) KICK-OFF CONFERENCE

55 researchers from across the world, whose projects have been selected for the MOPGA programme, travelled to Paris for the German–French initiative’s kick-off conference. They left no doubt in anyone’s mind about the urgent need for a change in thinking. ‘Global change will affect all of us, and we all share responsibility to address it,’ was the conclusion in the joint declaration. The programme enables international researchers to conduct research on climate change, energy transition and earth systems. → p83–84

DAAD SUPPORTS SEVEN MAJOR PROJECTS

The DAAD has been supporting the development of international university networks on three continents since 2009 through the programme Higher Education Excellence in Development Cooperation (exceed). Seven German higher education institutions will receive nearly 31 million euros in funding from the Federal Ministry for Economic Cooperation and Development (BMZ) by 2024. All seven higher education institutions maintain interdisciplinary networks in the countries concerned and will be able to work with their partners on priority areas that are important for development cooperation.

→ p35, p42–43, p61

EU–AFRICA CONFERENCE – EDUCATION MAKES THE DIFFERENCE

Good education and well-functioning academic structures are the key to long-term economic and social development in Africa. At the Africa–Europe Conference in Brussels, 400 participants discussed the importance of cooperation between the EU and Africa in higher education and produced recommendations for the further development of the sector. ‘Greater cooperation in higher education means an increase in educational and professional opportunities for many young people,’ said DAAD Secretary General Dr Dorothea Rüland. → p80

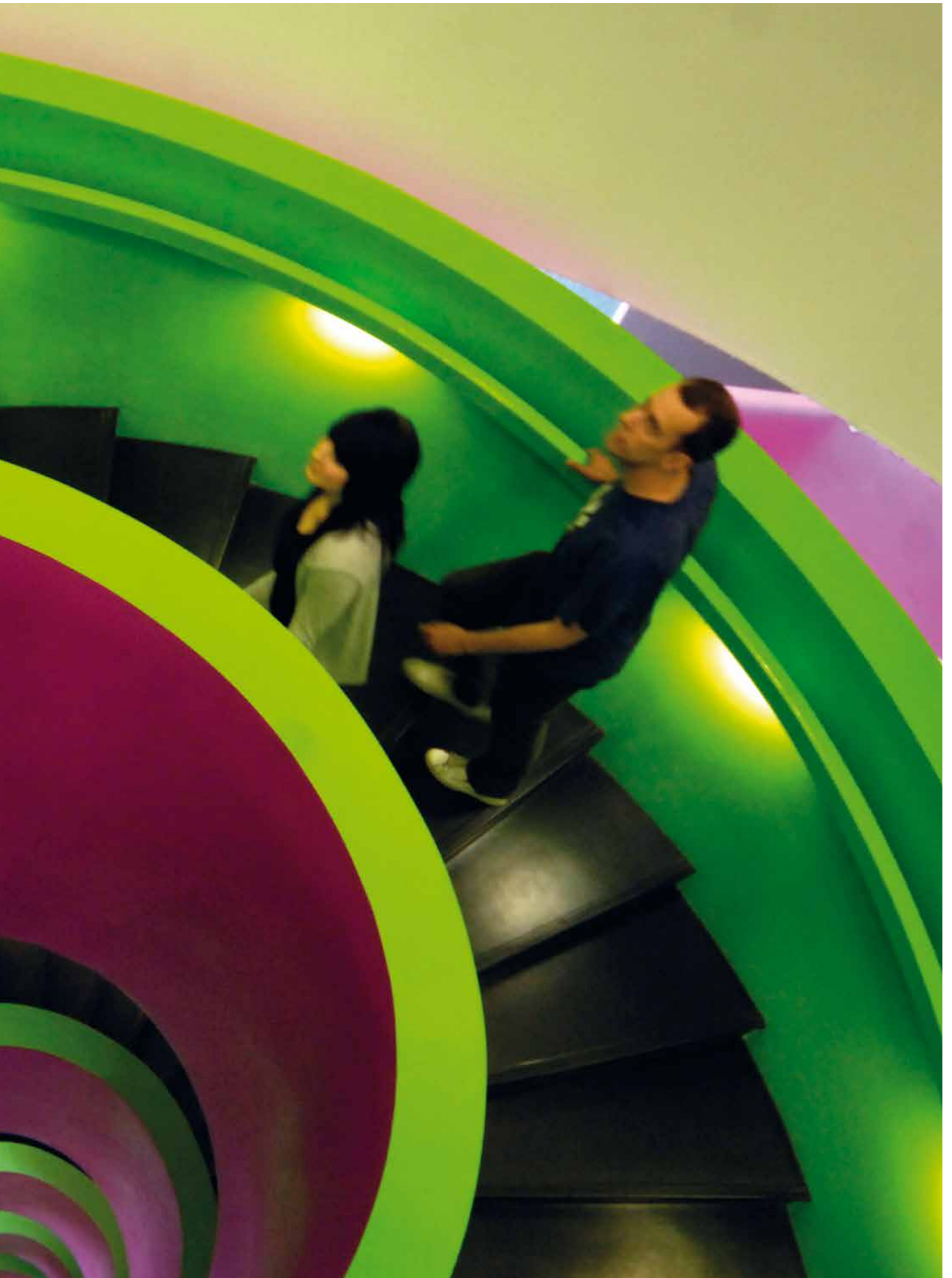




2

OUR GOALS

- SCHOLARSHIPS FOR THE BEST
- STRUCTURES FOR INTERNATIONALISATION
- EXPERTISE FOR ACADEMIC COLLABORATIONS
- SUSTAINABLE DEVELOPMENT



SCHOLARSHIPS FOR THE BEST

- *Study scholarships, university summer courses, internships, doctorates, lecture trips – DAAD scholarships offer students, academics and future leaders a wide range of opportunities for education and training abroad.*

In a globalised world, the experience of studying or working in an international context is becoming increasingly important – whether in politics, business or research. The demand for junior staff and managers with a global mindset and the ability to take on responsibility is correspondingly high.

DAAD scholarships range from short-term measures such as providing travel grants for conferences or invited lecturers to funding individuals for entire training phases. In all, the DAAD has provided individual funding for more than 24,000 students and scholars.

Practical experience – an important step towards an international career

Alongside traditional study scholarships, internships abroad remain very popular. Over 100 interns in the Carlo Schmid Programme, which the DAAD runs in conjunction with the German Academic Scholarship Foundation and Stiftung Mercator, were introduced to the work of international organisations such as the OECD, NATO, UNESCO and EU institutions.

Some 900 short-term scholarships were awarded for internships at embassies, German schools and institutions of German foreign cultural relations and education policy abroad. The IAESTE programme gave 300 German and international students – mainly from the natural sciences and engineering – the opportunity to undertake an internship abroad. Through the Language and Practical Experience programme, DAAD funding is provided to highly talented graduates to enable them to gain in-depth knowledge and experience of China or Japan. In 2019, 12 German scholarship holders were awarded the opportunity to forge links with companies in China and Japan and enhance their intercultural skills, with the aim of becoming future experts who will maintain strategic relations with Asia.



› Lively exchange at the scholarship holders' meeting for the In-Country/In-Region Programme in Johannesburg.

www.daad.de/iaeste



› Break times were used for discussions.

New programmes hit the mark

To guarantee an international focus within the field of teacher training, the DAAD and the Federal Ministry of Education and Research (BMBF) have jointly developed a comprehensive funding programme for the internationalisation of teacher training called *Lehramt.International*. ‘Cultural diversity in German classrooms is increasing, but prospective teachers study abroad far less frequently than other students,’ says Dr Birgit Klüsener, director of the DAAD’s Scholarships department, explaining the background to the new BMBF programme. It consists of different modules that focus on teaching training internships, the internationalisation of study programmes for teachers, and policy dialogue (see Spotlight p24). In terms of scholarships alone, 633 aspiring teachers were able to complete internships at educational establishments and higher education institutions abroad. ‘We need teachers who have studied in other cultural environments and who see diversity as an opportunity,’ says Dr Birgit Klüsener, who is delighted with the tremendous response.

www.daad.de/lehramt

Boosting mobility at universities of applied sciences

In the new programme for internationalising universities of applied sciences (HAW.International, see p34), the DAAD supports the mobility of highly qualified students and academics. Semester exchanges and study visits for thesis completion abroad, as well as participation in congresses and fairs, create flexible mobility windows. In total, the DAAD has funded 165 semester exchanges abroad, 17 mobility activities for thesis completion and 146 congress and fair trips.

www.daad.de/haw

Bridge over the Bosphorus



› Orientation and midterm seminar for DAAD/TEV-Master’s scholarship holders from Turkey.

Many bachelor’s graduates from Turkey want to study for a master’s degree in Germany. The DAAD and the Turkish educational foundation Türk Eğitim Vakfı (TEV) have been awarding DAAD–TEV-Master’s degree scholarships to outstanding bachelor’s graduates from Turkey since 1998. In 2019, 330 students applied – significantly more than in previous years. German and Turkish representatives of higher education institutions selected 45 students for a scholarship. Since 1998, nearly 700 highly talented graduates from Turkey have had the opportunity to study at German higher education institutions thanks to this funding.

PASCH schools – a springboard to new horizons

- *Dr Branislav Kollár has carried out research in Boston in the field of face transplantations. The foundations of his career were laid when he attended a PASCH school in Bratislava. One thing then led to another, as he explains in this interview.*

INTERVIEW



Dr Branislav Kollár

You are just 31 years old, yet you have already published work on the long-term effects of face transplants in the highly regarded New England Journal of Medicine. How did your career begin?

Branislav Kollár: I was lucky that my high school in Bratislava was also a PASCH school and my German teacher, Georg Szalai, encouraged me to throw my hat into the ring and apply for a DAAD scholarship. My medical degree programme in Germany then had a positive influence on me, both personally and academically. That is precisely why I am very grateful to the DAAD for the opportunities that arose later on in my life.

What did you gain from your medical studies in Heidelberg?

I met an outstanding researcher and wonderful mentor: Professor Markus Hecker. He taught me the basics of excellent research and motivated me with his positive energy. In this respect, he is a role model for me – as is Bohdan Pomahac, for whom I had the opportunity to conduct research at Boston's Brigham and Women's Hospital between 2017 and 2019.

With plastic surgery and face transplantation, you have chosen a very special field to work in. Why?

I wanted to specialise in cardiac surgery. It was only towards the end of my medical degree that I realised plastic surgery is more than just cosmetic

surgery and involves a great deal of creativity. A lot of knowledge is required before you can transplant a face. The diversity of this field fascinates me.

You are currently completing your specialised medical training in Europe. Why not in the US?

Actually in my field, research conditions are better in the US. However, I am a committed European. I appreciate our social security provision, for example, which means that even people who are in a less favourable position have access to medical care or free higher education. And I enjoy our cultural diversity.

What do Europe and diversity mean to you?

I believe that all our cultural differences are outweighed by the things we have in common. We are more similar to each other than many people think. But of course, we also act differently. However, I see these differences as a huge advantage because they make us better people if we're prepared to challenge ourselves and learn from others.

If you were to visit a PASCH school today, what advice would you like to share with the pupils?

Don't be scared of venturing out into the world, as other cultures enable you to expand your horizons. Do something you are really passionate about! The rest will follow.

www.pasch-net.de/de/par.html

<https://bit.ly/apd-gesichtstransplantation>



600 PASCH SCHOLARSHIP HOLDERS

In February 2008, the Federal Foreign Office launched the programme Schools: Partners for the Future (PASCH). It strengthens and unites a global network of more than 1,800 partner schools with a particular connection to Germany.

Dr Branislav Kollár is one of many outstanding graduates from PASCH schools, which the DAAD funds with the German Schools Abroad scholarship programme. The programme aims to foster young people's interest in Germany at an early stage and

attract them as multipliers. In 2019, the DAAD supported nearly 600 PASCH scholarship holders with funding from the Federal Foreign Office; 132 of these were new funding recipients.

Programmes celebrate anniversaries

RISE WORLDWIDE – RESEARCH INTERSHIPS ABROAD: TEN YEARS OF SUCCESS

In October 2019, 100 alumni of RISE Worldwide met at the Frankfurt University of Applied Sciences to mark the tenth anniversary of the programme. They jointly discussed ideas and concepts for sustainable living in megacities in line with the theme of 'the City of the Future'. The RISE Worldwide programme supports international exchange in the natural sciences and engineering. Bachelor's students can spend up to three months conducting research in laboratories around the world and have their work supervised by researchers abroad.

www.daad.de/rise/de/rise-weltweit



TEN YEARS OF THE HELMUT SCHMIDT PROGRAMME

The Helmut Schmidt Programme also celebrated its tenth anniversary in 2019. Since 2009, it has supported future leaders from Africa, Central and Latin America, Asia, Middle Eastern countries and the Ukraine who strive to promote democracy and social justice. The programme is funded by the Federal Foreign Office and offers participants the opportunity to obtain a master's degree in subjects that are of particular importance for the social, political and economic development of these countries.

www.daad.de/ppgg



› Prof Joybrato Mukherjee welcomes RISE alumni in Frankfurt.

From 12–13 September 2019, 125 funding recipients, alumni, higher education representatives, politicians and experts gathered in Bonn to share ideas on the topic of ‘Taking good governance from theory to practice’.



› Kant–Lomonosov seminar in Moscow.

15 YEARS OF THE KANT-LOMONOSOV PROGRAMME

The co-financed scholarship programmes Michail Lomonosov and Immanuel Kant, which were launched by the DAAD for the first time in 2004 in conjunction with the Ministry of Education and Science of the Russian Federation, celebrated their 15th anniversary in 2019. To mark this anniversary, the Russian partner invited the attendees of the annual closing seminar to the Ministry of Education and Science in Moscow in April. Within the two programmes, scholarships are available for Russian junior academics: these are of three months’ duration for lecturers and university instructors and of six months’ duration for doctoral candidates. Around 1,800 individuals have been funded since the programme first began in 2004.



› Dr Ulrich Nussbaum,
State Secretary at the Federal Ministry for Economic Affairs
and Energy.

THE DAAD EUROPEAN RECOVERY PROGRAM – 25 YEARS OF POSITIVE RESULTS

Since 1994, the Federal Ministry for Economic Affairs and Energy (BMWi) has been funding master’s scholarships for economics and business administration students from Eastern Europe, Southeastern Europe, Central Asia and South Caucasus through the European Recovery Program (ERP). More than 1,600 individuals have received funding since the programme was initiated. To mark the 25th anniversary, a special event was held at the Federal Ministry for Economic Affairs in Berlin on 14 November 2019 for scholarship holders, alumni and representatives of higher education. The attendees were welcomed by Dr Ulrich Nussbaum, State Secretary at the Federal Ministry for Economic Affairs and Energy, and Dr Dorothea Rüland, Secretary General of the DAAD. The highlight of the event was a panel discussion on the economic links between Germany and its eastern partner countries.



› Economic links between Germany and its eastern partner countries was a key topic.

THE OTHER 1 PERCENT – CONFERENCE ON REFUGEES AT HIGHER EDUCATION INSTITUTIONS

‘While 36% of young people around the world proceed with higher education, this figure stands at 1% amongst refugees,’ said Federal Foreign Minister Heiko Maas in the run-up to the international conference The Other 1 Percent – Refugees at Institutions for Higher Education Worldwide. The conference was held in June in Berlin and was jointly organised by the Federal Foreign Office, the DAAD and the Office of the United Nations High Commis-

sioner for Refugees (UNHCR). Education opens up opportunities and facilitates integration. The conference participants emphasised the importance of higher education for refugees and discussed successful approaches. These included the scholarship programme Leadership for Syria, in which the DAAD – financed by the Federal Foreign Office and the state of North Rhine-Westphalia – awarded 221 scholarships to refugees. The scholarship pro-



› The conference The Other 1 Percent in the Weltsaal at the Federal Foreign Office.



› Heidrun Tempel, Federal Foreign Office, in discussion.

gramme New Perspectives through Academic Education and Training for Young Jordanians and Syrians (JOSY) enabled a total of 40 young Jordanians and 40 Syrian refugees to study in Jordan in 2015 and 2016. Almost all of the candidates successfully completed their master's degrees.

www.daad.de/theother1percent

20 YEARS OF SUCCESSFUL COLLABORATION: GOVERNMENT SCHOLARSHIPS PROGRAMME WITH CONACyT

Mexico plays a prominent role in the field of government scholarship programmes. The DAAD has been working in close collaboration with



CONACyT, Mexico's technology and research council, since 1999. To date, 1,195 Mexican students have received funding through the joint scholarship programme DAAD-CONACyT, which has enabled students to complete a master's degree or doctoral programme in Germany. This 20-year-long successful collaboration was duly celebrated in October 2019. During an alumni seminar, which was opened by high-ranking representatives of CONACyT and the DAAD, former scholarship holders discussed the topic of sustainability in various workshops.

www.daad.de/conacyt

› DAAD Regional Office director Dr Katharina Fleckenstein greets Dr Julieta Rojo Medina, DAAD alumna and science counsellor at the Mexican embassy in Berlin, and Michael Schultheiss, science counsellor at the German embassy in Mexico City.

SPOTLIGHT

Agents of change in German schools

- *Anyone teaching in a classroom needs to be able to manage diversity. Future teachers ought to learn how to do this during their studies and should experience it for themselves abroad. The latter is exactly what the new DAAD programme Lehramt.International helps higher education institutions and students to achieve.*

‘You are much more likely to be able to convey an open and cosmopolitan attitude to pupils if you yourself are prepared to engage with other cultures,’ says Marie-Sophie Hullmann. The aspiring primary school teacher is studying at the University of Münster and is one of 633 students who completed an internship abroad in 2019 thanks to a DAAD scholarship.

Being immersed in other cultures and learning a new language is particularly important for prospective teachers, because they will encounter diversity in the classroom. ‘Among other skills, diagnostic competence is required when dealing with heterogeneity in order to ensure pupils are individually supported according to their strengths. This competence needs to be developed during training and should also be experienced,’ says Prof Axinja Hachfeld, assistant professor for educational research with a focus on heterogeneity at the University of Konstanz.

The new programme Lehramt.International, which is co-funded by the Federal Ministry of Education and Research (BMBF), is designed to

achieve exactly the afore mentioned aims. The DAAD has worked in conjunction with higher education institutions and students to develop the necessary measures for the programme via means of surveys and conferences. The programme takes a holistic approach that addresses prospective teachers, higher education institutions and political stakeholders.

‘I learn a lot from discussions with the other teachers. These provide a deeper insight – not only into being a teacher but also into the everyday life of my host country.’

Marie-Sophie Hullmann,
University of Münster, internship in Dublin.

One way in which the DAAD supports the universities is by providing funding for selected model projects. Within the framework of these projects, the institutions can enhance the international orientation of their teacher training, arrange degree courses, and expand and further develop cooperative partnerships. The DAAD further supports internships abroad through individual scholarships, with the aim of making it easier for prospective teachers at all German higher education institutions to gain international experience beyond the model projects. It promotes the latter with the campaign ‘study worldwide – EXPERIENCE IT!’ In order to reduce personal and institutional obstacles over





› The DAAD promotes internships abroad for prospective teachers with the campaign 'study worldwide – EXPERIENCE IT!'. The demand is high.

the long term, the DAAD is focusing on supplementary analyses of the effectiveness of visits abroad and on legal frameworks. The results of these analyses are used in dialogue events to develop solutions in conjunction with stakeholders from higher education institutions and the political arena.

There is a strong demand for the different elements of *Lehramt International*. In 2019, besides awarding 633 scholarships for internships abroad, the DAAD approved 19 of the 48 applications submitted by higher education institutions for funding for model projects. Axinja Hachfeld draws a positive conclusion: 'We have the potential to turn future teachers into agents of change.' The programme is laying the foundations for this.

University of Education Weingarten *Flagship scholarships and strong networks*

In order to promote mobility, the University of Education Weingarten (PHW) has analysed the factors that inhibit mobility. 'The recognition of achievements abroad is an obstacle for Germans,' says Dr Tim Kaiser of PHW's research service centre, naming one of the problems. In its model project, PHW sets out to make use of existing and newly initiated networks with its international partners. It will develop nine different packages of measures, including pilot scholarships, to counteract these factors. Scholarship holders will then promote the exchange

programme. Teachers are also expected to benefit, such as through guest lectures abroad or more foreign-language classes in Weingarten. Tim Kaiser sums it up: 'Although institutional obstacles continue to exist abroad, all partners gave us very positive feedback.'

Universität Hamburg *Tricontinental Teacher Training*

With the Tricontinental Teacher Training programme, Universität Hamburg aims to boost the internationalisation of its teacher training provision and thus professionalise teacher trainees. To achieve this, it has set up a trilateral exchange programme with the University of North Carolina at Chapel Hill (USA) and the University of Education, Winneba (Ghana). The programme is aimed at students enrolled in teaching degree programmes, teaching staff and administrative staff.

Unpredictable situations are all part of everyday life for these target groups, and they are regularly exposed to them during a stay abroad. 'We want to make use of this and reflect on it with the participants, taking a theory-led approach,' says Dr Myriam Hummel, head of Internationalisation at the Faculty of Education, Universität Hamburg. For this purpose, the university has developed a virtual seminar format that enables students and teachers to work together before, during and after their stay abroad, despite the physical distance.



› Peter Greisler

‘Our analysis has hit the mark.’

In this interview, Peter Greisler, head of the Higher Education directorate at the Federal Ministry of Education and Research (BMBF), talks about the programme, the response and the political framework.

How do you rate the impact of Lehamt.International?

The response shows that our analysis of the reasons for the disproportionately low level of interest in mobility among teacher trainees has hit the mark. It appears that the DAAD’s traditional mobility programmes, as well as Erasmus+, do not adequately address the target group of teacher trainees. We have now done this with the Lehamt.International programme. We are delighted that the programme has been so well received by higher education institutions and students.

General conditions are making internationalisation in teacher training difficult at present. How can policymakers provide support?

In many countries, teacher training has a strong national focus and is regulated by the state compared to other disciplines. The opportunity to act on both federal-state level and higher education institution level, would be the ideal solution. Ultimately, however, it is a matter of enabling mobility under the given conditions. We are trying to do this effectively with Lehamt.International through measures such as joint international degree programmes and greater exchange of students and teachers.

www.daad.de/lehramt

www.studieren-weltweit.de/lehramt



› Niklas Marzin in Yokohama.

‘Without this funding it would not have been possible for me to have had such a long stay. It’s great that we teacher training students now have something that many other degree programmes already have.’

Niklas Marzin, TU Dresden, internship in Yokohama.

Campaign: Freedom is Our System. Together for Science

- To mark the 70th anniversary of Germany's post-war constitution, the Basic Law (Grundgesetz), an alliance of the ten largest German science organisations launched the campaign 'Freedom is Our System. Together for Science' in March 2019. Their aim is to emphasise the independence of research and teaching. The DAAD organised a wide range of events and surveyed scholarship holders.

Freedom of thought is the basis for an open society. Therefore, scientific freedom is enshrined in Article 5 of the Basic Law. Scientific freedom thus has constitutional status, along with freedom of expression and equality. The value of science? 'Hypotheses must be verifiable, as this is the only way for them to become valid and authentic. And they can also be rejected. Trial and error is the opposite of ideological rigorism,' says DAAD Secretary General Dr Dorothea Rüländ.

This rational, free-thinking approach is at risk in times of fake news and populism. Various aspects of scientific freedom were discussed at numerous events.

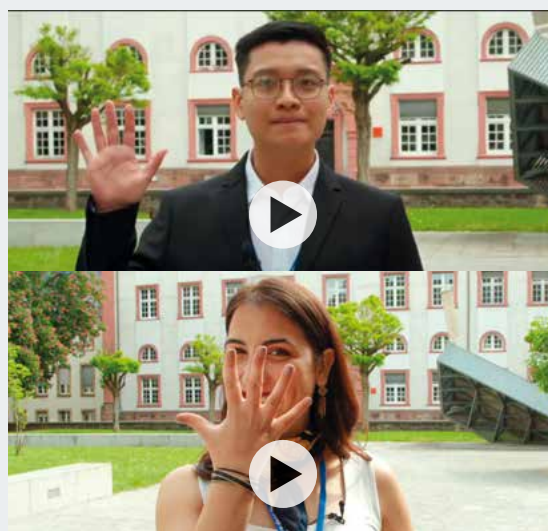
'For me, scientific freedom means the independence of research from businesses and governments.'

Ceren Ekinci,
DAAD scholarship holder, Turkey.

What does scientific freedom mean and what does it need? In spring 2019, the DAAD launched an online survey on this topic aimed at 1,400 international scholarship holders who had recently received funding. Around 70% of those invited took part in the survey. For 93% of respondents, scientific freedom is important on a personal level. Some 62% stated that the high status of scientific freedom in Germany was a significant or very significant factor in their decision to study in Germany.

The responses to open questions also produced some interesting findings. Some respondents criticised the fact that science focuses too

much on contemporary issues which implies that major issues concerning the future, like climate change, are sidelined. Many were also of the opinion that it remains critical for scientific freedom that researchers receive long-term contracts and fair salaries. The independence of science was important to many respondents, but their viewpoints were sometimes diametrically opposed. While some thought the state has too much influence, others want to see more



› Video: DAAD funding recipients discuss scientific freedom, Article 5 of the Basic Law.

government commitment because the science sector would – so they hope – be less dependent on contracts from the industry, both in terms of content and funding.

The DAAD also interviewed attendees at its scholarship holders' meetings in Aachen and Heidelberg. The statements show the diverse range of opinions young people from all over the world have when it comes to scientific freedom.

www.daad.de/wissenschaftsfreiheit

Award-winning!

- Many former DAAD funding recipients received prizes and awards in 2019.

Olga Tokarczuk

Nobel Prize in Literature 2018, conferred 2019

Artists-in-Berlin Program
2001–2002



‘But this city [Berlin] was itself somehow limitless, undecided, changeable. It flowed. It swam through me like a pleasure boat. It had no characteristics; that’s why it was so attractive.’¹

Peter Handke

Nobel Prize in Literature 2019

Artists-in-Berlin Program
1968–1969



In his commitment to his scholarship, Peter Handke writes that he wants make use of his stay in Berlin to write his second novel and start a new play.

Saša Stanišić

German Book Prize
for his novel *Herkunft* (Origin)

DAAD short-term lecturer
2010



‘Whichever way you look at it, origin remains a construct! A kind of costume you are destined to wear forever, after it has been imposed upon you. A curse, as such! Or, with a bit of luck, an asset that owes nothing to talent, but creates benefits and privileges. (...) Origin is the bitter-sweet coincidences that have taken us here and there. It is belonging, without having contributed anything.’²

Prof Michèle Tertilt, PhD

Gottfried Wilhelm Leibniz Prize 2019

International Study and Training Partnerships (ISAP)
1994–1995



Stepping across the Atlantic from Bielefeld to Purdue University (Indiana, USA) with the aid of a DAAD scholarship opened Michèle Tertilt's eyes to career and research opportunities. Collaborating in a PhD programme there inspired and motivated her to apply for one herself. 'Without the scholarship, I wouldn't be standing where I am today,' says Tertilt, looking back.³

Rebecca Saunders

Ernst von Siemens Music Prize 2019

Artists-in-Berlin Program
1992–1994



'It took me 20 years to understand the enormous emotional potential of the voice. I also wanted to find a solution to the problem of how to write a song without saying anything? But that is precisely what is inspiring. A tremendous tension arises when the meaning of the words is suppressed, and yet allowed now and again. A dialogue of inside and outside,' said Rebecca Saunders in an interview with the newspaper 'Die Zeit'.⁵

Prof Andreas Reckwitz

Gottfried Wilhelm Leibniz Prize 2019

Research scholarship for postdoctoral scientists
Postdoctoral Internship Programme
2000



'With a concept of singularisation, in other words the production of the unique, one can observe the different levels – both, the people who strive for the unique, and also the things that are formed as unique, as units of time, units of space.'⁴

Arvo Pärt

German Music Authors' Prize 2019

Artists-in-Berlin Program
1981



'I thank the state of Berlin and in particular the DAAD, which showed courage when it invited this unknown Estonian composer to stay,' said Arvo Pärt in 1996, when he became an honorary member of the American Academy of Arts and Letters.⁶

Jimmie Durham

Golden Lion 2019 for Lifetime Achievement

as part of the 58th Venice Biennale

Artists-in-Berlin Program

1998



'I don't want art to be separated from other parts of life, and I also don't want science to be separated from other parts of life.'⁷

Lawrence Abu Hamdan

Turner Prize 2019

Artists-in-Berlin Program

2017–2018



'In that prison (Sydnaya, 25 kilometres north of Damascus – editor) people rarely leave their cell. They're blindfolded as they enter and exit. And so they never really saw where they were and the prison itself. And what I could do as someone who works with sound and who's done this kind of audio investigation before, was to try and work with them based on their acoustic memories to produce testimony about what was happening inside the prison. (...) So I really dedicated two years of work to really try and find a language for what I learnt in that place and with those people.'⁹

Karim Aïnouz

Cannes Film Festival 2019

Top prize in the 'Un Certain Regard' section

Artists-in-Berlin Program

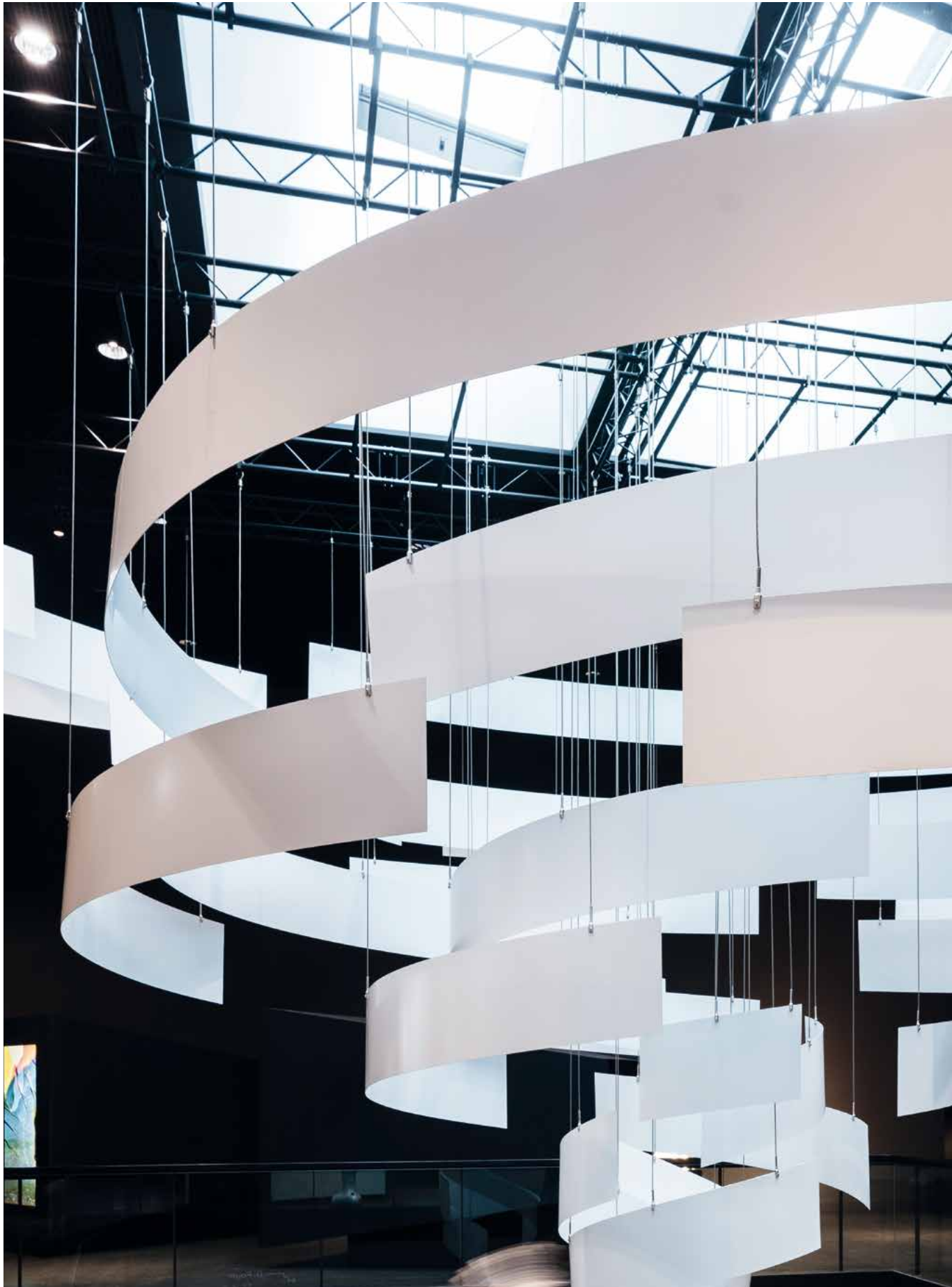
2004



'The freedom the Artists-in-Berlin Program creates for artists is a rare thing. The result was that I have never been as productive in my career as during my residency in Berlin. The absence of the pressure of expectation and the encouragement to explore the city and its wonderful cultural scene made this period unique in my life – not only professionally, but also personally.'⁸

Sources:

¹ Olga Tokarczuk: *Spiel auf vielen Trommeln*, Verlag Matthes & Seitz 2006, pp90; ² Saša Stanišić: *Herkunft*, Luchterhand, Munich 2019; ³ www.daad.de/leibniz-preis_michele-tertilt; ⁴ Quote from DFG YouTube video (<https://youtu.be/pvZEoqzci8I>) with kind permission of the German Research Foundation (DFG); ⁵ *Die Zeit*, issue 21/2019, 16 May 2019; ⁶ www.berliner-kuenstlerprogramm.de/de/news_druck.php?id=72; ⁷ Michael Nungesser: Jimmie Durham – Zeichnungen, Daadgalerie, Berlin, 14/11/1998–30/12/1998, in: *Kunstforum International* vol 144 – *Dialog und Infiltration*, March–April 1999 and kunstforum.de, Cologne; ⁸ Interview with DAAD editors; ⁹ Quoted from the video of the Turner Prize presentation (<https://youtu.be/7kyPULtsC6c>) with kind permission of the Turner Contemporary.



ALUMNI ASSOCIATIONS

Networks for long-term exchange

- For many DAAD scholarship holders, the end of their scholarship period is the beginning of their involvement as alumni. More than 160 alumni associations exist around the globe. For the DAAD, they are important partners for long-term international exchange. At their global meeting in Bonn from 7–10 March 2019, 88 representatives from alumni associations gathered to exchange information and ideas. The motto of the event was: ‘Learning from one another, shaping the future together’. The four examples below illustrate the challenges the associations are facing and the strategies they have chosen.

Armenian Alumni of German-Speaking Countries (AADL), Armenia

‘We see ourselves as bridge builders with German universities and businesses,’ says Meri Navasardyan, chairwoman of the AADL. Besides speed dating for companies, the alumni provide information about study options in Germany and Europe to students in the capital and beyond. ‘Our aim is to inspire young people to study in Germany,’ says Navasardyan, a translator and lecturer for German at the Yerevan State Medical University.

A further aim is to organise networking activities with other alumni associations. The AADL already has active links with Moldova and Lithuania; associations from the Caucasus and Black Sea region are expected to follow.

DAAD IndiAlumni Netzwerk e.V., Germany

‘We want to stimulate interest in India as a research location and eliminate the stereotypes about the country that pervade German media,’ explains association chairwoman Ronda Reiche. What makes the DAAD IndiAlumni Netzwerk special is that it brings together German DAAD alumni who have studied or conducted research in India with Indian scholarship holders in Germany. The IndiAlumni Netzwerk also has an impact beyond academic exchange, for example in an Indian-German business context: ‘Two successful start-ups in the fields of trade and recruiting have already been established as a result of our members’ wealth of experience.’



› Dr Dorothea Rüländ giving her welcome speech: ‘It is very important to the DAAD to maintain contact with its alumni.’

‘The networking meeting of the international DAAD alumni associations is a great source of support for us. Besides the valuable and very inspiring personal interaction with the chairpersons of other associations, it is mainly the stimulating input that helps us further professionalise our association, for example in the area of member activation and fundraising,’ says Reiche.

Her association has forged links with the DAAD Young Ambassadors. The two associations complement each other; the Ambassadors promote Germany, and the DAAD IndiAlumni Netzwerk promotes India.

DAAD Alumni Association Sudan (DAAS), Sudan

Professor Samir Shaheen studied at the Orthopaedic University Hospital in Heidelberg between 1991 and 1994. Today he works at the University of Khartoum in the only specialist

department for children's orthopaedics in Sudan. As a member of the DAAS, he helps students submit scholarship or research applications so that they can study in Germany like he did. The DAAS aims to reinforce contact with German universities of applied sciences, as the country particularly needs graduates in engineering, solar technology and agriculture. For Shaheen, one of the association's important tasks is networking: 'So we can keep abreast of international standards and global knowledge,' he says.

DAAD Alumni Association of the USA

'Our main problem is the sheer size of North America,' says Dr Erich Haratsch, president of the DAAD Alumni Association of the USA. 'We are very prominent in cities like New York and San Francisco. However, it is a real challenge to reach the other regions, particularly in the south and centre of the country.'

Why did he get involved as one of the 550 paying members? 'I want to give something back and support students in their ventures abroad,' he says. He also appreciates the exchange of information and ideas with others. That is why meetings like the one in Bonn are so important.

www.daad.de/alumni-vereine



› Dr Erich Haratsch, president of the DAAD Alumni Association of the USA, went to the USA in 1999 on a DAAD scholarship – and stayed there.

Three questions for



Vito Cecere

› The director for Research and Academic Relations Policy and Cultural Relations Policy at the Federal Foreign Office talks about international exchange and the role of Germany alumni.

Why is international exchange important for Germany?

Globalisation has opened up the world, connecting countries with each other thereby increasing the exchange of information. Germany has benefited greatly from this transfer of knowledge. At the same time, globalisation is causing new conflicts. So it is all the more important that academics and students continue to share information and maintain and carry forward the concept of an open world.

Germany supports German schools abroad and awards scholarships to students and researchers. Why?

We want people to have contact with Germany throughout their entire educational career. For this reason, we fund German schools abroad and partner schools in the network of the programme Schools: Partners for the Future (PASCH) who teach our language. We finance scholarships and academic exchange, because we believe that the international transfer of knowledge makes sense.

What role do Germany alumni play?

They have come to know Germany as an open and cosmopolitan country in which the freedom of science, culture and art has a high priority. They are therefore able to communicate our fundamental values authentically and portray a positive image of Germany. That is in our interest.

Read the full interview at:
www.alumniportal-deutschland.org

STRUCTURES FOR INTERNATIONALISATION

- Issues such as transformation, conflicts and climate change affect everyone around the world. No society can tackle the challenges associated with these issues on its own. The internationalisation of higher education institutions and their students helps to solve global problems. The DAAD is therefore doing even more to support the latter.

For the DAAD, global challenges are a good reason to support internationalisation at all levels – through well-established programmes as well as new approaches. For this reason the DAAD launched the new funding programme HAW.International, aimed at universities of applied sciences (UAS), in 2019.

These institutions are internationally recognised on account of their practical orientation, but they lag behind other institutions in terms of internationalisation due to their specific structural features – high teaching loads, insufficient staff resources and a lack of interest in mobility on part of the students. The programme aims to

› More than 1,000 students are involved in the Integra programme.



compensate for these disadvantages. ‘We enable universities to develop key structures for their internationalisation and to be able to network with external partners,’ says Dr Anette Pieper, the director of the DAAD’s Projects department until the end of 2019 (see p36).

Integrating refugees boosts innovation

The DAAD has further refined its higher education programmes for refugees in 2019. More than 30,000 refugees have participated in Integra courses alone throughout 2019. These courses at German higher education institutions and preparatory colleges give academically qualified refugees the opportunity to prepare for university studies. Another 8,000 refugees prepared for degree courses by participating in the NRWege ins Studium programme. Many higher education institutions now strive towards granting all international students access to these newly developed formats and services. ‘Integra funding has resulted in a noticeable boost in innovation at the participating institutions, as reported back by 60% of them,’ says Pieper.

Meanwhile, more than 20,000 refugees have enrolled in a degree programme. In future

› It is estimated that 30,000 to 50,000 refugees meet the prerequisites for a degree course.



therefore, the DAAD and the higher education institutions will focus more intensely on academic success, with the aim of preparing refugee students for the job market in the best way possible.

Refugees' experiences in their degree programmes, the challenges they encounter throughout their everyday life in Germany, the difficulties and concerns that worry them as well as the aspects of life in Germany they enjoy are all described in a very personal way by three refugees in the multimedia online report *My Way – My Future*. One of the refugees is Samar Samara from Syria, who defines home as a place where she can live in freedom as a person and a woman. For her, that place is Berlin, where she studies automation engineering and helps other refugees integrate into society. 'I want to build something for myself here,' says the 27-year-old.

exceed programme strengthens research in developing countries

It is vital for the United Nations' Sustainable Development Goals (SDGs) to become a reality as soon as possible to ensure that people in Africa, Asia and Latin America are able to secure better livelihoods for themselves in their homeland. Outstanding training and high-quality higher education play a vital role in achieving the latter, which is what the programme Higher Education Excellence in Development Cooperation (exceed) focuses on. With funding from the Federal Ministry for Economic Cooperation and

Development (BMZ), the DAAD has supported the establishment of five international higher education networks on four continents over the past ten years.

Numerous partner universities are conducting research in the fields of resource management and water conservation, decent work, food security and medicine. The networks cooperate with each other, as for example at the conference Water Security and Climate Change held at the Universidad Autónoma de San Luis Potosí, Mexico, in October 2019. An evaluation of previous projects revealed that the networking activities are very successful. The BMZ has extended its funding for the programme until the end of 2024 and will support seven further networks financially. 'Very strong bilateral as well as multilateral networks have been formed as a result of this programme. Therefore, it is logical to proceed with a second funding phase,' says Pieper.

www.daad.de/exceed



› Hawassa University in Ethiopia is one of the partners in the exceed network of the Food Security Center at the University of Hohenheim.

SPOTLIGHT

HAW.International supports sustainable structures

🕒 *Universities of applied sciences (UAS) want to become more international.*

To achieve this goal, they need to build knowledge and structures. This is where the HAW.International programme, established in 2019, comes in. It is already in high demand.

Due to their emphasis on practice-related teaching, UAS are highly regarded among students and companies, both in Germany and abroad. Companies seek skilled professionals who not only have practical knowledge, but also international experience. The latter is a reason as to why UAS want to become more international in their approach. Another is that they want to attract more international students.

When it comes to internationalisation, UAS face greater obstacles than universities. They often have fewer staff and resources at their disposal for internationalisation measures, and knowledge about internationalisation is lacking at times. For these reasons, the DAAD has set up a programme to support UAS in a number of ways through four modules. UAS can develop and implement an internationalisation strategy (Module A). Alternatively, they can expand their inter-



› In the UAS programme, Bielefeld University of Applied Sciences supports the expansion of networks.

nationalisation activities by further developing international degree programmes and extending their international networks (Module B).

WELL RECEIVED – PROGRAMME HAS BEEN DEVELOPED IN DISCUSSION WITH UAS

With the funding, Bielefeld University of Applied Sciences can accelerate its internationalisation strategy.

Bielefeld University of Applied Sciences cooperates with around 300 partner companies in the region. 'Some 94% of them operate internationally and are looking for appropriately trained professionals,' says Judith Peltz, head of the International Office. Hence the university wants to increase its international orientation overall.

To achieve this, it has analysed its current situation and developed a strategy of measures. 'We can implement these much faster with funding from the DAAD,' says Peltz. Her university of applied sciences has received DAAD funding from Module A. The university will utilise the funding for the expansion of networks and curricular structures, as well as for the mobility of teaching staff and administrators.

This scholarship programme, which has been designed specifically for UAS students, appeals to them very much, and they are 'making use of offer of DAAD support as never before'. Judith Peltz further appreciates the way in which the programme has been established: 'I think it's very important that the DAAD developed the programme in discussion with UAS. That means we can now access tailor-made modules.'

Students and researchers can apply for scholarships for study and research visits (Module C). 'We designed Module C to give UAS students their own funding channel and provide targeted support for their mobility,' says Dr Alexander Au, the DAAD's head of division for Internationalisation of Higher Education in Germany.

The programme also places emphasis on the communication and sharing of expertise. Through knowledge about internationalisation, UAS can advance their internationalisation processes more efficiently, optimise steps and avoid mistakes. The programme organises this knowledge transfer via the new Competence Center for International Academic Cooperation, which advises UAS employees (Module D). In addition, the International DAAD Academy (iDA) has introduced a special programme that tailors training opportunities to the needs of the UAS (see p46 and p108).

The number of applications in Modules A, B and C shows that this provision has come at the right time. In 2019, the DAAD supported 28 UAS via Modules A and B and awarded individual scholarships to 328 applicants out of 1,700. The feedback is very good, says Au: 'The higher education institutions are very enthusiastic about the programme, because they are able to build sustainable structures at all levels with the help of the different modules.'

www.daad.de/haw



Three questions for

Anne-Sophie Kopytynski



› Ms Kopytynski is the director of the Bavarian Center for Applied Research and Technology with Latin America (AWARE) at TH Ingolstadt. The centre is a contact point for Bavarian universities of applied sciences which are planning cooperative partnerships with Latin America in the field of technology.

What plans are you pursuing with HAW International?

To encourage students to undertake a stay abroad, we and our foreign partners in higher education and industry want to ensure that stays abroad involve a practical element. UAS students find this very important, but it is often lacking in other countries.

How are you aiming to achieve this?

We are developing a structure that makes it easier for students to work on theses, take up internships and participate in summer schools abroad. We have already made considerable progress towards this with Brazil, and things are well under way with Argentina. We also aim to gradually develop the programme for the USA.

You are also planning to advance internationalisation at home. What does this involve?

This relates to digital study projects in which a study group from our higher education institution works on projects together with a group abroad via a digital platform. We are currently developing the first project of this kind in Brazil with our locally-based partners Renault and the Federal University of Paraná (UFPR).

› How can we advance internationalisation at home? One of many questions which arose during the discussion session at the TH Ingolstadt.



› The ISAP programme, which has been running successfully for 40 years, enables teaching staff and students to gain exceptional experience and helps higher education institutions attain a unique profile.

Awards, anniversaries and popular programmes

Established and proven – these are the attributes that apply to the PROMOS and STIBET mobility programmes and student support services. ‘With 308 projects and more than 15,000 scholarships, PROMOS continued to be one of the key programmes for funding short-term stays abroad in 2019,’ explains Pieper. Whereas PROMOS finances the mobility of students abroad, the STIBET programmes enable the DAAD to financially support services for foreign students and doctoral candidates at German higher education institutions. STIBET includes 487 projects in four funding lines. With funds from STIBET II, the DAAD supports exemplary projects that improve the academic performance of foreign students and facilitate their integration into the labour market.

Established in 1979, the programme International Study and Training Partnerships (ISAP) celebrated its 40th anniversary in 2019. It funds the exchange of students and teaching staff between German and foreign partner universities. Initially, the focus of ISAP was on cooperative partnerships with North America. Today, the programme is much broader in scope: the funded higher education institutions are able to arrange exchanges not only to Yale, Berkeley and Stanford, but also to more exotic destinations. For example, students studying tropical ecology have the opportunity to expand their knowledge in Costa Rica; exchange activities with Trinidad and Tobago are taking place in the field of gender studies; an architecture programme has set up a partnership with Sri Lanka; and cooperation between an English department and a partner institution in Botswana offers students and teaching staff new perspectives.



› Tropical ecology in Costa Rica, gender studies in Trinidad and Tobago, architecture courses in Sri Lanka – ISAP has achieved a lot in a timespan of 40 years.



› Positive results: to date, 7,000 funding recipients have benefited from the East-West Dialogue programme.

Sustainable relationships with Eastern Europe

The East-West Dialogue programme also celebrated an anniversary in 2019 – its tenth. During this period, the DAAD has supported some 300 projects in 13 countries with funding from the Federal Foreign Office. Around 7,000 participants have benefited, for example by attending a summer school at a German higher education institution or a workshop in Germany. A new programme launched in October 2019 to

internationalise Ukrainian higher education institutions pursues two objectives: With the programme line ‘Shaping the digital future together’, the DAAD is supporting knowledge transfer between higher education institutions in Germany and the Ukraine. The digitalisation of research, teaching and administration is designed to make international exchange more efficient, innovative and sustainable.

The programme line ‘Continuing education programmes for administrators at Ukrainian higher education institutions’ focuses specifically on these employees, enabling them to attend courses in education and academic management provided by German higher education institutions. The programme has been very well received by the German universities and their Ukrainian partners. In total, six German higher education institutions were funded in 2019, with more to follow in the future.

www.daad.de/ost-west-dialog

DIFFERENT HIGHER EDUCATION SYSTEMS – TWICE THE ADDED VALUE

Start a degree course in one country, continue it in another, expand one’s professional perspective and get to know different cultures: double degree programmes offer precisely this experience – and are becoming increasingly popular. Not only students benefit from double degree programmes. ‘For higher education institutions, double degree projects are an important element in building a strong international presence,’ says Tabea Kaiser, the DAAD’s head of section for Internationalisation of Teaching. They also use them to further develop their profiles. FH Münster, for example, is cooperating with Latin American higher education insti-



› The team at FH Münster is responsible for the German-Latin American Business Administration degree programme (CALA).

tutions in seven countries in South America in a business administration degree programme.

The DAAD has been funding double degree programmes for 20 years. Currently, 108 are being funded. Depending on the cooperation,

students receive a joint degree or degrees from both partner institutions at the end of the programme.

www.daad.de/doppelabschluss
www.fh-muenster.de/cala

Showcasing German research

- *Since they were established ten years ago, the DAAD Centres of Excellence have developed at a dynamic pace. They connect young researchers with the scientific community in Germany and enhance the visibility of research activities at German higher education institutions.*

For Dr Yasna Órdenes, gazing at distant worlds is all part of her everyday research. The astrophysicist explores ultra-dense dwarf galaxies. She studied for her doctorate at the University of Heidelberg in a double degree programme run by the DAAD-funded Centre of Excellence at the Heidelberg Center Latin America (HCLA) with Pontificia Universidad Católica de Chile (PUC). 'I received valuable input for my research in Germany,' she says. Órdenes was awarded the L'Oréal-UNESCO For Women in Science award in 2018 for her achievements, and her award is also a testament to the successful concept of the HCLA. The cooperative study centre at PUC offers training courses as well as master's and doctoral programmes. These were developed by the University of Heidelberg with its Chilean partners, the PUC and the University of Chile. The range of subjects now on offer includes medical informatics, clinical physics, geoscience and environmental science, and astronomy.

Two of these four subjects were previously unavailable in Chile. 'The leading centres in Europe for these disciplines are to be found in Heidelberg, namely the German Cancer Research Center and the Center for Astronomy,' says HCLA Director Dr Walter Eckel. The HCLA makes important contributions to development,



such as the digitisation of hospitals and the training of radiotherapists.

Top-class research, excellent teaching and courses for the public: these are what the five DAAD Centres of Excellence represent. 'The aim of the centres is to make the strengths and research activities of German higher education institutions visible and promote cross-border academic dialogue,' explains Benjamin Schmäling, head of the DAAD section Transnational Education Projects in the Middle East, Africa and Latin America. Be it binational degree courses, conferences or advice for political bodies – the centres ensure a lasting impact. 'As such, they impressively showcase German science abroad and are convincing stakeholders in science diplomacy,' says Dr Dorothea Rüländ, Secretary General of the DAAD.

The positive impact of the Centres of Excellence was the focus of the anniversary celebrations held in Berlin in November 2019. 'Establishing the DAAD Centres of Excellence ten years ago was a wise, long-term decision,' says Minister of State Michelle Müntefering, who oversees international cultural and educational policy at the Federal Foreign Office. Her government department initiated the Centres of Excellence in 2009.



› DAAD Centres of Excellence: highly relevant to the global research community for ten years.

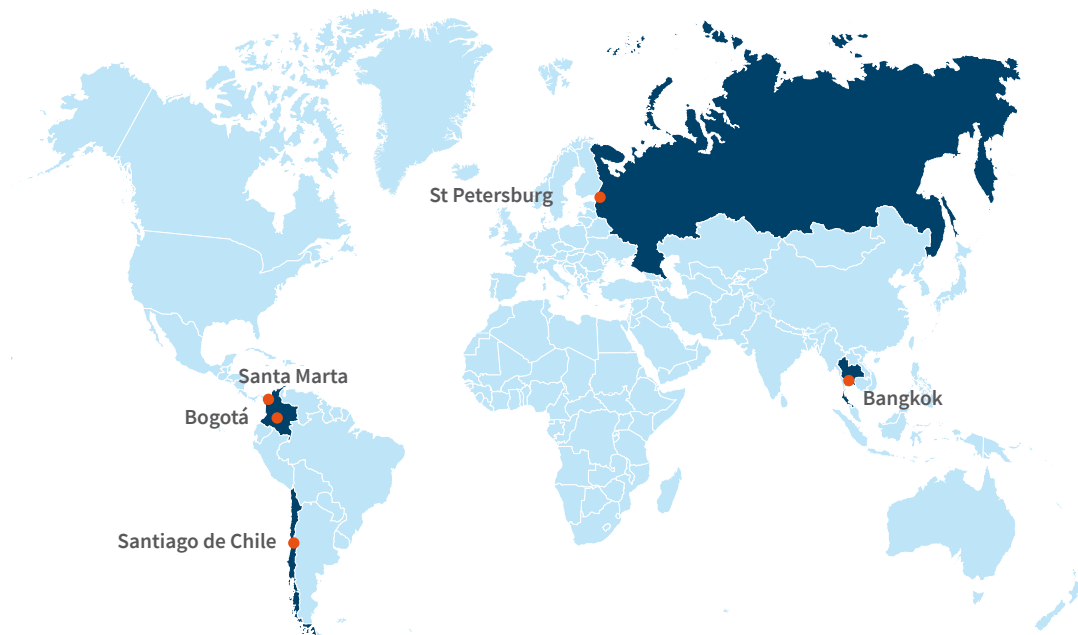
The dynamism that the Centres of Excellence can generate is further demonstrated by the Center of Excellence for Public Policy and Good Governance (CPG) at Thammasat University in Bangkok. This interdisciplinary specialist and German centre is attached to the university's Faculty of Law and was originally established by the Goethe University Frankfurt, the University of Münster and the University of Passau. Serving as point of intersection between law and politics, the work of the CPG focuses on constitutional law, human rights, geopolitics and security policy. 'We can thus take advantage of synergies which enable research and consultancy to mutually reinforce each other,' says CPG Director Henning Glaser.



› Anniversary event for the Centres of Excellence in Berlin.

www.daad.de/exzellenzzentren

The five Centres of Excellence are located at renowned universities abroad – each in partnership with a German higher education institution.



The DAAD Centres of Excellence

- › Corporation Center of Excellence in Marine Sciences (CEMarin), Santa Marta, Colombia (lead: Justus Liebig University Gießen)
- › German-Russian Interdisciplinary Science Center (G-RISC), St Petersburg, Russia (lead: Freie Universität Berlin)
- › German-Colombian Peace Institute – CAPAZ, Bogotá, Colombia (lead: Justus Liebig University Gießen)
- › Centre of Excellence at Heidelberg Center Latin America (HCLA), Santiago de Chile, Chile (lead: University of Heidelberg)
- › German-Southeast Asian Center of Excellence for Public Policy and Good Governance (CPG), Bangkok, Thailand (leads: University of Münster, Goethe University Frankfurt)

Projects of 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
- Centres of Excellence
- Degree programmes in German
- Bilateral SDG Graduate Schools



Table 1
Programmes to promote the internationalisation of higher education institutions in 2019 (selection)

	Number of projects	Number of funding recipients	Expenditure in thousand €
Mobility			
ISAP – International Study and Training Partnerships	175	1,185	5,030
Integrated International Degree Programmes with Double Degrees	134	965	4,106
Bachelor Plus	13	86	335
PROMOS – Programme to Increase the Mobility of German Students	308	15,012	16,017
GO EAST	32	695	1,439
Summer schools	66	994	1,356
Grant and Support Programmes (STIBET)	415	4,194	9,731
Partnership programmes			
Strategic Partnerships/Thematic Networks	21	854	2,463
PPP – Programmes for Project-Related Personal Exchange	671	2,083	3,671
A New Passage to India	27	484	2,231
Partnerships with East/Southeast European countries (Eastern European Academic Partnerships)	78	3,713	1,855



As of: December 2019

	Number of projects	Number of funding recipients	Expenditure in thousand €
Centres of Excellence			
Centres of Excellence in Research and Teaching abroad	5	354	1,594
Centres of Excellence CUPL, IRDLK, Sub-Saharan Africa	13	468	3,326
German-Argentine Centre for Higher Education (DAHZ)*	26	219	1,053
Programmes to promote dialogue and support higher education institutions in crisis regions			
Academic Development in Afghanistan	12	439	818
German-Iraqi Academic Partnerships	13	279	1,026
Higher Education Dialogue with the Muslim World	28	875	1,505
German-Arab Transformation Partnership	75	1,479	4,890
Programmes for refugees			
Integra – Integrating Refugees in Higher Education	145	8,188	17,090
NRWege ins Studium – Integrating Refugees at Higher Education Institutions in North Rhine-Westphalia	26	2,393	6,118

* 26 binational projects were funded by the DAAD in 2019.

EXPERTISE FOR ACADEMIC COLLABORATIONS

- Data is the key resource of the 21st century. The latter does not only apply to Internet giants, but to the DAAD as well. From its funding activities, it obtains up-to-date, in-depth knowledge of international academic relations. Thanks to its global network, the DAAD has its finger on the pulse of higher education policy developments worldwide. In future, the DAAD will organise its knowledge to be even more user-friendly, expand its advisory services and increase its role in setting the pace of national and international discourse.*

How does knowledge emerge at the DAAD?
How does a globally active funding institution and expert organisation like the DAAD collect knowledge from all over the world about higher education institutions and education systems, when this knowledge is steadily increasing?
How does the DAAD use this knowledge to generate impetus not only for its own work, but for both national and international higher education research? And above all: what is the best way for the DAAD to make this knowledge available to its partners – higher education institutions, policymakers, funding bodies and interested members of the public?

Knowledge management is becoming increasingly important

These are the questions that concern Christiane Schmeken, director of the Strategy department. 'Knowledge is generated in a variety of different ways at the DAAD. We accumulate the expertise that is acquired by DAAD employees in Germany and abroad in their daily work. We obtain practical insights into the internationalisation processes of German higher education institutions from our discussions with the employees. We further support our programmes by monitoring and evaluating them, in order to learn from these for future measures. Lastly, we analyse and interpret international higher education trends. The big challenge is to make these different strands visible, keep them up to date and present them in a user-focused way. Thus far a lot tends to happen on a local level. Going forward, we need a digitally supported knowledge management system to accomplish this task.'





› Knowledge is generated in various ways at the DAAD. A unique feature of the organisation is its global network of experts. The DAAD now produces its established printed publications, such as the BSA, in digital format. Users can filter specific country information online and compare countries with each other depending on their requirements.

Expertise and guidance on higher education systems worldwide

With 70 offices abroad, 450 Lektors and 5 German Centres for Research and Innovation (DWIH), the DAAD is unique in the national and international academic landscape. The expertise acquired from these sources is made available in reliable publications, including reports published on an annual basis by the DAAD's Regional Offices, or country profiles compiled by GATE Germany. 'Two trends are emerging in how we communicate our expertise to recipients in a more targeted way,' says Schmeken. 'Firstly, we

are increasingly moving from printed formats towards digital, individually configurable information. Secondly, we are systematically expanding our range of guidance services.' One example: If you intended to learn more about the South Korean education system five years ago, you would have come across several sources on the DAAD's website, mainly in the form of Internet articles or brochures. Today, the DAAD provides structured, database-supported analyses of education systems which allow the systems of various countries to be compared with each other in just a few clicks. 'It is equally important to us to enhance and systematise personal

EDUCATION SYSTEM ANALYSES: INDIVIDUALLY CONFIGURED FOR ANALYSIS OF PARTNER COUNTRIES

The DAAD has been publishing international education system analyses (BSA) for many years. The new digital DAAD information products BSAi and BSAd now enable users from higher education institutions and academia to find information about the education systems of 70 countries much faster and more accurately. The 'i' in BSAi stands for individual and refers to the option that enables users to filter the education

systems of various countries according to 28 different categories, in order to be able to compare the systems with each other. The 'd' stands for data and diagrams. Via this function, users can download data in the form of a diagram and use it for their own applications. 'Figures and information from international statistics like those produced by the World Bank and UNESCO are fed into the database each year, along

with top-class assessments from our colleagues in the Regional Offices,' says Felix Wagenfeld, head of the Competence Center for International Academic Cooperation. 'The database-supported analysis now enables users to search and find information online in a way that is much more targeted and adapted to their own interests.'

Competence Center for International Academic Cooperation: central contact point for higher education institutions

- The framework conditions for the collaboration of German higher education institutions with global partners are changing significantly. New countries and stakeholders are appearing on the scene, and unexpected political events are leading to new questions. In order to provide the best possible assistance to higher education institutions as they build and maintain their international networks, the DAAD has founded the Competence Center for International Academic Cooperation. Christiane Schmeken, head of the Strategy department, explains what the centre has to offer.

INTERVIEW



Christiane Schmeken
director of the Strategy department.

The DAAD has been supporting German higher education institutions for many years with information about other countries and their higher education systems. Why is a centre for international academic cooperation needed?

We live in an age in which user habits are changing significantly. Many of us lack the time – and perhaps also the patience – to carry out lengthy research and painstakingly comb through texts. Our use of new media means we have become accustomed to getting information immediately in easily digestible snippets adjusted to our needs. The Centre aims to take this trend into account. The first step is to draw together all the information on regions and higher education systems that the DAAD provides in many different places on its website and make it easier to find. The second step is to reorganise it in such a way that the individual questions are at the forefront. The DAAD's BSA are exemplary of what we are aiming to achieve. Two new formats have recently been added: 'BSA. individuell' and 'BSA.digital' (see p45). However, we want to go much further in future and develop algorithm-supported guidance systems to answer questions relating to international academic cooperation.

What additional information does the Centre aim to provide?

The DAAD already has vast knowledge of higher education systems and academic relationships all across the globe. However, in light of changing political conditions, there are issues that are becoming increasingly important for academic cooperation, and we want to develop additional skills to deal with these. They include security issues, legal frameworks for collaboration and research cooperation issues. These are highly sensitive aspects for which we do not have any ready-made answers, but we are able to make choices supported by valuable experience gained throughout the years.

What concrete help do you offer higher education institutions?

These are still early days for the Centre for International Academic Cooperation. But one thing is clear: individual guidance will be a core part of its new services. Higher education institutions can get in touch with us and discuss their issues and plans with us in meetings. We can acquaint these institutions that are seeking advice with other options, such as seminars run by the iDA, handouts, studies and interactive databases, and preparatory visits to specific target regions.

Where does the knowledge that you hope to convey in the Centre come from?

Knowledge from our global network is a crucial component. A great deal of knowledge has also been accumulated at the DAAD headquarters in Bonn through contact with our funding recipients and experiences from projects abroad. On top of this we have a large quantity of data which we gather and analyse. Our partners in higher education institutions, the industry and politics also play an important role. We regard them as our comrades-in-arms with whom we reflect on our assessments and opinions.

www.daad.de/kompetenzzentrum



› With the Centre for International Academic Cooperation, the DAAD provides a point of contact that helps with specific issues relating to international cooperation, in addition to tried-and-tested event formats like the networking conference and its knowledge-related products.

interaction and guidance,' says Schmeken. The Competence Center for International Academic Cooperation was recently established for this purpose. It offers one-on-one meetings, further education, peer learning and much more. 'We don't see the Centre as a one-way street. It is intended to become a platform on which knowledge is shared. The DAAD is not the only organisation that has experience in international exchange. Higher education institutions and partner organisations contribute a lot of their own expertise,' says Schmeken.

Impetus for raising the profiles of higher education institutions internationally

Helping higher education institutions raise their profiles internationally is one of the DAAD's key priorities. One tool used for this is the new online project HSI Monitor, which is based on a survey of profile data relating to the internationality of German higher education institutions. The survey is carried out by the DAAD in cooperation with the German Rectors' Conference (HRK), the Alexander von Humboldt Foundation, the German Research Foundation (DFG) and the

Group of Experts for Empirical Studies. Since 2010, key figures on the level of internationalisation at German higher education institutions have been compiled using publicly available sources.

The data will now be made available to political decision-makers, higher education institutions and the public on an online platform. This will enable higher education institutions to compile individually tailored datasets online in future and use them as a basis for decision-making processes within the institutions themselves. The aim is for the data portal to become an essential tool for information, monitoring and planning, accompanied by workshops and guidance services. In addition, the DAAD contributes to the academic discourse on internationalisation trends worldwide through its annual publication 'Wissenschaft weltoffen' and through studies – for example on the academic success of international students in Germany.



The DAAD as a key stakeholder and driver of political dialogue processes

In the new funding programmes Lehramt International and HAW International, the DAAD is experimenting with a programme format that pursues a strategic goal in different ways for the first time. Up to now, teacher training programmes and universities of applied sciences have, on average, been less internationally oriented than other subjects and types of higher education institutions. The new programmes

are designed to achieve a substantial increase in mobility and cooperation through scholarships and model projects as well as through support at a political level. This requires open discussions with the federal states to contemplate the creation of favourable conditions. A key requirement is an intensive focus on current regulations and existing needs. 'Knowledge is not an end in itself at the DAAD. The aim will always be to derive arguments and strategies from knowledge for international cooperation,' says Schmeken.

GERMANY IS BECOMING MORE AND MORE POPULAR AS A LOCATION FOR STUDY AND RESEARCH

Germany overtook France as the top non-English-speaking host country in the 2017/18 winter semester. With some 300,000 international students, Germany has risen to become the fourth-most popular destination after the USA, the UK and Australia. This is revealed in the analysis *Wissenschaft weltoffen 2019* published by the DAAD and the German Centre

for Higher Education Research and Science Studies (DZHW).

One area of focus in the 2019 report concerns the motives and experiences of international mobile students in Germany. They were surveyed as part of the 21st social survey conducted by the DZHW. Good professional opportunities (83%), the high quality of higher education (76%),

internationally recognised degrees (74%) and the good reputation of German higher education institutions (71%) rank among the most important motives for studying in Germany. In addition, 83% of international students indicated that they would recommend Germany as a study destination to their friends and acquaintances in their country of origin.

‘Increasing the success rates of international students’

- According to the Federal Statistical Office, more than 300,000 international students were studying in Germany in the 2018/19 winter semester. Not all of them completed their studies successfully. In this interview, Dr Jesús Pineda, educational sociologist in the DAAD’s Research and Studies section, explains the reasons and describes what could help.

INTERVIEW



Dr Jesús Pineda
educational sociologist in the DAAD’s Research and
Studies section.

In the project Success and Withdrawal of International Students in Germany (SeSaBa), the DAAD, Hagen distance-learning university (FernUniversität) and the Bavarian State Institute for Higher Education Research and Planning are analysing the specific study situation of international students in Germany.

Why is this analysis of reasons necessary?

Figures from the German Centre for Higher Education Research and Science Studies show that drop-out rates of international students are particularly high at 45% for bachelor’s degree students and 29% for master’s degree students. These findings demand special attention. In the SeSaBa research project, we are examining the reasons for the high drop-out rates and the prerequisites for success. The project will run until 2021.

Have you obtained any initial findings?

Success and withdrawal are complex phenomena. Many international students come to Germany with false expectations. An example: Prospective students should learn beforehand that acquiring the German language is a significant challenge. Many international students rely on being able to study successfully if they meet the formal requirements. As a result, they are all the more disappointed when they cannot understand their professor in lectures despite having a language certificate.

Analyses of other host countries indicate, that international students are more successful sometimes than domestic students. What is the explanation for this?

This is true for the USA, Australia and the Netherlands. The higher success rates in those countries could be attributed partly to the high tuition fees for international students and the support services that are financed from these. Another factor that obviously plays a role is that English is spoken in the US and Australia; many Dutch degree programmes are also taught in English. This removes a major linguistic hurdle.

What is the DAAD doing to ensure the success of international students?

Our measures focus on three aspects: analysis, marketing and support. Firstly, it is necessary to examine academic success and understand the crucial factors involved. For this reason, we are continually analysing trends in international student mobility and the student drop-out rates in Germany. In addition, as part of the DAAD’s international marketing activities promoting Germany as a destination for higher education, we are managing expectations through the provision of personalised and customised information. With the combined scholarship and support programme STIBET, the DAAD provides funding to international students and doctoral candidates at German higher education institutions. Around 1,200 scholarships have been awarded and 28 model projects funded under STIBET II – with the aim of increasing success rates among international students and improving support overall.

www.daad.de/sesaba

SPOTLIGHT

Social responsibility of higher education institutions

- ◉ *Besides research and teaching, the social responsibility of higher education institutions is becoming increasingly important. Social responsibility is often referred to as the third mission of higher education institutions. In a study, the DAAD examined whether and how the internationalisation of higher education institutions has an impact on society.*

Climate change, right-wing trolls, social injustice and increasingly authoritarian systems of government: societies are currently facing many different issues. Some of these have enough force to call social models into question. In order to make climate change manageable, many scientists are organising themselves outside of their professional field of activity. However, in doing so, many higher education institution stakeholders are focused on the academic sphere and rarely come into direct contact with people outside of the university system. 'In the English-speaking world, where public funding plays less of a role overall, greater social responsibility has been ascribed to higher education institutions,' says Dr Jan Kercher, senior expert in External Studies and Statistics at the DAAD.

'All the projects we support are connected with society and thus also with social responsibility. After all, our funding recipients – higher education institutions, students and researchers – are part of society,' says Kercher. 'Up to now, however, society outside higher education institutions has seldom been included directly in interna-

tionalisation measures – as an actual target group of the projects.'

In order to understand the role that internationalisation in higher education can play for social responsibility, the DAAD commissioned the study 'Internationalisation in Higher Education for Society (IHES) – Concept, Current Research and Examples of Good Practice' in spring 2019. The DAAD broke new scientific ground with this topic because up to that point, the two themes of internationalisation and the social responsibility of higher education institutions had not been linked with each other in research (see the interview on p51).

The DAAD strives to take the topic of the social responsibility of higher education institutions further in research and in practice. 'As our next step, we are planning to examine the entire DAAD portfolio for projects with a direct social connection. We will ask ourselves how we can expand these approaches which good examples can be used to guide us' says Kercher.

www.daad.de/ihes



› March for Science.

‘Internationalisation and social commitment currently tend to be seen as competing themes.’

Associate Professor Uwe Brandenburg

› The Director of the Global Impact Institute in Prague published the study ‘Internationalisation in Higher Education for Society (IHES) – Concept, Current Research and Examples of Good Practice’ on behalf of the DAAD in conjunction with Prof Hans de Wit, Prof em Betty Leask and Prof em Elspeth Jones.



Professor Brandenburg, do higher education institutions have a social responsibility?

It is out of the question for a higher education institution not to have a social mandate. Research and teaching are never just an end in themselves. We are presently seeing a very clear trend towards ever increasing higher education responsibility. Two thousand higher education institutions worldwide say that the United Nations’ Sustainable Development Goals are only achievable with the help of higher education institutions.

What does this mean for the internationalisation activities of higher education institutions?

We have not given the prospect of what can consciously happen with these activities much thought, when it comes to internationalisation. Take climate change. All higher education institutions are saying that they must develop a green campus. But so far there is a lack of clear positioning on the role internationalisation plays in this, as a part of the many mobility programmes for example. We know, for example, that all mobile students around the world collectively produce a level of CO₂ emissions comparable with that of Croatia. Internationalisation conferences with tens of thousands of travellers also generate a significant carbon footprint.

Is the internationalisation of higher education institutions a driving force of social commitment?

It is definitely not a driving force at present. In 2019, an interim report for a major EU project was published, the aim of which was the development of a framework for the social and civic engagement of higher education institutions. In the report, regrets were emphatically expressed that this was not prioritised over research excellence and internationalisation. That actually says it all: internationalisation and social commitment currently tend to be seen as competing themes.

How can higher education institutions counteract this issue?

As a higher education institution, I ought to ask myself the following questions in relation to each activity I engage in: What social problem do I want to solve with this activity? To what extent am I using my internationalisation expertise? What social responsibility am I possibly taking through my internationalisation activities? More often it is about recognising synergies than about starting completely new activities.

VOICES FROM THE DAAD NETWORK

- With its unique global network of Regional Offices, German Centres for Research and Innovation, information centres, information points and lectureships, the DAAD monitors the political, economic and higher education policy situation in each country and liaises closely with its local partners. It makes this expertise available to German higher education institutions. The following assessments come from seven directors of the Regional Offices who took up their duties for the first time in 2019. They are excerpts from the current Regional Office reports, which the DAAD publishes every year alongside its Annual Report.



Beijing Regional Office

› Ruth Schimanowski

China has already set out its clear ambitions in the field of technological leadership at the start of the current five-year plan as well as in its Made in China 2025 strategy. It is promoting the development of an innovation-driven economy through huge investments in new technologies and talents as well as extensive institutional reform of the science and innovation system. China is aiming to have the world's leading companies in ten key technologies by 2025. This technology-related rivalry has increased during the trade conflict. For many European stakeholders, China went from being a strategic partner to being a systemic rival in a very short period of time.

The conflict is also having an effect on academic cooperation and the DAAD. Despite having a 25-year presence in the country as well as the corresponding networks and experience, the DAAD is facing major challenges in China. Since the DAAD has been registered under the NGO law in 2017, both the Chinese Ministry of Education and the Ministry for Public Security have been responsible for approving and monitoring its work. The Chinese authorities are taking an extremely rigid and restrictive approach towards foreign non-governmental organisations: presentations at higher education institutions or meals with Chinese partners are not permitted without authorisation.



New Delhi Regional Office

› Dr Katja Lasch

India reflected on its history in 2019 and celebrated the 150th birthday of Mahatma Gandhi. Gandhi, a symbolic figure for India's independence, who advocated the peaceful coexistence of all religions and a secular India. However, the general election – which also took place in 2019 – was won once again by Hindu nationalist prime minister Narendra Modi's Bharatiya Janata Party with an absolute majority.

While, in politics, the question remains as to how Modi's government will push forward its agenda, the education sector showcases signs of a comprehensive reform, which was discussed at length in India in 2019. The latter encompasses the consolidation of the higher education sector to a total of 15,000 larger multidisciplinary establishments; uniform classification of higher education institutions into three categories, namely research university, teaching university and autonomous college; and the founding of an organisation for research funding at higher education institutions.



Mexico Regional Office

› Dr Katharina Fleckenstein

Although the new president Andrés Manuel López Obrador announced extensive reforms, Mexico continued to be marked by multiple crises, widespread violence and a more isolationist foreign policy position in 2019. The country remains in a transformative phase but is stagnating in many areas. More than a year after the change of government, it is still not possible to predict what direction Mexico is going into in terms of development.

Frequent staff changes and the revision and elaboration of strategies affected the higher education sector, causing uncertainty. The austerity measures imposed across the board by the federal government also had an impact on the budgets of public and private higher education institutions.



Rio de Janeiro Regional Office

› Dr Jochen Hellmann

After the first year in office of the new president, Jair Bolsonaro, the government still seems as if it is having difficulty getting out of election campaign mode. In particular the inner circle around the president himself – which includes his three politically active sons – frequently generates criticism and hostility in the media. This critical view reaches all the way to moderate sectors of the original Bolsonaro supporter crowd.

The Ministry of Science, responsible for research and research funding, is led scientifically and rationally by former astronaut and aerospace engineer Marcos Pontes. That does not protect him from sensitive budget cuts, which are significantly restricting research funding and individual funding for junior researchers and have reduced the activity radius of the funding organisation CNPq – financed by the Ministry of Science, Technology, Innovation and Communication (MCTIC) – to a fraction of its former importance.



› The Museu do Amanhã (Museum of Tomorrow) in Rio de Janeiro.

The full Regional Office report is available at daad.de/aussenstellenberichte.



› Benedikt Brisch

The upcoming 2020 presidential election in the US has made itself felt back in 2019 in heated political debates and a political tug-of-war.

However, the most significant higher education policy issue for the American public was rising tuition fees and the debts accumulated to pay

for these. Most democratic presidential candidates have taken a clear position on this issue and want to get rid of tuition fees altogether or at least reduce them drastically. Supporters of tuition fees argue that high-quality higher education still offers the best prospects of earning a high salary. Fears that the political environment and rising tuition fees could make US higher education institutions less attractive in the global marketplace have proven to be unfounded.



› Ruth Krahe

In the UK, activity in many political areas was at a standstill in 2019 due to the postponed Brexit. The year was characterised by a society split into two camps, ending with an early election on 12 December from which Brexiteer Boris Johnson emerged as the clear winner and took up his second term in office as prime minister. Brexit was implemented on 31 January 2020.

The education reforms in the higher education sector have shifted the financial burden even further away from the state and onto the individual over recent years, causing student debt to climb to an alarmingly high level.



› Beate Schindler-Kovats

In 2019, East Africa took a major step forward in education and healthcare provision and in fighting poverty. Economic policy reforms set the course for positive development in a number of countries: Rwanda and Ethiopia – considered extremely poor countries some years ago – and also Kenya are experiencing strong growth. Other countries like Somalia, Burundi and South Sudan still remain in crisis.

The governments initiated reforms and employability measures at all educational levels. Nevertheless, many challenges remain before the education systems of these countries can be equipped for the digital future. A lack of teachers, the quality of educational programmes and teaching content, access to education combined with employment prospects, and gender equality require major effort and strong international commitment in the new decade.

SUSTAINABLE DEVELOPMENT: HIGHLY SKILLED EXPERTS FOR THE WORLD OF TOMORROW

- *Collaborative partnerships on equal footing are key to solving the challenges of the global community. Together with numerous German higher education institutions, the DAAD plays an active role in training young academics worldwide – in keeping with the philosophy of sustainable development – and supporting academic exchange beyond national borders.*

In the global knowledge society, the only countries that will be able to do well economically and develop sustainably will be those that have well-qualified young talent and management staff. The ability to convey and apply knowledge is thus becoming increasingly important.

In many of the partner countries involved in German development cooperation, a higher education system and an academic landscape that functions in this regard are not yet properly established. There is often a lack of innovative, high-quality research and teaching that is internationally compatible. This applies in particular to countries in Africa, where the DAAD initiates programmes with a focus on sustainable

development in higher education institutions using funding from the BMZ.

The 2030 Agenda contains 17 SDGs which the United Nations agreed on in 2015. At that time, all countries pledged to achieve these goals by 2030. SDG 4 is central to the work of the DAAD: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Partnership and transparency – factors for success

As an experienced stakeholder in development cooperation, the DAAD has been actively involved in the higher education sector for many years with a focus on two priorities in particular. The first priority is funding programmes for cooperative higher education projects and networks, via which German universities, together with higher education institutions in the Global South, jointly implemented more than 100 partnership projects in 2019. The second priority is the individual funding of outstanding junior researchers and students at pre-selected partner institutions in Germany and abroad.

› Meeting of the EU twinning project in Georgia.





› The 17 SDGs of the 2030 Agenda.

‘Our commitment is based on the values of partnership, sustainability and transparency,’ says Sebastian Sperlich, head of the Sustainable Development section at the DAAD. ‘Our partner universities jointly agree on project objectives as part of the various calls for applications to DAAD programmes. Agreements based on equal terms between partners in the Global North and South are important to us.’ The DAAD provides higher education institutions with intensive support in form of training courses and personal guidance.

The DAAD supports academics and students at universities in their home countries or regions as well as in Germany, for example via Development-Related Postgraduate Courses (EPOS). The common objective is the training of experts and leaders who will initiate sustainable development activities in their home countries and regions.

In a European Commission twinning project with Georgia, the DAAD directly contributed its own expertise. Through twinning, the European Union supports administrative cooperation

between its member states and countries in neighbouring regions. In Georgia – which signed an Association Agreement with the EU in 2018 – the DAAD and the Estonian Quality Agency for Higher and Vocational Education (EKKA) are working in conjunction with more than 30 experts from Estonian and German institutions to advise the National Center for Educational Quality Enhancement on new quality standards. ‘In the education sector, the priorities are ensuring access to education at all levels, the recognition and comparison of qualifications achieved, and employability,’ says Cay Etzold, DAAD senior expert. ‘Our twinning project is making a sustainable contribution to this.’

Implementing the 2030 Agenda: promising results and high-quality research findings

With SDG 4 as a basis, the higher education and academic sector are making significant contributions towards achieving all the other development goals. At a total of seven bilateral SDG Graduate Schools – four of which are in

IN-COUNTRY/IN-REGION SCHOLARSHIPS IN SUB-SAHARAN AFRICA: STUDENTS FROM POOR EDUCATIONAL BACKGROUNDS BENEFIT

In order to train more and better qualified university instructors, the DAAD has been supporting students and junior researchers since the 1960s in various locations, including sub-Saharan Africa. Scholarships are available for their home country (In-Country Programme) or for another African country in their home region (In-Region). The target

groups are future lecturers, researchers and scientifically trained junior staff. They can apply for scholarship funding at a DAAD partner institution; these are identified beforehand in a quality-based selection process. The results of the outcome-based programme monitoring show that a gratifying number of students from households with a low or very

low level of education are receiving scholarships – around 40%. Almost half of these state that without the scholarship, they would not have been able to study or would have had to take up a job at the same time. It is also positive to note that the proportion of women being financially supported lies at 50%.

www.daad.de/spdl

Africa – the partner higher education institutions are using a wide range of tried-and-tested DAAD instruments to provide more qualified master's students and doctoral candidates with high-quality training in development-related degree programmes. In this way, the DAAD is supporting other SDGs such as combating poverty and hunger (SDGs 1 and 2), reducing inequalities (SDG 10), climate protection (SDG 13) and peace (SDG 16). 'We are reinforcing existing structures and encouraging our partners to explore new options,' explains Lars Gerold, head of the Institution Building in Higher Education section at the DAAD. 'Higher

education institutions from Germany and the partner countries are jointly creating new graduate programmes and share information with each other via a network including all SDG Graduate Schools.' Shortly before the completion of the first programme phase in 2019, the DAAD instructed an external company to evaluate the bilateral SDG Graduate Schools as one of its key programmes in the field of sustainable development. The interim evaluation confirms that the SDG Graduate Schools are delivering promising results with regard to building institutional and individual capacity.



› Presentation of results from the working groups during the network meeting of the SDG Graduate Schools at Vietnam National University, Hanoi – University of Science (VNU-HUS).

Highly qualified employment in Africa

- *The economies in many African countries are growing. But how do we ensure students are well prepared for the new challenges of the economy and the labour market? In selected industries, the DAAD is laying the foundation for enhanced employability with practical partnerships between businesses and higher education institutions.*

‘In Ghana, Peter Kweku Anowie and his team manufacture shoes under conditions that have not been competitive in the global market up to now,’ says political scientist Sonja Keller of the Bonn-Rhein-Sieg University of Applied Sciences. ‘Shortly before the completion of the first programme phase in 2019, the DAAD instructed an external company to evaluate the bilateral SDG Graduate Schools as one of its key programmes in the field of sustainable development.’

The situation described by Keller is often the norm in Africa. When innovative companies try to pursue new approaches and want to manufacture high-quality, well-made products, they encounter several different problems.

As part of the University-Business Partnerships programme, Keller visited Peter Kweku Anowie’s shoe company on site in Ghana. Her project team is conducting research into the factors that enable companies to be established successfully. In the cooperation project Bet Ghana, Bonn-Rhein-Sieg University of Applied Sciences has teamed up with the University of Cape Coast, companies from Germany and Ghana as well as business associations to jointly install something that functions well in many regions of the world: a value chain that generates sufficient profit locally. The latter is a rare success in Africa.

One reason for this is the very theoretical and academically-oriented training in Africa which often bears no relation to economic activity on the ground. To improve the situation, the DAAD is funding practical partnerships between higher education institutions and companies in six countries. These involve partners from Germany and from the respective African countries.

‘We are funding academic education. It’s not about preparing people for specific jobs, for

example in the technical field. We are supporting the development of curricula for future experts and leaders as well as for company founders. What is important to us is not the use of machines, but their development and the question of how they are deployed in the market,’ says Dr Ursula Paintner, the DAAD’s head of section for Development Cooperation and Transregional Programmes.

The University-Business Partnerships programme is part of the Education and Employment special initiative organised by the BMZ.

In the context of this special initiative, the DAAD is focusing on clusters such as food processing, the automotive industry and the textile sector in six partner countries, with the goal of enabling them to develop their own strengths by themselves in future. ‘The aim is to combine theory and practice for sustainable employment,’ says Paintner.

Meanwhile, shoe manufacturer Peter Kweku Anowie has taken a huge step forward. The KolikoWear website resembles the style of fashion designers in Geneva or Liverpool: sharp graphic design with quirky stylised stick figures, a little eco-friendly, a little bit of streetwear and understatement, everything handmade. The advice obtained through the University-Business Partnerships programme has paid off – only when an entrepreneur sees the bigger picture and receives support is it possible to produce a shoe which can then be sold.

www.daad.de/praxispartnerschaften

www.kolikowear.com

A high degree of relevance is evident at a funding recipient level. Through academic support and access to international networks with renowned scholars, students benefit from mutual inspiration and gain an advantage in the production of high-quality research results.

Preserving biological diversity (SDGs 13, 14 and 15) is a further issue that is central to the DAAD's contribution towards implementing the 2030 Agenda. An important area of focus in 2019 were the eight partnerships for supporting biodiversity funded by the BMZ. Another example of work in this area is the German–Ecuadorian Research Cooperation Programme on Biodiversity and Climate Change (CoCiBio) run by the DAAD in conjunction with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In the programme, researchers from three German–Ecuadorian higher education partnerships are conducting research into sustainable fishing

methods, environmental service systems and genetic resources. ‘This means we are supporting SDG Goals 5, 13, 14 and 15. The DAAD brings many different partners together to devise sophisticated solutions for sustainable development in important areas,’ says Sebastian Sperlich.

EPOS

www.daad.de/epos

Twinning

<https://eqe.ge/eng/static/827>

SDG Graduate Schools

www.daad.de/sdg-kollegs

CoCiBio

www.daad.de/cocibio



› The DAAD–GIZ cooperation CoCiBio supports German–Ecuadorian research collaboration in the fields of biodiversity and climate change.



› Innovative and sustainable – Singapore Botanic Gardens.

Table 2
Programmes to promote development and dialogue in 2019 (selection)

	Number of projects	Number of funding recipients	Expenditure in thousand €
Individual funding			
Development-Related Postgraduate Courses (EPOS)	-	775	8,245
In-Country/In-Region Scholarship Programmes	-	1,168	6,183
1,000 Scholarships for African Students	-	769	4,580
Cooperation projects with the GIZ	2	92	700
Project funding			
Bilateral SDG Graduate Schools	7	260	3,143
Centres of Excellence in Sub-Saharan Africa (with Federal Foreign Office funding)	9	401	2,833
exceed – Higher Education Excellence in Development Cooperation	5	886	4,272
Academic partnerships with developing countries	125	3,103	7,595
Alumni programmes (partly BMZ-funded)	38	1,105	2,317
DIES – Dialogue on Innovative Higher Education Strategies (dialogue and training)	12	848	2,560
Cooperation projects with the GIZ	6	100	964

SPOTLIGHT

A huge continent with enormous opportunities

- *Digitalisation reaches beyond national borders and thus offers great potential for Africa, a continent of vast distances. In this interview, DAAD Secretary General Dr Dorothea Rüland explains how the DAAD uses digital instruments and methods for academic collaboration.*

Africa is the youngest and fastest growing continent, but it is also still the poorest. What does this mean for the work of the DAAD in Africa?

An increasing number of young people in Africa want to study. That's because of the growing population and the encouraging fact that compulsory education is finally taking effect in many countries. The DAAD is doing two things in particular: Because more and better university instructors and lecturers are urgently needed, we are awarding scholarships so that new teaching staff can be trained and existing ones can earn further qualifications. We primarily support students who study in Africa with the In-Country/In-Region Scholarship Programmes. We are also helping higher education institutions modernise their curricula.

Africa is said to be the continent of the 21st century. But Africa is made up of 55 countries, all of which are very different.

Africa is now experiencing the dynamism that Asia has harnessed over the past 20 years. It is a vast continent with huge differences. We have to pay very close attention to this. Africa comprises of strong partners like the Maghreb states and South Africa; countries with high potential like Kenya, Ghana and Rwanda; but also countries that are only just embarking on a development path. Our aim is to reinforce regional cooperation among African countries and assemble tailored strategies for different requirements.

Is digitalisation the key to communicating required knowledge to lots of people very quickly with the aim of turning the poorest continent into the continent of opportunities, as it is often called?

Of course. Digitalisation in the sense of blended and online learning offers very good options for communicating knowledge widely. A good example is our



› DAAD Secretary General Dr Dorothea Rüland

online training course with Stellenbosch University, in which young instructors from southern Africa learn how to supervise doctoral candidates effectively. With this programme, digital technology allows us to overcome Africa's vast geographical distances, create new participation opportunities and achieve very high completion rates for an online course. We are successful because we believe in quality. You have to invest in didactic design and mentoring and be present in chatrooms and virtual classrooms, otherwise digital teaching-learning scenarios do not work.

What else is needed to ensure digital success in higher education cooperation with Africa?

Digitalisation requires major investment in staff who manage and supervise the projects. After all, online courses have to be developed and supported in terms of didactic content. It is not sufficient to simply film a lecture and put it on the internet. Educators have to record specialist knowledge in slots which have to be as short as possible. And, of course, higher education institutions have to be technically equipped with fast Internet connections and Wi-Fi that works, which is very costly.



Where can the DAAD leverage synergies through digitalisation in Africa?

Just one example: In our ten local Centres of Excellence we have courses in various disciplines which have been developed specially for Africa. For the Centres of Excellence in Africa, a digital component has been developed within this programme in order to reach a larger target group and provide the courses in a more sustainable way. All ten centres teach soft skills such as writing techniques and presentation skills in addition to specific specialist knowledge. Each centre does not have to do this for itself – one higher education institution can develop and provide this for all of the other centres, once it has been quality-assured. What's great about digitalisation is that it makes it possible for providers to open up and become more attractive – the more users, the better.

How does the DAAD support digital technology in order to trigger development locally?

Our collaboration with the Gesellschaft für Internationale Zusammenarbeit (GIZ) in the regional innovation hub CENIT@EA is a good example. Local IT-supported solutions are developed for a wide range of applications: for digitally controlled irrigation in agriculture, for diabetes readings in the medical sector or for transport applications. It is positioned regionally in the East African Community (EAC) so that national borders in education can be overcome using digital technology – a great example of collaboration in German development cooperation. The GIZ supports the technical infrastructure and cooperation between the higher education institutions and the regional industry. We organise the knowledge in terms of how to deal with the infrastructure – by strengthening the leading academic institutions through development of their curricula. We contribute specialist expertise from German higher education institutions and provide support via a master's programme in Mobile and Embedded Systems.

Where do you still see a need for improvement for digital applications in higher education cooperation?

We have generally found that study programmes on a local level are very limited. Great projects have been established like YaBiNaPa which, among other things, gives young researchers in Cameroon access to relevant databases and the corresponding technical information which cannot be found in textbooks. Another example is the collaboration between TU Berlin and Wits University in Johannesburg in the field of urban planning. However, we are learning via our projects that our higher education partners are not always able to exploit opportunities.

Why is that?

The problem is inadequate digital infrastructure. The director of a higher education institution in Ethiopia reported that she had increased her institution's Internet speed sixfold for around 400,000 euros. That is approximately the same amount available for both partners per year in a large university partnership run by the DAAD. Still her German partner university in Hohenheim is still much faster. That does not make joint learning and the digital workflow any easier.

How can the DAAD help in this regard?

Customised solutions are required. We help, for example, by offering training and advice on various issues, including technical concerns, via the expertise of German higher education institutions. The Federal Foreign Office is very generous in this respect, and the Federal Ministry for Economic Cooperation and Development (BMZ) as well as the Federal Ministry of Education and Research (BMBF) help considerably. The good thing is that once the conditions are in place, one can quickly think on a larger scale.

www.african-excellence.de

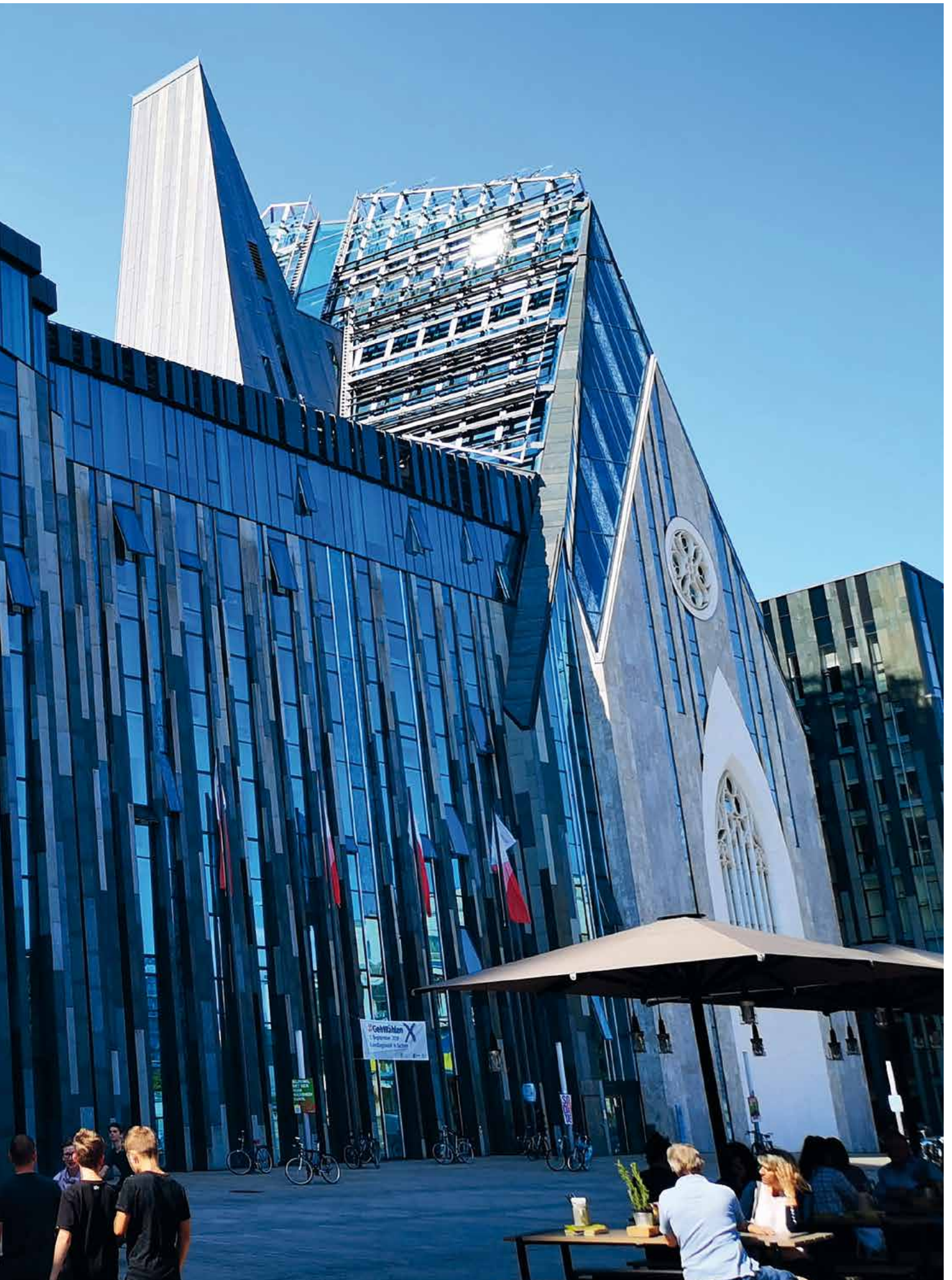
www.cenit-ea.org



3

OUR TOPICS

- GERMAN LANGUAGE AND GERMAN STUDIES
- EUROPEAN COOPERATION IN HIGHER EDUCATION
- INTERNATIONAL RESEARCH COOPERATION
- HIGHER EDUCATION AND RESEARCH MARKETING
- TRANSNATIONAL EDUCATION
- INTERNATIONALISATION THROUGH DIGITALISATION



GERMAN LANGUAGE AND GERMAN STUDIES

- After years of decline, German is becoming more popular again as a foreign language and a language of science and business. Through its range of funding programmes for German around the world, the DAAD offers support for application-oriented fields, in addition to the academic training of German teachers for schools and lecturers at higher education institutions. The DAAD helps to strengthen German as a language of science and academia, and connects both teachers and learners worldwide.

Every five years a survey is conducted by Netzwerk Deutsch to determine the number of German learners around the world. This number decreased steadily from 2000 to 2010. However, the most recent survey conducted in 2015 shows that the number has started to increase again for the first time, with a total of 15.4 million learners worldwide. 'This is consistent with the observations we have made over the past four years,' says Prof Hebatallah Fathy, the DAAD's head of section for German Studies, German Language and Lektor Programme. 'But because the number of German teachers is not increasing as much as the number of German learners, the DAAD is aiming to train more and better lecturers in the future.'

› The Germanists conference in Riga.



Extensive funding portfolio for German teachers

The DAAD offers a number of programmes designed to promote the German language. In the Lektor programme, it supports around 450 individuals worldwide who normally teach the German language and culture at foreign higher education institutions. The DAAD helps them do this by organising a wide range of events in Germany and in their host region, as well by providing up-to-date media for lessons and individual project resources.

In addition, some 870 Ortslektors around the world promote German culture and language with support from the DAAD. The Ortslektors are German citizens who normally teach the German language, literature and area studies at higher education institutions abroad and who are supported in their efforts by the DAAD.

In the Language Assistants programme, the DAAD provides funding to 150 bachelor's and master's graduates which enables them to spend ten months teaching German at a higher education institution in one of 70 countries abroad. The aim is for the assistants to gain practical

experience in teaching the German language abroad and participate in intercultural exchange.

The strong demand for the programme Dhoch3 further illustrates how high the need is for support for German teaching. The programme's on-line study modules are used by higher education institutions globally in the academic training of German teachers. 'Dhoch3 offers foreign higher education institutions eight thematic modules, which are made available on the Moodle learning platform,' says Fathy. 'We had approximately 1,300 users from 79 countries in 2019.'

www.daad.de/dhoch3

With the Germanistische Institutspartnerschaften (GIP), the DAAD supports around 50 partnerships between German institutes worldwide every year. Besides the further education and training of lecturers and university teaching staff, the programme supports the exchange of individuals at all academic levels, joint events and research projects, as well as the development of curricula. 'We also provide financial support for German professional associations abroad and for the exchange of expertise with colleagues from Germany,' says Fathy.

www.daad.de/gip

A look at examples from four regions illustrates the direct impact DAAD funding instruments had on the promotion of German in 2019.



› Prof. Gerhard Lauer,
chairman of the DAAD Advisory Council
for German Language and Literature.

JAPAN: LARGE NUMBER OF ORTSLEKTORS

Japan has no standardised training of German teachers; however, with 170 Ortslektors, there is a very large number of teachers of German nationality at Japanese universities. A focal point in 2019 was the series of five Dhoch3 events held as part of the spring conference of the Japanische Gesellschaft für Germanistik. At the Asiatische Germanistentagung (Asian Germanists Conference) – held every three years in China, Korea or Japan – participants discussed the theme of 'Unity in diversity? German studies between convergence and divergence'. The discussions addressed German studies from the perspectives of literature and the humanities, linguistics and German as a foreign language.



› DAAD President
Prof. Margret Wintermantel
awards the Grimm Prize
to Prof. Yoshiki Mori.



› Opening event of the Lektors' summer meeting in Bonn.

The DAAD's prestigious Jacob and Wilhelm Grimm Prize also went to Japan in 2019. It was awarded to the linguist Prof Yoshiki Mori of the University of Tokyo, thus garnering international attention for the commitment to German studies within the country.

THE BALTIC AND NORTHERN EUROPE: MORE PROFESSIONAL EXPERIENCE, LESS TRADITIONAL GERMAN STUDIES

Networking and the expansion of existing relationships were the central areas of focus of the Germanists conference organised by the DAAD for the Baltic and Northern Europe region in December 2019. Among the topics discussed were models of practice-focused studies and the conversion of programmes from traditional German studies to work-related programmes. The German institutional partnership between Tallinn, Kaunas and Daugavpils is regarded as pioneering because it not only has a focus on cooperation between Germany and the Baltic region, but also on connecting German scholars within the Baltic region itself.

NORTH AMERICA: FURTHER STRATEGIC DEVELOPMENT FOR GERMAN LANGUAGE AND GERMAN STUDIES

In this year's DAAD-funded German Studies Faculty Summer Seminar at the University of Michigan, which took place over several weeks, professors and postdocs from different disciplines discussed the topic of 'Fascism: Politics and Aesthetics'. The expert exchange for cooperation between higher education institutions and intermediary organisations in the field of German covered attractive German programmes, diversity, digitalisation, higher education curricula and career orientation in order



› Plenary speaker Dr Jamil Salmi at the Lektors' summer meeting in Bonn.

TURNING POINTS OF GERMAN HISTORY FROM AN OUTSIDE PERSPECTIVE

One hundred years since the signing of the Treaty of Versailles after the end of the First World War, 80 years since the outbreak of the Second World War, 70 years of the Federal Republic of Germany and the Basic Law, 30 years since the fall of the Berlin Wall – 2019 marked the anniversary of a host of significant events in German history.

The Haifa Center for German and European Studies (HCGES) at the University of Haifa and the Center for German Studies (CGS) in Jerusalem took these anniversaries as an opportunity to invite participants to Israel

for a doctoral conference entitled 'From Versailles to German reunification to the present day'.

In December 2019 doctoral candidates from nine countries discussed trends and developments in recent German history, referring to historical turning points as bases of the discussion.

All are completing their doctorates at one of 20 interdisciplinary centres for German and European Studies. These are based at outstanding foreign universities in 12 countries worldwide and are supported by

the DAAD with funding from the Federal Foreign Office.

The centres primarily train experts in German and European Studies and bring together science, politics and the general public to examine issues relating to Germany and Europe.

'I enjoyed the conference very much. The organisation was excellent and the workshops were productive and rewarding,' says Avner Gershony, doctoral candidate at HCGES. 'I learnt a lot about various eras and aspects of German history. This will help me refine my ideas for my own doctorate.'

Information on DAAD-funded Centres for German and European Studies

www.daad.de/des

Center for German Studies at the Hebrew University of Jerusalem

<https://ef.huji.ac.il/book/daad-center-german-studies>

Haifa Center for German and European Studies

<http://hcg.es.haifa.ac.il/index.php/de>



› Doctoral candidates at the Center for German Studies at the University of Jerusalem.



› Campus Darcy Ribeiro, University of Brasília.

to strategically develop and interlink German support in the region. The DAAD and the Goethe-Institut jointly organised the exchange activities.

BRAZIL: THE MOST LEARNERS OF GERMAN IN LATIN AMERICA

With 150,000 learners of German, Brazil is now the country with the most German speakers in Latin America. Brazil offers a broad-based German language and German studies programme at 17 locations. The Brazilian Ministry of Education and the DAAD have been funding joint online-based German courses at universities since 2016. Following a two-year pilot phase, more than 1,500 learners at 16 universities participated in these courses in 2019. After initial test runs in Curitiba and Rio de Janeiro in 2018, the DAAD and renowned GFL experts developed curricula for Dhoch3 a year later and formulated specific application scenarios. The materials are intended to become part of selected bachelor's and master's degree programmes from 2020 onwards.

During the 'German language week' in mid-April, nearly 800 events promoting the German language and culture took place throughout the country. The DAAD took part in 32 events in 11 cities via its network of Lektors and language assistants.

Support for Brazilian teachers focused on teacher training to meet the high demand for German language instructors. Teachers obtain an additional qualification in German by studying alongside their jobs. Participants in an intensive training course in Leipzig – which they were able to attend thanks to funding from the DAAD and the Federal Foreign Office – returned back home highly motivated with enhanced skills and competence.

Lektor programme

www.daad.de/lektoren

Ortslektor programme

www.daad.de/ortslektoren

Language Assistant programme

www.daad.de/sprachassistenten

Grimm Prize

www.daad.de/de/der-daad/was-wir-tun/preise-auszeichnungen

Germanists conferences

www.daad.de/germanistische-begegnungstagung

Memories of the GDR on Super 8 film

- *The 415 hours of film footage collected in the Open Memory Box capture everyday scenes of life in the GDR beyond the SED, the Stasi and the Berlin Wall – from 1949 up to the end of the 1980s. The world's largest digital collection of private home movies from the GDR is available online in four languages.*

In 2011 Laurence McFalls, a Canadian political scientist and long-time director of the Centre canadien d'études allemandes et européennes (CCÉAE), met documentary film maker Alberto Herskovitz for the first time. Both quickly realised that they shared an interest in the former GDR and went on to pursue this interest in the form of a joint project: a collection of private home movies filmed in the former East Germany. These had not been used before as sources in (popular) scientific examinations of the SED regime. With this film footage, the pair set out to open up a completely new perspective on everyday life in the GDR and break down stereotypes 20 years after the fall of the Berlin Wall.

Since the DAAD had previously supported a pilot project at the CCÉAE in Montreal in 2013 – one of 20 DAAD-funded centres for German and European Studies worldwide, co-funded by the Federal Foreign Office – McFalls and Herskovitz asked the public to send them their old 8 mm home videos. The response was huge. 'We received hundreds of yellow mail crates containing thousands of rolls of film,' recalls Laurence McFalls.

That is when the real work began, supported by the Federal Foundation for the Study of Communist Dictatorship in East Germany, the Canadian Social Sciences and Humanities Research Council, the Federal Ministry of Education and Research (BMBF) and the DAAD as part of the Promoting German and European Studies in North America funding programme financed by the Federal Foreign Office. The material had to be digitalised, viewed and tagged with keywords. The end result was more than 400 hours of video footage.



Laurence McFalls,
professor of political science at
the University of Montréal.

The authentic recordings show everyday scenes from the lives of GDR citizens and reveal the similarities between ordinary life experiences in the West and East: scenes from homes, gardens, weddings, Christmas parties and holidays by the sea. Socialist marching parades and typical East German architecture, on the other hand, present a different reality east of the Wall.

Since the end of September 2019 the world's largest digital collection of private GDR home movies has been freely available online as Open Memory Box. The clips can be explored using various search criteria in German, English, French and Russian. Even though the project is now online, it is by no means finished: new themes and keywords are continually being incorporated. Further short films are also planned in which the protagonists categorise their video clips in a (family-related) historic context and explain the circumstances in which they were created.

www.open-memory-box.de

www.daad.de/des

<https://cceae.umontreal.ca>

SPOTLIGHT

25 years of degree programmes in German in Central and Eastern Europe

- The end of the division of Europe marked the start of a new chapter for academic cooperation between East and West. The opening up of borders also gave rise to new opportunities for German as a language of study. Accordingly, the DAAD launched the Degree Programmes in German (DSG) funding programme in Central and Eastern Europe in 1994.*

With the help of the DSG programme the University of Magdeburg funded the introduction of the Computer Mathematics degree programme at the Belarusian State University in Minsk. The Weihestephan-Triesdorf University of Applied Sciences initiated the Agrarian Management master's programme at the Armenian National Agrarian University, and Hamburg University of Technology launched the Chemical Process Engineering degree programme in Sofia, Bulgaria.

This is just a glimpse of what the DSG programme has made possible thus far. Since the mid-1990s the DAAD has supported the formation of more than 60 degree programmes in German in Eastern and Central Europe, and has funded more than 18,000 students and academics in 15 countries. Russia is the clear leader with around 20 degree programmes in German; Romania is in second place with ten degree programmes.



› Dr Stephan Geifes, head of division
Transnational Education and Cooperation Programmes
in 2019.

Almost half of the funded degree programmes were in law, economics and social sciences in 2019. Nineteen DSGs were in the engineering sciences. This demonstrates the strong reputation that German-language engineering training enjoys in Central and Eastern Europe.

Language and subject-related support in Central and Eastern Europe

The programme supports experts in German-language degree programmes beyond German studies, conveys cultural and regional knowledge about Germany and reinforces cooperation between higher education institutions in Germany and the region. The German universities advise partner universities on the development of curricula. They provide teaching staff who visit the partner university for a block seminar in which they convey subject-related knowledge and technical language to local teachers and students.

‘Generally speaking, the local instructors have good subject-specific knowledge and language skills,’ says Dr Stephan Geifes, who oversaw the programme in 2019 as head of the division Transnational Education and Cooperation Programmes and who is now the director of the National Agency for EU Higher Education Cooperation at the DAAD. ‘However, they need to broaden their technical language skills.’ DAAD Lektors often teach German at the universities too, and thus help students and researchers acquire German language skills.



› Degree Programmes in German (DSG) have been in great demand since the beginning of the programme. By 2019 funding had been provided for 18,000 students and academics in 15 countries.

Other DSG instruments include one-semester and short-term scholarships for students and graduates in Germany, and In-Country scholarships at the home university. Academic personnel, academics and doctoral candidates are invited to Germany for study visits and research stays. The higher education institutions can also obtain material resources and literature with which to equip the degree programmes concerned.

No brain drain but a highly qualified local workforce

In particular, university graduates benefit from the cooperation between German universities and the higher education institutions in the region. Besides receiving a solid academic and technical education, they get to know the German language and culture and are in demand in their home countries as specialist staff and managers after graduation.

‘The DSG is not a brain-drain programme,’ says Stephan Geifes. ‘On the contrary, with the specialist staff and managers who have had a Germany-related education, these countries are building up a pool of well-qualified experts with excellent language skills.’ Evidence that this can evolve into something more can be seen, for example, in Cluj-Napoca, Romania.

The German firm Gühring has opened a research and development centre there, with a total of 140 employees who develop machine tools. The workforce includes graduates of the German-language engineering programme at the Technical University of Cluj-Napoca.

They are very much in demand, not only by the leading global machine tool manufacturer but also by other locally based German and foreign companies. A number of German companies are now involved in the cooperation between the University of Stuttgart and the Technical University of Cluj-Napoca, including Bosch, Daimler, MAN, Siemens and Thyssenkrupp.

The DSG programme builds on the tradition of German as the language of business in Central and Eastern Europe. ‘Promoting collaboration between higher education institutions in Germany and in Central and Eastern Europe was and is an important contribution towards European integration,’ says Geifes.

Information about the DSG programme

www.daad.de/dsg-moegus

EUROPEAN COOPERATION IN HIGHER EDUCATION

- *Things can happen fast in Europe. It took just two years for the idea of establishing 'European Universities' to move to selection of the first pilot projects in June 2019. And there are other positive developments.*

Although there was a focus on criticism and crises prior to the European elections, the election results across Europe and in Germany subsequently provided a great deal of positive momentum. Europeans sent a strong signal at the ballot box: voter turnout was the highest in 20 years at 61.4%. And they mainly voted for pro-European parties. The various symptoms of crisis have not gone away, but the majority of voters reinforced the idea of a united Europe and voted for European cohesion.

Many groups had previously beaten the drum both for the election and for Europe. Strong signs were sent out, for example, by the approximately 100 local Erasmus+ programmes, which had turned the European idea into reality in their region by staging more than 80 events and campaigns in the run-up to the European elections.

The National Agency for EU Higher Education Cooperation within the DAAD (NA DAAD) had also made European cohesion its annual theme prior to the election. Against this backdrop, the NA DAAD and the Academic Cooperation Association (ACA) jointly organised a conference focusing on the universities' responsibility for European values. At the conference, vice-chancellors from all over Europe discussed how universities could promote these values and emphasise their importance for science and teaching.

Growing popularity of Erasmus+

In 2019 the Erasmus budget increased by 25 million euros compared to the previous year and totalled more than 155 million euros. This means it has more than doubled since 2014.

The European Union has become the DAAD's second biggest funding body for the first time, after the Federal Foreign Office. 'We now support 60% of all German scholarship holders with funding from the EU's Erasmus+ programme,' says Dr Klaus Birk, head of the National Agency for EU Higher Education Cooperation within the DAAD until the end of 2019.

More funding recipients, higher scholarships and steps towards greater inclusion

With the additional funding, the DAAD was able to support more study visits by German students and significantly raise scholarship rates. Inclusion is also playing an increasingly important role. Through additional funding measures the DAAD can, for example, support the mobility of students with a level of disability of 30% or more by providing grants. Students with children were also able to benefit from the additional funds. Students from partner countries who study in Germany are now eligible for these grants as well. Since 2019 the NA DAAD has also



› Head of section Wilfried Kraus (BMBF), Agnes Schulze-von Laszewski (DAAD), DAAD President Prof Margret Wintermantel, the award-winning teams from Europe Meets Schools and a local Erasmus programme, Beate Körner (DAAD).

been using national funds to support preparatory trips for students with disabilities.

More funds for mobility with partner countries

A total of 26 million euros, a nearly 20% increase in funding compared to the previous year, was available to German higher education institutions to finance mobility measures with partner countries in 2019. This meant they were able to support more students and higher education staff who study in Africa, Asia and Latin America, or who come from these regions to Germany. The funds predominantly came from various European special budgets. Of these funds, 25% alone was absorbed by German higher education institutions for West Africa. 'That was only possible because the universities launched lots of initiatives and projects for this mobility,' says Birk.

More strategic partnerships

The Strategic Partnerships funding line has existed under the Erasmus programme for a number of years. Its aim is to ensure that higher education institutions can develop innovative curricula, expand their digital skills and establish international relationships. In 2019, 40% more funding was available for this funding line.

This enabled the DAAD to support 29 projects, eight more than in the previous year. A special feature of many projects is that they work across sectors, bringing higher education institutions together with associations, schools, communities and companies.

European Universities

Proof that things can happen fast in Europe is shown by the example of the 'European Universities'. Less than two years after French president Emmanuel Macron proposed the creation of 'European Universities', the selected projects for the first pilot phase were announced by the European Commission in June 2019. Of the 54 applications received, 17 projects – with 114 higher education institutions from 24 member states and Norway – were awarded contracts. The fact that 15 German universities were present among 14 networks underscores the strength of the German higher education landscape.

The European Commission has earmarked 85 million euros for the 'European Universities' project, with each alliance receiving up to five million euros. Given the big ambitions (including common long-term goals, inter-university campus with 50% mobility), funding will be tight. Nevertheless, the alliances with German involvement are enthusiastically getting to

Europe Meets Schools – two reasons to celebrate

- The Federal Ministry of Education and Research (BMBF) has supported the full-time coordination office at the National Agency for EU Higher Education Cooperation within the DAAD for ten years. In 2019 the 2,000th participating guest student was presented with an award.*

European cohesion is the central theme of the Europe Meets Schools (EmS) programme, in which European guest students become ambassadors for their home countries. This means school pupils are able to experience intercultural exchange in the classroom.

The programme is a voluntary undertaking by students from German higher education institutions who are organised in local teams. Last year teams actively operated in 42 cities throughout Germany for the first time. In the 2018/19 academic year the teams assisted with 258 projects run by 262 guest students at 191 German schools. This record number illustrates how important European cohesion is to the younger generation and how willing German students are to engage in voluntary activities promoting European understanding in regional teams.

The DAAD has been responsible for overseeing the coordination of the programme for ten years. Students from German universities had previously set up and organised the programme on a voluntary basis. But growing demand made it necessary to institutionalise the programme. The then executive committee of the Europa macht



› Feeling positive in Berlin: the participants of the Europe Meets Schools annual meeting send European greetings.

Schule e.V. association approached the BMBF – and the Ministry pledged financial support.

The programme has become increasingly popular ever since. And it is all down to the combination of voluntary effort and full-time work that made it possible for the 2,000th guest student – representative of them all – to be awarded a prize in the 13th year of the programme. Paula Sánchez Salvador from Spain stood out due to her exceptional dedication to the project she carried out in a year nine class at Merkur Akademie International in Karlsruhe. She linked the themes of stereotypes and tourism in Spain.

Paula's project represents just one of the many examples of what an EmS project may look like. The variety of topics is huge: in 2019 pupils in Dresden tackled the issue of water in Kazakhstan and considered how this precious resource could be managed responsibly. In a class in Düsseldorf, pupils analysed European coffee culture from a Turkish perspective.

www.europamachtschule.de



› DAAD President Prof Wintermantel and head of section Wilfried Kraus (BMBF) present the awards to the Heidelberg team. This EmS location received the award for its exceptional student engagement.

Jon-Martin Høie presents Norway

What? Pupils address their teachers informally in Norway? That was a big surprise for the pupils in a year six class at Hans-Brügge-mann-Schule in Bordesholm, north of Hamburg. Erasmus+ student Jon-Martin Høie had more surprises up his sleeve in the form of a Norway game with questions that the children could come up with themselves.

He had developed the concept at preparatory meetings of the local EmS team. The team organises the visits, arranges contact and gives students like Jon-Martin Høie tips and tricks. 'How much time do I have and how do I design my project? The suggestions were very good,' says Høie. The Hamburg team organised nine projects with nine foreign students in Hamburg and the surrounding area in 2019.

Hilke Niemann has been part of the team since 2015. Her motivation: 'Pupils ought to be able to broaden their horizons regardless of how much money their parents have. We bring Europe into the classroom,' she explains. At the end of the year pupils, teachers, volunteers and foreign students celebrated the completion of the programme. 'I saw that everyone had gained something from it. That makes you want more,' says Niemann.

[www.europamachtschule.de/
abschlussveranstaltung](http://www.europamachtschule.de/abschlussveranstaltung)



› Event marking the end of the first Hamburg EmS programme year 2018/19.

work (see p78). The German higher education institutions will benefit from the fact that the Federal Ministry of Education and Research (BMBF) has initiated an accompanying national programme. This means that the DAAD is able to support both the projects that were selected and also those that did very well, but were no longer eligible for funding through the EU.

Consolidation of the European Higher Education Area

As part of the bologna hub project, the DAAD organised a Bologna Cooperation Forum in Baku, Azerbaijan in September 2019. One of the core objectives of the bologna hub project is the consolidation of the European Higher Education Area (EHEA) through information, exchange and close cooperation with partners at both the national and European level. Accordingly, the forum focused on the topics of quality assurance, recognition, joint programmes and the European Credit Transfer System (ECTS) on the first day. Higher education representatives from 12 countries used the second day for the purpose of intensive networking and the initiation of further higher education partnerships.

Complete information about Erasmus+ and its projects is available at:

www.eu.daad.de

SPOTLIGHT

European Universities: flagships of European education

- *The European Commission was quick to adopt French president Emmanuel Macron's idea of 'European Universities'. It turned the initiative into a funding line of the Erasmus+ programme and selected the first 17 alliances, including 15 participating German higher education institutions, in 2019. The DAAD is supporting them with an accompanying national programme using funds from the Federal Ministry of Education and Research (BMBF).*

The European Commission has set very ambitious objectives for the selected alliances. By 2025 they are expected to develop an integrated long-term education strategy, build an inter-university higher education campus and address social challenges in teams – using multidisciplinary approaches as well as ideas and solutions that promote innovation.

But what does a 'European University' actually mean? Are all the partners organised under one roof, or do the campuses remain separate? 'We first have to jointly discuss and develop ideas in terms of what European Universities might look like in the future' says Dr Annette Lang, director of the International Office at the University of Bremen and project manager of the YUFE network (see p79).

This makes the accompanying programme European University Networks (EUN), a national initiative, run by the BMBF, all the more important. Financial resources are available both to the German higher education institutions selected at a EU level and also to those that were among the best in the EU ranking, but which were not granted funding due to budgetary reasons. These are intended to help them position themselves better for the next call for applications, like the University of Applied Sciences Würzburg-Schweinfurt (see p79). In addition, the DAAD is putting a range of accompanying measures into effect, such as in the public relations field in order to communicate the benefits of European cooperation.

'Particularly at a time when too little is said about the values and positive effects of Europe, the initiative to create European Universities sends out a positive signal and we would like to reinforce this with our national programme,' says Peter Greisler, head of the Higher Education directorate at the Federal Ministry of Education and Research (BMBF). The selected German higher education institutions – and also those that are expected to apply successfully – will be the first in a pilot phase. They will have to re-think higher education together with colleagues from European partner universities. It will be a challenge, but it may also be very inspiring.

www.yufe.eu

www.fhws.de



› YUFE kick-off meeting in Bremen.

‘The accompanying programme is very important to us.’

Dr Annette Lang
› University of Bremen



The University of Bremen is part of the Young Universities for the Future of Europe (YUFE). The alliance is one of the winners from the first call for applications. What appeals to you about creating a ‘European University’?

We regard ourselves as an international university and we have already implemented many projects with an international focus. However, a ‘European University’ takes internationality to a completely new level. It encompasses the whole university instead of individual elements, and it signifies a new way of studying and co-operating. We are in the role of pioneers. The exchange associated with this is very exciting.

What does this mean when it comes to the actual implementation?

If we intensify exchange, it means there are additional tasks at many levels. The administrative workload will increase should more students from partner institutions come to us, hence we will need more services in the language centre as well as more extensive infrastructure. We have to set up new degree programmes, develop formats and processes, and think about career paths.

Are the funds from the European Commission enough for this?

We are delighted with the financial support provided. However, if we take into account the goals and the associated challenges, the funding is a drop in the ocean. That is precisely why the accompanying national programme is so important to us.

‘We can uphold our commitment to the alliance.’

Dr Daniel Wimmer
› University of Applied Sciences
Würzburg-Schweinfurt



The University of Applied Sciences Würzburg-Schweinfurt (FHWS) and the Alliance of Integration, Inclusion and Involvement (3IN Alliance) were ranked very highly. But they did not receive any funding. What happens next?

We have taken part in the second round and are hoping that we will be selected. The accompanying programme enables us to uphold our commitment to the alliance.

What benefit does a ‘European University’ have for society?

Applied social sciences constitute the core of our alliance. Our main focus is on social work and health care management. We educate care workers in all sectors who will work with people from lots of different cultures in Germany. Factoring in this interculturality from the teaching stage onward and making it tangible for researchers is an important socio-political goal.

Why?

Language is an obstacle, but it is not the biggest. We all have various basic assumptions within us and we need to share these. We want to incorporate these into joint teaching. That’s hard work. It calls for compromises, but at the same time, it is the best thing about the alliance.



› 'Greater cooperation in higher education means an increase in educational and professional opportunities for many young people in the 55 member states of the African Union,' said DAAD Secretary General Dr Dorothea Rüland at the opening of the conference.

PROMOTING EMPLOYABILITY IN AFRICA – INVESTING IN SKILLS

In 2017 around 15 million young people were studying on the African continent; in 2030 there will be twice as many. Their education and integration into the labour market is therefore becoming a key task for African governments. The question of how to go about this was discussed by the 400 attendees of the EU–Africa conference 'Investing in people, by investing in higher educa-

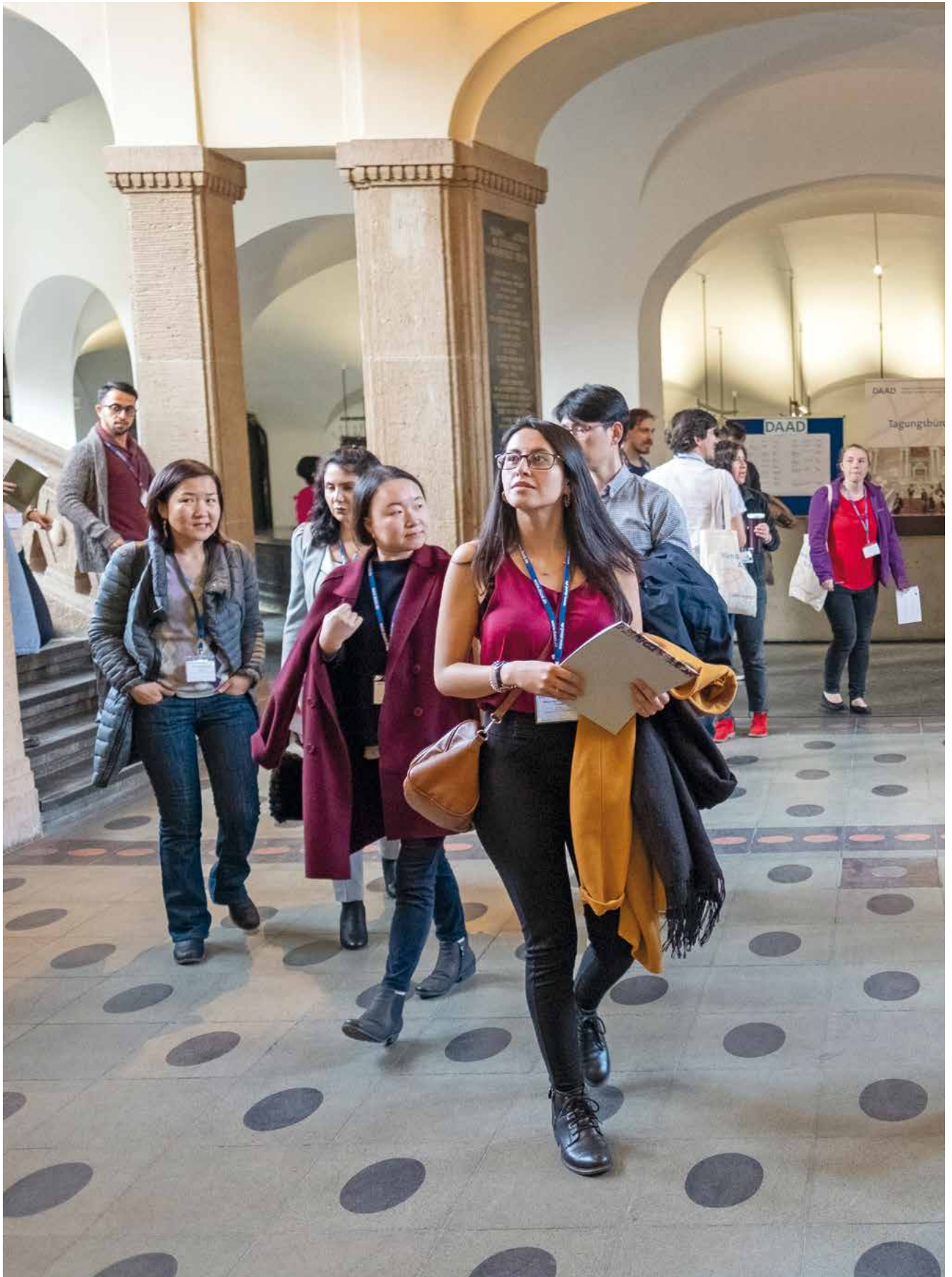
tion and skills in Africa' which took place in Brussels in October 2019.

The conference was organised by the European Commission, the African Union, the British Council, Campus France, Nuffic and the DAAD. 'If we want to bring about development, we must also enhance our capacity to educate highly qualified men and women appropriately,'

said keynote speaker Prof Narciso Matos, deputy vice-chancellor of the Polytechnic University in Mozambique and DAAD alumnus. At the end of the conference, the attendees recommended that skills and higher education should be a core component of the EU–Africa summit of heads of state to be held in 2020 in Brussels.

Conference website

www.daad-brussels.eu/5ztIR



INTERNATIONAL RESEARCH COOPERATION

- *The DAAD supports the international cooperation of researchers, funds visits abroad and provides material resources for the promotion of research. The global topics of the future – climate change and artificial intelligence – are becoming increasingly important as DAAD funding priorities.*

With its wide range of activities and presence around the globe, the DAAD is able to bring together competent cooperation partners from all over the world. This competence is essential in order to ensure that relevant research topics are developed internationally and new solutions are initiated.

Climate change and artificial intelligence are changing the future for everyone. They raise complex research questions, are highly relevant issues worldwide and are thus particularly important to the DAAD.

For most DAAD funding opportunities, the region or topic is not defined. Applicants are free to choose the focus of their work and the best destination country in which to pursue it. This offers researchers the freedom to pursue completely new research topics and approaches.

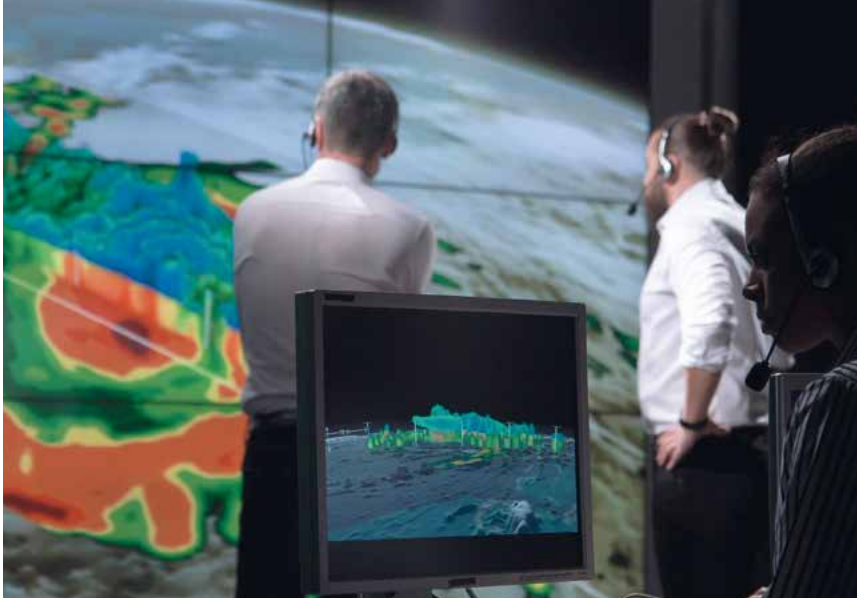
To spark young peoples' interest in research and international research cooperation, the DAAD supports research-related projects at a much earlier stage than the doctoral and postdoctoral phase – its Research Internships in Science and Engineering (RISE) programme is aimed at young students.



› RISE promotes networking and helps participants find research partners early on in their lives.

Developing synergies for climate change

The effects of climate change affect industrialised countries just as much as emerging and developing countries. However, the latter have far fewer resources at their disposal with which to take forward research, develop solutions and implement suitable countermeasures. This is where the DAAD steps in, funding research projects that contribute towards understanding climate change and exploring options to alleviate its impact.



› Researchers analyse a hurricane.

One of the ways in which the DAAD supports research on climate change in Germany is through the programme Make Our Planet Great Again – German Research Initiative (MOPGA-GRI). It offers outstanding academics from all across the world the opportunity to establish a research group in Germany which focuses on the most pressing issues in this field. A special feature of this programme is the close cooperation with France, whose president, Emmanuel Macron, launched the initiative ‘Make Our Planet Great Again’ as a response to the withdrawal of the US from the Paris Agreement.

The challenges are particularly acute in emerging and developing countries. Huge areas are affected. The highly complex nature of the affected habitats makes impact assessments difficult, and research is challenging because of the inadequate research infrastructure and the sometimes unstable political and economic circumstances.

Many DAAD programmes and projects are helping higher education institutions in partner countries build fundamental technical knowledge, create awareness of the importance of research and develop the necessary infrastructures. For example, the graduate schools, initiated and funded by the DAAD, are working towards these aims with a focus on the

Sustainable Development Goals (SDGs), as are the Centres of Excellence.



› RISE alumni meeting in Frankfurt am Main.

‘It’s about the future of our Earth’

- *In 2018 thirteen German projects in a German–French Excellence Initiative began their research into climate change-related issues with Make Our Planet Great Again – German Research Initiative (MOPGA-GRI).*

2019 will perhaps go down in history as the year in which humans finally realised the magnitude of the challenges facing them if they want to ensure the long-term survival of the human race on the planet. ‘The issues have never been more pressing,’ says Dr Dorothea Rüland, Secretary General of the DAAD, at the initiative’s kick-off conference in Paris. ‘This is illustrated by recent events like the fires in the Amazon rainforest and the federal government’s package of climate policies. It is also clear that humanity will not be able to master these challenges without the help of science.’

With MOPGA, France and Germany have initiated top-level research with the aim of tackling climate change. The five-year programme, for which the Federal Ministry of Education and Research (BMBF) is providing 15 million euros in funding, is based on an initiative first proposed by French president Emmanuel Macron.

The BMBF embraced the initiative and established a German counterpart programme, the German Research Initiative (GRI). Together with France, Germany is strengthening research in the three clusters of climate change, energy transformation and earth system research.

One of the 13 German projects involves research into aerosol particles and is led by Dr Matthias Tesche in Leipzig. MOPGA-GRI has given Tesche the opportunity to establish a team of six researchers with whom he will work over a period of four years to investigate the impact the concentration of aerosols has on cloud formation. This is a field that is central to the study of climate change, but which has remained relatively unexplored up to now.

‘Carrying out a project of this size feels like winning the lottery to me and my team. With funding now guaranteed for four years, we can



› MOPGA kick-off conference in Paris.

investigate the key processes involved in cloud formation,’ says Tesche. Previously the meteorologist was only able to work with data from satellites that orbit the earth. He now plans to make use of geostationary satellites, which provide more images: ‘We will now have a much better understanding of how clouds form,’ he says. Like all the other top-level researchers, he will feed his results into the project and discuss them together with the 55 German and French research teams. ‘The great thing is that we are forced to look beyond the boundaries of our own research and take into account the basic research of the other teams,’ says Tesche.

MOPGA-GRI further contributes to the internationalisation of German higher education institutions and the participating non-university research institutes. ‘Through MOPGA-GRI we attract highly qualified academics to Germany,’ says Dr Dorothea Rüland. ‘We connect them with researchers all over the world, which means they also act as ambassadors for Germany and Europe.’

www.daad.de/mopga-gri

www.fona.de/de/massnahmen/internationales/mopga-gri.php

ClimapAfrica: postdocs conduct research into climate change

The new funding programme Climate Research Alumni and Postdocs in Africa (ClimapAfrica) is entirely focused on climate change. It supports research projects conducted by junior researchers with postgraduate doctoral degrees in western and southern Africa.

A particular feature of the programme is that the working groups of postdocs regularly discuss their research projects with African alumni of German funding initiatives. The alumni use their specialist expertise to support the postdocs, and create a connection to the regional challenges. They bring in their own networks and advise the junior researchers with the aim of introducing new professional and scientific perspectives.

Artificial intelligence: the key to economic success in Germany

The second major future-oriented topic is artificial intelligence (AI). Expectations in terms of research in this field are very high. By building on new theoretical approaches from the fields of computer science and applied mathematics, the aim is to achieve huge increases in efficiency

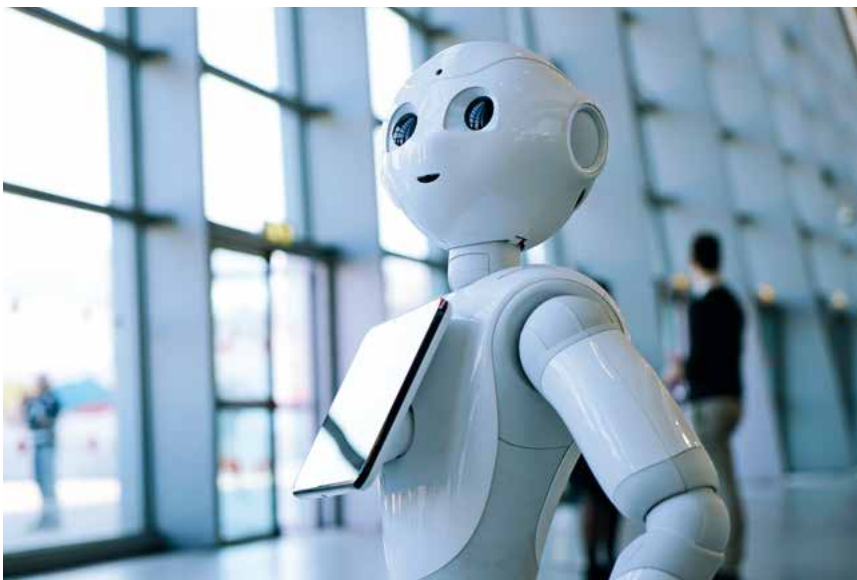
and develop new products. Success in the field of AI is considered a prerequisite for maintaining German economic performance.

AI is a dominant research topic around the world. Junior researchers can therefore choose from a wide range of options. The US and China are regarded as the most successful research nations in this field, which means Germany needs to make itself more attractive as a location for AI research.

The DAAD is actively involved in a number of areas. It manages the Research in Germany campaign in conjunction with the German Research Foundation (DFG) and the Fraunhofer-Gesellschaft. The campaign promotes Germany as a research and innovation location around the world and provides a forum for international exchange and cooperation. The DAAD coordinates the five German Centres for Research and Innovation (DWIH) abroad, which chose artificial intelligence as their main topic of focus in 2019. The DWIH carried out a wide range of activities in 2019 that were designed to provide insight into Germany's high level of performance in this field.

www.research-in-germany.com

www.daad.de/climapafrica



› Pepper the robot in the Futurium in Berlin – utopia or future?

SPOTLIGHT

Global DWIH cooperation on artificial intelligence

- The five German Centres for Research and Innovation (DWIH) are situated in strategically important locations around the world: New York, Tokyo, New Delhi, Moscow and São Paulo. They work at the interface of science and business and are therefore part of the innovation system. The DWIH aim to lay the groundwork for future collaborations. Artificial intelligence was the annual focus for all DWIH in 2019.

The DAAD assumed overall responsibility for the five German Centres for Research and Innovation in 2017, in line with the federal government's strategy for internationalising science and research. The DWIH serve as platforms for international exchange and hubs for activities at their respective locations. They aim to enhance the visibility of German top-tier research around the world, convey knowledge in both directions, advise scientists and research companies on cooperation opportunities, and connect key actors with each other.

In doing so, they meet a real need. Previously the representative offices of German institutions often worked side by side, at times without any contact with each other. 'The five DWIH support German innovation stakeholders and their partners in international and interdisciplinary exchange,' says Dr Michael Harms, director of the DAAD's Communications department, summing up the mission of the DWIH. 'They com-



› 'Smart intelligence' for energy supplies of the future? Also a topic at the DWIH New York.

municate knowledge obtained at their location to interested parties in Germany and vice versa. This allows them to see where various experts are located and, in turn, what networks these individuals can offer.'

Valuable alumni networks

The DWIH New York, for example, essentially focuses on transatlantic exchange, explains Benedikt Brisch, DWIH director and director of the DAAD's New York Regional Office. 'Our aim is to facilitate dialogue between stakeholders from the German and the American innovation landscape.' To achieve this, he says, the first thing that needs to be done is 'to make the strengths of German research expertise visible'. The successful model of the German SME sector is another topic of great interest for Americans in the US. Moreover, the DWIH provides information on the role of German companies in the innova-





› From New York and São Paulo to Moscow, New Delhi and Tokyo – the German Centres for Research and Innovation showcase Germany's innovative strengths to an international audience.

tion process, as well as on the phenomenon of German 'hidden champions'.

DAAD alumni and their networks are very valuable. 'At almost all American universities, we can reach out to alumni who have had the opportunity to study and conduct research in Germany thanks to DAAD funding.' Benedikt Brisch says alumni are important not least because they help him promote the German research landscape in authentic ways. 'Needless to say, it is all the more convincing and effective when alumni go to the universities here and tell their peers all about their personal experiences in Germany.'

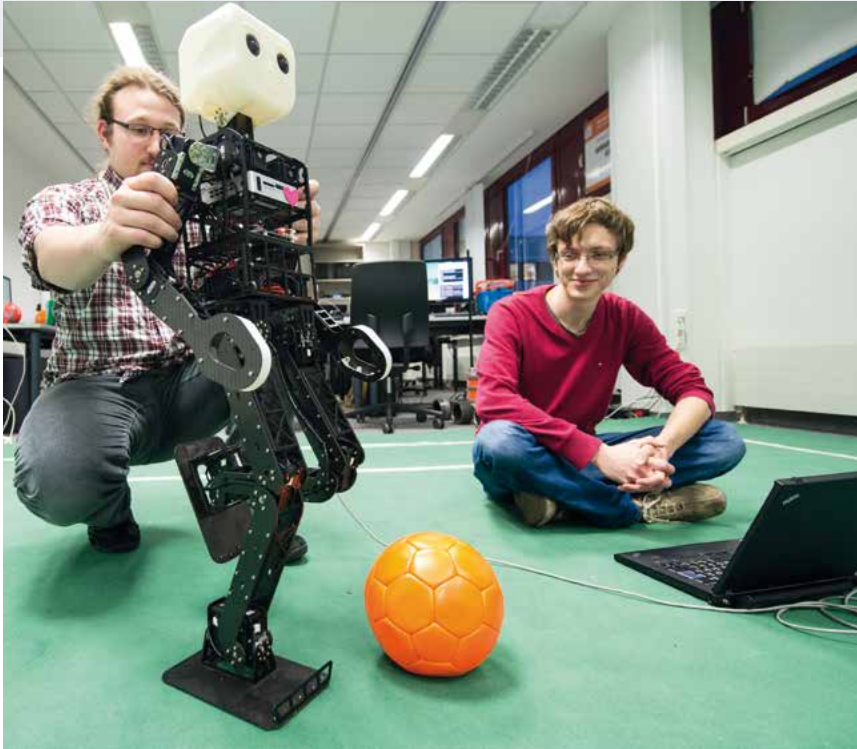
Artificial intelligence: an annual focus

The events relating to 2019's annual focus demonstrated how well the DWIH have been received. Artificial intelligence (AI) was the annual focus selected for 2019 by the DWIH board of trustees which – in addition to leading institutions from the German research landscape – includes the Federation of German Industries (BDI), the Association of German Chambers of Commerce and Industry (DIHK), the Federal Ministry for Economic Affairs and Industry (BMWi), the Federal Ministry of Education and Research (BMBF) and the Federal Foreign Office (AA). AI is one of the key technologies of the 21st

century and will fundamentally change people's lives. All five DWIH organised a wide range of AI events, with many attended by distinguished representatives from the business as well as from the academic sector.

The DWIH highlighted the variety of thematic areas and multitude of applications in the field of artificial intelligence. The DWIH São Paulo supported an event on humanoid robots organised by the Freie Universität Berlin, and the DWIH Moscow organised a German–Russian scientific forum on AI in conjunction with the German embassy and the Moscow Institute of Physics and Technology (MIPT). The DWIH Tokyo demonstrated the crucial importance of AI for healthcare, while also remembering to focus on the ethical values on which AI strategies should be based. The flagship event in New York was the Future Forum organised by the DWIH, the overall aim of which was the demystification of AI. The DWIH New Delhi invited leading researchers and a wide range of stakeholders from German and Indian companies to a symposium on the future of work. At the event, participants discussed how AI would change working environments and thus also the people in them.

'We should not be afraid of artificial intelligence,' says Prof Joachim Hornegger, president of the University of Erlangen-Nürnberg (FAU) and key-



› Training for the next Robot World Cup.

note speaker at the German–Brazilian Innovation Congress organised by the German–Brazilian Chamber of Industry and Commerce in São Paulo, in which the DWIH São Paulo plays a significant role every year. ‘I suspect that it will change our lives more radically than we can imagine today. AI will also become an indispensable research tool. It is crucial for many sectors of the scientific community to analyse large quantities of data.’

The DWIH focus in 2020 is ‘Cities and Climate’. AI will play an important role in terms of offering solutions to the challenges of urbanisation and climate change.

www.dwih-netzwerk.de/de/jahresthemen-der-dwih/weltweite-kooperationen-zur-kuenstlichen-intelligenz



For the past four years the DAAD has organised the Postdoctoral Researchers Networking Tour (Postdoc-NeT) – an annual information tour focusing on specific research topics for the benefit of outstanding international junior researchers.

It intends to provide participants with useful insights regarding the German science landscape and offers participants specific opportunities for future research cooperation and research stays in Germany.

AN ARTIFICIAL INTELLIGENCE TOUR OF GERMANY

Germany is on par with the USA, China, Japan and the UK when it comes to offering highly attractive opportunities as a research location – and the Postdoctoral Researchers Networking Tour 2019 proved it. Over the course of a week, it gave 23 international junior researchers valuable insights into the innovative ways in which stakeholders in academia and industry are dealing with artificial intelligence and Industry

4.0 in Germany. The participants also learned more about academic and professional development opportunities in Germany.

During the week-long tour, the researchers visited leading universities, research institutes and private companies. 'Education in Germany is among the best in the world, and I don't know any other country that is so focused on application-ori-

ented research,' says Dr Chao Liu, who works at Cardiff University in the UK.

Over the next four years, the new BMBF-funded project Postdoctoral Networking Tour in Artificial Intelligence (Postdoc-NeT-AI) will enable two such tours to be conducted per year. It will tie in with the formation of an international network of AI researchers.

www.daad.de/postdocnet

Table 3
Programmes to promote the internationalisation of research in 2019 (selection)

	Number of projects	Number of funding recipients	Expenditure in thousand €
RISE – Research Internships in Science and Engineering	-	656	2,008
Travel Grants for Conferences or Invited Lecturers	-	1,923	3,010
Postdoctoral Researchers International Mobility Experience (P.R.I.M.E.)	51	51	2,198
PPP – Programme for Project-Related Personal Exchange	671	2,083	3,671
International Doctorates in Germany for All (IPID4all)	24	769	1,821
Strategic Partnerships/Thematic Networks	21	854	2,463
Graduate School Scholarship Programme (GSSP)	42	340	4,912
Centres of Excellence in Research and Teaching abroad	5	354	1,594
Franco-German Fellowship Programme on Climate, Energy and Earth System Research	13	32	2,934

Different perspectives from the worlds of academia and politics on our shared experience of world history

- *The DAAD-funded research group 'The United States, Europe, and World Order' has produced two high-calibre publications focusing on NATO and on the changing world order in the period following the Cold War.*

In 2018, with support from the Federal Foreign Office, the DAAD began funding the Helmut Schmidt Professorship at the Henry A. Kissinger Center for Global Affairs located at the renowned Johns Hopkins School of Advanced International Studies in Washington, D.C. Forming part of the programme is the research project 'The United States, Europe, and World Order'. The project team includes six DAAD-funded post-doctoral fellows from Germany, other European countries and the USA, each of whom is conducting research for a ten-month period.

Helmut Schmidt Professor Dr Kristina Spohr and Prof Daniel S. Hamilton, who lead the project, published two first-rate books in 2019 examining the role of NATO and the changed world order in the 1990s: 'Open Door: NATO and Euro-Atlantic Security After the Cold War' and 'Exiting the Cold War, Entering a New World'.

The two books offer an unusual blend of memoirs by high-ranking decision-makers of the time and contributions from scholars, including DAAD-funded postdoctoral fellows. In each book, this turbulent period is analysed partly by drawing on newly declassified archival sources.

The content composed of memories, considerations and concerns of former senior officials



› Helmut Schmidt Professor Dr Kristina Spohr



› NATO headquarters in Brussels.

from the United States, Russia and Western and Eastern Europe is exclusive and thus particularly fascinating. It is, after all, a rare occurrence for the protagonists of the opposing Cold War powers in East and West to agree to participate in a collective publication. Even today the main actors' views of world history, which was jointly made and jointly experienced 20 to 30 years ago, are by no means alike.

As former US Secretary of State Madeleine K. Albright writes in her foreword: 'One did not have to be a native of the region to see the logic of NATO opening its doors again to new members. After four decades of Communist subjugation, the nations of Central and Eastern Europe were eager to join an enlarged NATO.'

‘One did not have to be a native of the region to see the logic of NATO opening its doors again to new members.’

Madeleine K. Albright, former US Secretary of State.

The former Russian foreign minister Andrei Vladimirovich Kozyrev, who began his career in the Soviet Foreign Ministry in 1986 and who provides his view of things several dozen pages after Albright under the title ‘Russia and NATO Enlargement: An Insider’s Account’ would most certainly not agree with this. Who wants to be described as a ‘Communist subjugator’?

This reading matter is also enlightening for current political discourse in which NATO and world order are intensively discussed. After all, the saying goes that ‘only those who know the past can understand the present and shape the future’ (August Bebel).

Both books can be downloaded free of charge from the Internet.



› Madeleine K. Albright, 2014, Washington D.C.

Daniel S. Hamilton and Kristina Spohr

Open Door: NATO and Euro-Atlantic Security After the Cold War

<https://transatlanticrelations.org/publications/open-door-nato-and-euro-atlantic-security-after-the-cold-war/>

Daniel S. Hamilton and Kristina Spohr

Exiting the Cold War, Entering a New World

<https://transatlanticrelations.org/wp-content/uploads/2019/10/00-frontmatter.pdf>



› A symbol of the Cold War: Checkpoint Charlie in Berlin.

HIGHER EDUCATION AND RESEARCH MARKETING

- *Virtual or face to face? The answer is both. Students and researchers want close support and individually tailored information. Digital technologies can be very helpful in this regard. However, they cannot replace the personal approach.*

Germany has an excellent reputation as a re-search nation. The first-rate education system is rated highly by international students, as is the relatively low cost of living. This was the positive message delivered by the 2018/2019 International Student Barometer (ISB), in which 17 German higher education institutions participated with support from GATE-Germany.

Nevertheless, there is still room for improvement. For example, foreign students would like more information about employment opportunities in Germany after they complete their studies. For many, the chance of getting a good job is a key factor when deciding which country to study in. Many international students would also like more support when it comes to their arrival in Germany, their search for accommodation and then settling into the host country. The findings of the ISB point in a clear direction: it is necessary to manage expectations effectively

so that international students understand what they can expect at a German higher education institution. There is also scope for improvement when it comes to the care and support of foreign students. All parties involved have a strong interest in reducing the relatively high drop-out rate among international students.

Personalisation

‘We need to move with the times because the expectations of prospective students have changed a lot. Our experience has shown that young people are less willing to read detailed texts because of the overwhelming mass of information they receive. Instead, they want everything to be individually tailored,’ says Dr Ursula Egyptien Gad, head of the DAAD’s Marketing division and the GATE-Germany office. This applies both to foreign students and to people from Germany who want to study abroad.

‘We need to move with the times because the expectations of prospective students have changed a lot.’

Dr Ursula Egyptien Gad,
head of the Marketing division and the
GATE-Germany office.

To address this issue, the DAAD Marketing division is developing personalised information and a customised approach for target groups. The interactive platform My GUIDE went online at the end of 2019, bringing about a paradigm shift in marketing. The platform significantly reduces the amount of time and effort international



› Experiencing virtual reality at the GATE-Germany Marketing Congress.

students spend on searching for information and provides results tailored to their needs.

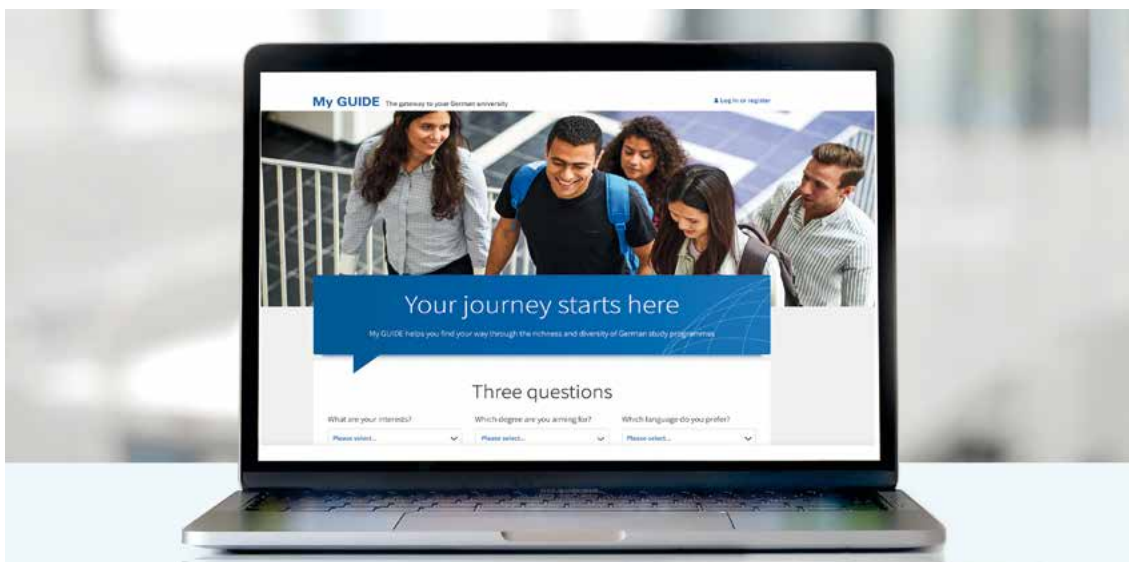
On www.myguide.de users enter details of their study-related interests and their educational background. My GUIDE compares the results from the degree programme search with the admission requirements and filters the results accordingly. When prospective students have found a degree programme that is right for them, they can contact their chosen universities using a contact form containing their profile data and particular concerns. Specific enquiries are dealt with in a structured dialogue between the prospective students and the advice offered by information centres at the German

universities. 'Students decide for themselves which universities to send their enquiries to. We are aiming to gradually expand the functionality of My GUIDE in consultation with German universities. It is conceivable, for example, that international students receive personalised information about accommodation or scholarship programmes in the future,' explains Egyptian.

Virtual interaction and real-world presence

Virtual interaction opens up a host of new ways for the DAAD to provide comprehensive information to students. For example, the DAAD offers an increasing number of web-based seminars for different target groups. The DAAD presented short films containing virtual reality elements for the first time at the GATE-Germany Marketing Congress. Such films can convey an interactive and tangible impression of a higher education institution to viewers (see p98).

The face-to-face approach is losing none of its importance – on the contrary. People who have obtained information virtually also like to get a personal impression of the potential host country. Because of the latter, personal meetings with representatives from German higher education institutions and the DAAD continue to be a very important factor in prospective students' decisions about whether to study in Germany.



› My Guide: the new service platform helps foreign students find the right degree programme and assists higher education institutions in finding the most suitable students.

SPOTLIGHT Study in Europe

- *Diversity is one of Europe's key assets – not least in its higher education landscape. To attract students from around the world to this diverse continent, it is essential to provide understandable and compelling information. That is the mission of the Study in Europe project, which the DAAD is implementing in a consortium together with five partners.*

The European Higher Education Area continues to attract the most international students. However, competition is growing because countries like China, Canada, Russia and Malaysia are driving forward the internationalisation of their higher education institutions. This competition for the best young talent is very important for the European economic area.

The European Commission wants to emphasise the attractiveness of European universities and higher education institutions within the Erasmus+ community. The European Commission has launched the Study in Europe campaign precisely for this purpose. The calls for applications for phase I (2015–2017) and phase II (2018–2020) were won by a consortium comprising of six European higher education agencies, one of which was the DAAD.

‘We showcase the diverse opportunities offered by the higher education institutions in all Erasmus countries to students all over the world,’ explains Dr Guido Schnieders, head of Interna-

tional Higher Education Marketing at the DAAD. To do so, the consortium organises virtual and face-to-face education fairs, creates media for different target audiences, maintains the Study in Europe portal and uses social media.

Each member of the consortium bears responsibility for specific tasks and contributes its own particular strengths in certain areas. ‘The Estonian partner has digital skills, the British Council has marketing knowledge and we contribute our expertise in virtual formats,’ says Schnieders. The DAAD used this expertise for the first time in 2019, for example, to organise a series of web-based seminars for Africa.

The web-based seminar series was primarily aimed at students from Egypt, Kenya and Tunisia, although other participants were also welcome to join. Over a period of three days, higher education agencies from 13 Erasmus countries presented information about their higher education sector. ‘Our web-based seminar series allowed us to address prospective students in Africa using a virtual format for the first time,’ says Schnieders. Around 4,500 interested people registered; more than 1,000 actively took part, addressed questions to the relevant agencies and requested further information.

Most of the higher education agencies were delighted with the amount of feedback they received. That was not the sole reason why the web-based seminar series was a success. The virtual format meant that smaller countries also had the chance to present the diverse range of opportunities available at their higher education institutions.



› Study in Europe exhibition in the Ukraine.

‘There are many advantages associated with Europe and its higher education landscape.’

Johanna Hellwig
› Campus France



Campus France coordinates the work of the Study in Europe consortium members. Johanna Hellwig is responsible for the project at Campus France. In this interview, she talks about visibility and the advantages of small countries.

Why has the European Commission launched the Study in Europe project?

The project promotes the 34 Erasmus+ programme countries. Some of them have been pursuing international marketing strategies for their higher education institutions for a long time. Smaller countries find this more difficult to do and perhaps have less experience or fewer resources at their disposal. The Commission launched the Study in Europe project to ensure that all the countries involved become more visible in an international context.

Why is it important for Europe to become more visible?

Europe is the region of the world that currently attracts the most international students, but non-European countries are also actively pursuing strategies designed to help them recruit international students. Europe wants to keep up. There are many advantages associated with Europe and its higher education landscape, its different cultures and languages, and the wide range of degree programmes and funding programmes in the higher education sector. The right solution can be found for anyone interested in studying in Europe.

Communicating diversity is challenging too – there are numerous differences, aren't there?

Presenting Europe as a single entity is certainly a challenging task. Even though many rules and reg-

ulations have been harmonised there are still many differences – often it is simply not possible to provide a single answer that applies to all 34 countries. For Study in Europe, this means taking many different factors and perspectives into account. Europe offers excellent higher education, many countries have low or no tuition fees and Europe is one of the world's safest regions for students.

The DAAD organised a series of web-based seminars for Africa in 2019. Why?

One of the aims of the project is to enhance the visibility of the European higher education system in countries where there have been few European campaigns up to now, including those in Africa. That's why the DAAD hosted the series of web-based seminars in Africa last year, and Campus France organised an exhibition in Ethiopia. Nuffic will arrange an exhibition in Nigeria in 2020. It is up to the relevant decision-makers themselves to decide whether a national agency or European higher education institutions take advantage of these offerings. Not all countries focus on Africa when recruiting students because each country pursues its own priorities.

What is special about the cooperation within the consortium?

Each partner organisation contributes its own particular expertise, which means between us we have a broad range of activities that are designed to promote European higher education as effectively as possible. The exchange of information and ideas on common issues is interesting too, of course. Sharing these experiences is fascinating. Some of the organisations involved have been co-operating for many years now. So we know each other well, and get together on a regular basis. At our last meeting in December 2019 a participant said it was almost like a family reunion.

https://ec.europa.eu/education/study-in-europe_en

‘We need both formats, and they must be well coordinated with each other,’ says Egyptian.

One concept that has proved to be effective, for example, is attendance in person at fairs with German higher education institutions every two years, as well as reaching out to target groups with the help of web-based seminar series and virtual fairs. For the first time in many years GATE-Germany did not host a large German pavilion with German higher education institutions at the China Education Expo in 2019. Instead, it organised a virtual exhibition. GATE-Germany is now successfully implementing the combination of in-person attendance and virtual events around the world.

Students inform students

The Study in Germany – Land of Ideas campaign provides information about living and studying in Germany. The latter encompasses a changing line-up of blogs written by international students which are posted at study-in-germany.de or are published on the campaign’s Facebook page. ‘We want to reach out to the target audience directly and on a personal level,’ explains Egyptian.

In the campaign’s video blogs, international students talk about their everyday lives and their studies on a weekly basis. For one semester Christine Talens (Philippines), Shu Yuan Huang alias Joseph (Taiwan) and Ivan Stoyanov (Bulgaria) reported on their lives as students in

Karlsruhe and what they did in their free time in the city. This kind of authentic, visually presented content communicated from peer to peer is in line with the viewing and user habits of the younger generation.

The international video bloggers convey a personal perspective, which users can relate to. Smaller higher education institutions are able to raise their profile in this way, as is the case in the old Hanseatic city of Wismar where the video blogger Sharon Peña Barrón from Mexico is studying product design. Everyone benefits from her vlog. The city receives media coverage, the DAAD has won the special prize for Best Image Video at the 2019 ZEIT Career Award with the video produced by Sharon Peña Barrón, and international students are enjoying the direct approach.



› Via video blogs international students offer an authentic insight into their everyday lives and their studies on a weekly basis.



› Participants of the Innovation Week – the Sustainable Development Goals were an important topic.

New format: Innovation Week for science entrepreneurs

Held for the first time in 2019, the Innovation Week enabled 15 young international researchers with scientific start-up ideas to undertake one week of intensive training. Being a part of the Research in Germany – Land of Ideas campaign, the week was organised by the DAAD and the Alliance of Leading Universities of Technology in Germany (TU9). The seven female and eight male researchers came from 13 countries. They took part in workshops in which they practised pitch situations, learnt facts about intellectual property, spoke to entrepreneurs during network meetings and presented their business ideas.

Charlotte Abena Benyarku from Ghana is aiming to obtain high-grade fuels from vegetal waste,

while Riku Yamada is developing a new composting process using the black soldier fly. The information and activities were enthusiastically received by the budding entrepreneurs. The next event is already planned.

www.myguide.de

www.gate-germany.de

www.research-in-germany.org

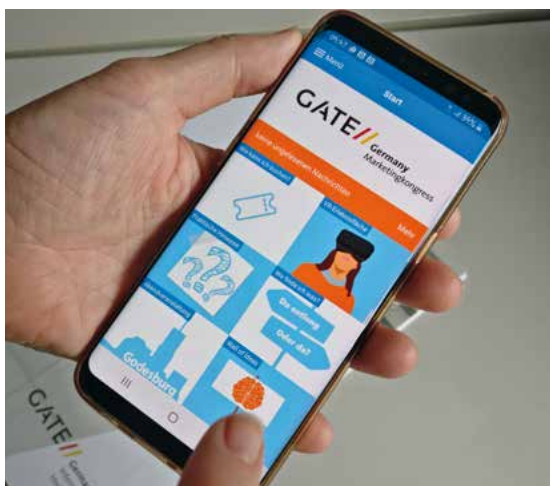
www.study-in-germany.de

Blog

www.study-in-germany.de/blog

YouTube

www.youtube.com/c/StudyinGermany_de



Virtual and augmented reality: an immersive experience

- Marketing experts discussed international higher education marketing trends at the GATE-Germany Marketing Congress in July 2019. The potential uses of virtual technology were of particular interest.

The use of virtual formats in higher education and research marketing has become a much-discussed topic. Virtual reality (VR) is the term used to describe a virtual environment in which viewers can immerse themselves using VR glasses and look around in all directions. In augmented reality (AR) the real-world environment is enhanced with virtual content. These techniques can be used to open up inaccessible places, for example.

The cleanroom laboratory at the University of Kiel's nanosystem technology competence centre may only be entered by people wearing special clothing because it is vital that the air remains completely free of dust. 'We cannot take visitors into this area,' says Dr Julia Jedtberg, the competence centre coordinator. 'However, we wanted to give future doctoral candidates an insight into our research activities. We successfully managed to do this using a 360-degree virtual reality video.' The situation can be experienced even more authentically by watching the video through VR glasses.



› How may elements of virtual reality be used for higher education and research marketing?

'The production of virtual formats has become much simpler,' says Dr Torsten Fischer, head of press and public relations at the Helmholtz-Zentrum Geesthacht. The Helmholtz-Zentrum was one of the institutions to pioneer the use of VR in scientific communication in 2015. The 'Clockwork Ocean' project involved measuring eddies in the ocean. The research trips were documented on film and 360-degree videos were created which can be viewed with a 'Cardboard' – VR glasses made of cardboard into which a smartphone is inserted.



- › The DAAD Marketing Congress – national and international marketing experts, directors of DAAD offices around the world and colleagues from other higher education institutions gather to discuss trends and developments in international higher education and research marketing.



‘The production of virtual formats has become much simpler.’

Dr Torsten Fischer, head of press and public relations at the Helmholtz-Zentrum Geesthacht.

VR and AR are being used to enhance other instruments in marketing. ‘The question is not whether VR or AR is the right format, but what the project or campaign is aiming to achieve. The rest is the choice of tool,’ says Dr Leif Oppermann, head of Mixed and Augmented Reality Solutions at the Fraunhofer Institute for Applied Information Technology FIT. ‘VR and AR must be integrated into an overall process. Can I expand the application? How do I service it?’ says Oppermann. He helped the DAAD produce VR videos for international higher education and research fairs. These give prospective students a glimpse into German higher education institutions. When viewers put the VR glasses on, they feel as if they are actually standing in the laboratory with the professor and students.

These and other VR videos and AR applications were presented to attendees of the Marketing Congress, who were very satisfied with the event programme and organisation. Positive comments were made about the wide range and topicality of the subjects presented, the quality of the speakers and moderators, and the country perspectives contributed by representatives of the DAAD Network: ‘A balanced and varied selection of topics, expert speakers, everything was organised perfectly.’

‘I am very new to this field and have to say that I was able to get an excellent overview of it thanks to the compilation of individual topics. I also networked successfully with various people (...).’ And: ‘It was very informative. I received many suggestions and am very satisfied.’

www.kompetenzzentrum-nanosystemtechnik.uni-kiel.de/de

www.uhrwerk-ozean.de/erleben/video/index.html.en

www.fit.fraunhofer.de/de/fb/cscw/mixed-reality.html

www.research-in-germany.org/en/infoservice/videos/virtual-reality.html

www.gate-germany.de/konferenzen/marketing-kongress.html

TRANSNATIONAL EDUCATION

- *Degree programmes offered by German higher education institutions abroad remained very popular in 2019, with demand for them increasing. The number of students enrolled in German transnational education (TNE) courses around the world rose by a further 1,000 to over 33,000. This number has steadily increased by 15% since 2015.*

The DAAD funds a wide range of TNE measures – from degree programmes offered internationally to the establishment of individual transnational higher education institutions. These have become an integral part of the internationalisation of the German academic system. German higher education institutions offered 283 degree programmes at over 65 locations in 36 countries on four continents (see map p42).

Particularly high numbers of TNE students are found in Cairo, Amman and Muscat. The three largest binational higher education institutions with German involvement are located in these cities. They are the German University in Cairo (GUC), the German-Jordanian University (GJU)

in Amman and the German University of Technology (GÜtech) in Muscat, Oman. Together with the other binational universities in Istanbul and Ho Chi Minh City, they account for 67% of the TNE students enrolled worldwide. This demonstrates the importance of establishing binational universities in the context of German TNE activities.

Large proportions of the TNE-enrolled students are also located in the Asia region (20%) and in Central and Southeastern Europe (11%). The profile of the TNE activities in these regions is determined by a bigger number of smaller- to medium-sized projects with a maximum of 1,000 enrolled students, including several in Shanghai.

› The German University in Cairo.



Furthermore, nearly two thirds of students in TNE projects are enrolled in a STEM subject. Some 52% study engineering; 30% study law, economics and social sciences; and 11% study mathematics or natural sciences. The vast majority (83%) of the students in the recorded TNE programmes are working towards an undergraduate degree, in other words a bachelor's or comparable first degree; 17% are working towards a master's degree. In contrast, doctorates have been offered only at a few of these TNE



› The German–Jordanian University in Amman.

institutions up to now and are not recorded entirely in the statistics.

German TNE programmes abroad frequently adhere to the practice-oriented training approach used at German universities of applied sciences. All newly started TNE projects pursued this approach in 2019.

The German International University of Applied Sciences (GIU AS) in Egypt's new, as yet unnamed, capital 50 km east of Cairo was founded within the framework of regular TNE support funded by the Federal Ministry of Education and Research. Starting in spring 2020, a total of 17 degree programmes will be offered in collaboration with German universities of applied sciences – namely HTW Berlin, HWR Berlin, Ulm University of Applied Sciences and Heilbronn University of Applied Sciences. Since autumn 2019, 477 students have been participating in introductory preparatory classes. The GIU AS co-operates closely with the already well established German University in Cairo (GUC) and complements the existing German higher education presence with its application-focused approach. This is in great demand in the region.

The Integrated Water Resources Management for Latin America and the Caribbean (IWRM – LAC) programme has also been offered by a German university of applied sciences, TH Köln, since the 2019 winter semester. Current global trends including population growth, economic growth and climate change are exerting

increasing pressure on water resources around the world. Given the widespread occurrence of drought, the water crisis is a global challenge and needs to be solved at an international level through the exchange of knowledge and experience. There is an increased need for experts who can explicitly tackle problems associated with water management. This is precisely what TH Köln's master's degree programme at the University of Costa Rica (UCR) is designed to do. Like many TNE projects, this degree programme makes extensive use of blended learning, which combines interactive online teaching with video conferences, discussion forums and short attendance phases at the university.

The transnational work of German higher education institutions is supported by the DAAD using funding from the Federal Ministry for Education and Research (BMBF) and the Federal Foreign Office (AA), plus funding for selected activities from the Federal Ministry for Economic Cooperation and Development (BMZ). When working with the various stakeholders abroad, Germany takes a collaborative approach and strives to establish equitable partnerships.

www.daad.de/tnb

SPOTLIGHT

20 years of the German-Kazakh University – education based on the German model

- *The German-Kazakh University (DKU) celebrated its 20th anniversary in September 2019. Its practice-oriented training, interdisciplinary teaching and UNESCO Chair on Water Resources Management make it stand out.*

Founded in 1999, the private German-Kazakh University (DKU) is an integral part of the Kazakh higher education system. It meets German quality standards in teaching and upholds the European value system. Students at the university learn the German language very intensively, one reason being that half of all degree programmes are taught in German from the third academic year onwards.

‘The students appreciate both the internationality of the DKU and our interdisciplinary approach,’ says Prof Heinz-Peter Höller, director of the DKU project office located at Schmalkalden University of Applied Sciences. The best students further have the opportunity to earn a double degree at one of five partner universities in Germany (see interview p103).

These are Hamburg University of Applied Sciences, Mittweida University of Applied Sciences, Schmalkalden University of Applied Sciences, Zittau/Görlitz University of Applied Sciences and the Technical University of Applied Sciences Wildau. In November 2019 partners concluded a formal consortium agreement to underpin the cooperative partnership which had operated on a more informal basis up to then. The DAAD has been supporting the DKU since 2007.

UNESCO Chair on Water Resources Management

One topic is a cause for political conflict in this dry region: access to water, one of life’s vital resources. As part of the Federal Foreign Office’s Central Asia Water Initiative, the DKU launched the Integrated Water Resource Management



› Students at the German-Kazakh University.

interdisciplinary master’s degree programme in 2011 in conjunction with the Freie Universität Berlin (FU).

The programme is open to students from Kazakhstan, neighbouring Central Asian countries and Afghanistan. ‘The students rate the interdisciplinary orientation and quality of teaching very highly,’ says Prof Karl Tilman Rost from the Institute of Geographical Sciences at the FU Berlin, who organises the degree programme within the framework of a DAAD programme at the DKU.

The region urgently needs trained specialists who complete the master’s programme at the DKU. ‘Nine out of ten students find a good job with public authorities or with regional or international organisations,’ says Rost. An important milestone in the history of the degree programme was the establishment of a UNESCO Chair on Water Resources Management at the DKU in 2016. Dr Barbara Janusz-Pawletta is the Chair holder.

'We are ambassadors of the German higher education system.'

Prof Heinz-Peter Höller

› Schmalkalden University of Applied Sciences



Prof Heinz-Peter Höller of Schmalkalden University of Applied Sciences teaches at the German-Kazakh University (DKU) and is the director of the project office. In this interview, he talks about the development of the DKU, the quality of education at the university and the feedback received from students.

What is special about the German-Kazakh University?

As a transnational university, the DKU represents the German higher education system and the effectiveness of German teaching. Around 50 professors from various German higher education institutions teach in Almaty each year, mostly during the German semester breaks. All of the DKU's degree programmes meet German quality standards. That is unique in Kazakhstan.

With what results?

The DKU has developed very successfully. One benchmark of success is the good rating our university receives, as for example by the National Chamber of Entrepreneurs, Atameken. In addition, Kazakh students can complete a double degree in eight degree programmes. The best students study in Germany with a DAAD scholarship, where they learn excellent German. So it comes as no surprise that Olga Kassilova, a student from the DKU, was awarded a prize for her achievements as a foreign student at our university in Schmalkalden in 2019.

German lecturers teach at the DKU as 'flying faculty' during Germany's semester breaks. What does that involve?

Around 50 German lecturers fly to Almaty and deliver about five dozen seminars and subjects at the university. Word has spread among German students regarding these courses. In just 14 days of block teaching they can earn credit points and, most importantly, get to know Kazakh students and an interesting region.

Your university is taking the lead in this DAAD-funded project. What does that mean?

We coordinate the collaboration activities between the DKU and the German partner higher education institutions, develop and organise the flying faculty, support and look after the scholarship holders and make sure funds are used properly in Germany and Kazakhstan. Another main area of our work comprises of coordinating the ongoing support that the German institutions provide towards helping us continuously develop our curricula.

What do you like about your dual role as project director and member of the flying faculty?

As an ambassador I can promote the German higher education system and teach people in Almaty about our European value system. I am also pleased that Kazakh students choose to study at the DKU because it is a high-performing institution, its offerings are transparent for everyone and we provide career-oriented education and training.

DKU

www.dku.kz/de

Project office

www.dku-projekt.de

Integrated Water Resource Management master's programme

www.academic-waters.org/en

SCHOLARSHIP PROGRAMME ACCOMPANIES THE INTRODUCTION OF DOUBLE DEGREES AT THE TURKISH-GERMAN UNIVERSITY (TDU)

The Turkish-German University (TDU) in Istanbul commenced with teaching activities in September 2013. In order to increase the level of German-Turkish exchange, double degree programmes with an integrated stay in Germany are to be established in all faculties. Students at the TDU are to be given the opportunity to earn degrees from two institutions in future.

The TDU moved a major step closer to achieving this goal in 2019. Along

with its German partner institutions, it set up the first integrated double degree programmes in several faculties. The DAAD and the Turkish Council of Higher Education (YÖK) have introduced an accompanying scholarship programme which enables the best students from these programmes to complete a study phase in Germany. 'Both of these are important steps towards rolling out the double degrees more widely across the TDU,' says Dr Wiebke Bachmann, the DAAD

head of section responsible for this area. The first cohort of young people have been benefiting from the new programmes since the 2018/19 winter semester. More than 70 TDU students have begun an academic year at German partner universities such as the TU Berlin, Bielefeld University of Applied Sciences, the TU Darmstadt, the University of Bayreuth and the University of Magdeburg, where they are gaining insights into the German higher education system.

www.daad.de/tdu



› The campus of the Turkish-German University is located in the district of Beykoz on the Asian side of the Bosphorus.

Table 4
Programmes to fund transnational education in 2019 (selection)

	Number of projects	Number of funding recipients	Expenditure in thousand €
Transnational education (TNE)			
Binational higher education institutions and graduate schools, and courses offered by German higher education institutions abroad	19	1,175	11,401
Degree programmes in German	32	647	1,471
Funding for participants of German degree programmes abroad (AA)	137	2,412	5,105
Special programmes			
In-Country scholarships for refugees for further academic study at TNE locations in the MENA region	3	41	271
In-Country scholarships for refugees for further academic study at the TDU	2	47	333
Preservation of cultural heritage and rebuilding (Egypt/Jordan)	2	54	363

Inspiration on equal terms

- *Nigeria's film industry makes more films than Hollywood. To make sure these are professionally archived and marketed, the Goethe University Frankfurt and the University of Jos in Nigeria have established the Archival Studies master's programme. It is expected to be just the beginning for the two institutions.*

Not that many people have heard of Nollywood. But Nigeria's film industry produces over 1,000 feature films every year, more than filmmakers in Hollywood. However, there is no systematic conservation and archiving of these films in Nigeria, nor any relevant training for staff.

'Up to now Nigerian film studios have produced work according to the principle of the latest film is the most important,' says Dr Vinzenz Hediger, professor of film studies in the Department of Theatre, Film and Media Studies (TFM) at the Goethe University Frankfurt. However, as was the case in Hollywood in the 1960s, the industry and filmmakers in Nigeria have realised that old films not only represent a historic memory but can also generate a lot of money.

This is where conservation comes into play – along with the ambition of Didi Cheeka, who runs Lagos Film Society. Not only does he want to recount the history of Nigerian film, he also wants to ensure that the films produced in his country are preserved for posterity. He met Vinzenz Hediger in 2017 at a workshop on Nigerian film heritage. Hediger holds the position of chair in a department which has offered the master's programme Film Culture: Archiving, Programming, Presentation since 2013. It is jointly offered by the Goethe University Frankfurt and the Deutsches Filminstitut und Filmmuseum (DFF). A similar set-up exists in Jos, Nigeria, with the National Film, Video and Sound Archive (NFVSA), the Nigerian Film Cooperation and the National Film Institute (NFI) at the University of Jos. The only thing missing was the master's degree programme.

Cheeka's and Hediger's idea of developing such a degree programme was supported by the DAAD through its transnational education (TNE) funding measures. It funds the development of an Archival Studies master's degree programme initially until September 2022. 'The degree



› Technology workshop at the University of Jos, Nigeria.

programme is the first of its kind in Africa. It provides students with a professional perspective and will enable Nigeria to train specialists itself in the future,' says Benjamin Schmälting, head of section Transnational Education Projects in the Middle East, Africa and Latin America at the DAAD.

In various two-month train-the-trainer workshops, employees of NFVSA and NFI learnt the methods of the Film Culture master's programme at the Goethe University Frankfurt and picked up the working methods of Hediger's partners, in particular those of the DFF and Arsenal, the Berlin-based Institute for Film and Video Art.

The first master's students have been enrolled in the Film Culture and Archival Studies programme in Jos since September 2019. They are taught jointly by participants of the workshops and by experts from the Goethe University Frankfurt, from the DFF as well as from Arsenal. The master's programme is just the beginning for Vinzenz Hediger. There are plans for master's students from his department to do their internships with Nigerian partners in future to be able to get a glimpse into Nigeria's film industry. He is also thinking about further projects: 'Collective creativity is very inspiring and we can learn a lot from each other.'

www.uni-frankfurt.de/76636913/Projekt_Archival_Studies_Master_Program_Jos

OUR NEW DIGITAL COLLEAGUE AMIKO – WHAT DIGITALISATION MEANS FOR INTERNATIONALISATION

- For a global organisation like the DAAD, digitalisation is both a chance and a challenge. It facilitates communication, guidance and information exchange, and is thus a permanent element of business process optimisation. The DAAD modernised its website in 2019. It advises and helps higher education institutions develop digital solutions for the future.

The DAAD's new website went online in November 2019 – with a powerful visual appearance, optimised guidance for users and state-of-the-art technology that provides options for further projects and expansion stages. The new page structure and modified terms in the navigation bar make it easier for users to find their way around the DAAD website. They can find relevant content in just a few clicks.

Forgetting your password is a thing of the past: on the www.mydaad.de microsite, users can access a wide range of DAAD online services including the MOVE application portal. Users need one login for this – the DAAD ID. DAAD services 24/7 in one place: in future more services will be available, such as centralised newsletter configuration and access to alumni services and the Alumniportal Deutschland.

In operation 24 hours a day

› A modern appearance and very user-friendly: the new DAAD website.



Another innovative addition to the website is Amiko, the DAAD's new digital employee. Amiko is a chatbot – a text-based dialogue system – and an all-round expert on questions relating to DAAD scholarships and stays abroad.

To the outside world, chatbots often give the impression they are real employees. In reality they are programmes, and users can ask them questions. Chatbots answer questions and direct people to the relevant information on the website.

On the 'Study, research & teach abroad' webpage, Amiko answers questions about DAAD scholarships and studying abroad. He can

respond to enquiries very quickly and accurately. This is especially important when the deadlines for submitting bids are fast approaching. At times like these, there is a sharp increase in routine questions about programmes.

The team in the DAAD Info Centre has more time now to concentrate on dealing with individual enquiries and providing assistance by telephone. They are working on a chatbot counterpart which will provide advice in response to international enquiries on the theme of 'study and research in Germany'.

Digitalisation and internationalisation for higher education institutions

'When it comes to their digitalisation and internationalisation strategies, higher education institutions must not produce isolated solutions. They need to keep a consistent focus on connecting with the outside world,' says Alexander Knoth, digitalisation expert at the DAAD. To help support this cultural change, the DAAD relies on exchange and new programmes such as International Mobility and Cooperation digital (IMKD).

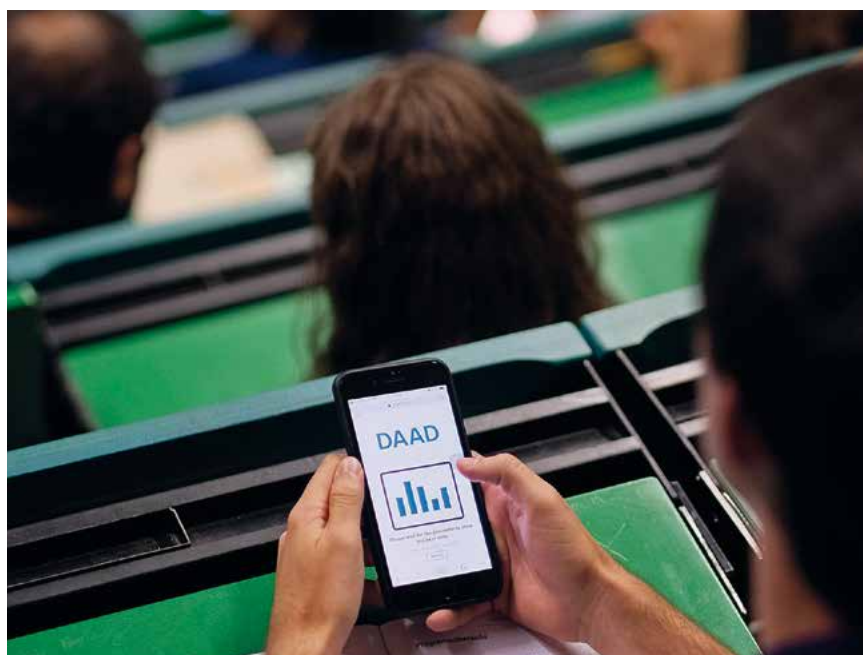
This special programme is aimed at higher education institutions that want to expand their



› The Amiko chatbot answers online questions relating to DAAD scholarships and studying abroad.

internationalisation and profile development activities in a strategic and sustainable manner by making use of new digital services for teaching and student mobility. The DAAD provides support for this by funding additional staff resources and project-related trips and events. It also funds IT development measures and the mobility of students and teaching staff in the form of short-term visits.

› New digital conference and dialogue formats are extremely popular with higher education institutions and funding recipients.





Groningen Declaration Network: think tank for internationalisation through digitalisation

Since 2019 the DAAD has been a member of the Groningen Declaration Network (GDN), an association of universities, education sector institutions, digital services companies and ministers from all across the world. The GDN operates as a think tank and a catalyst for advancing internationalisation through digitalisation. 'By being involved in the GDN and participating in fundamental developments on an international level, we can give crucial stimulus to our members,' says Alexander Knoth.

The DAAD is currently developing various conference and dialog formats designed to ensure even greater transparency with regard to internationalisation through digitalisation, to publicise positive international examples and to help higher education institutions in Germany with digital transformation.

New digital platforms

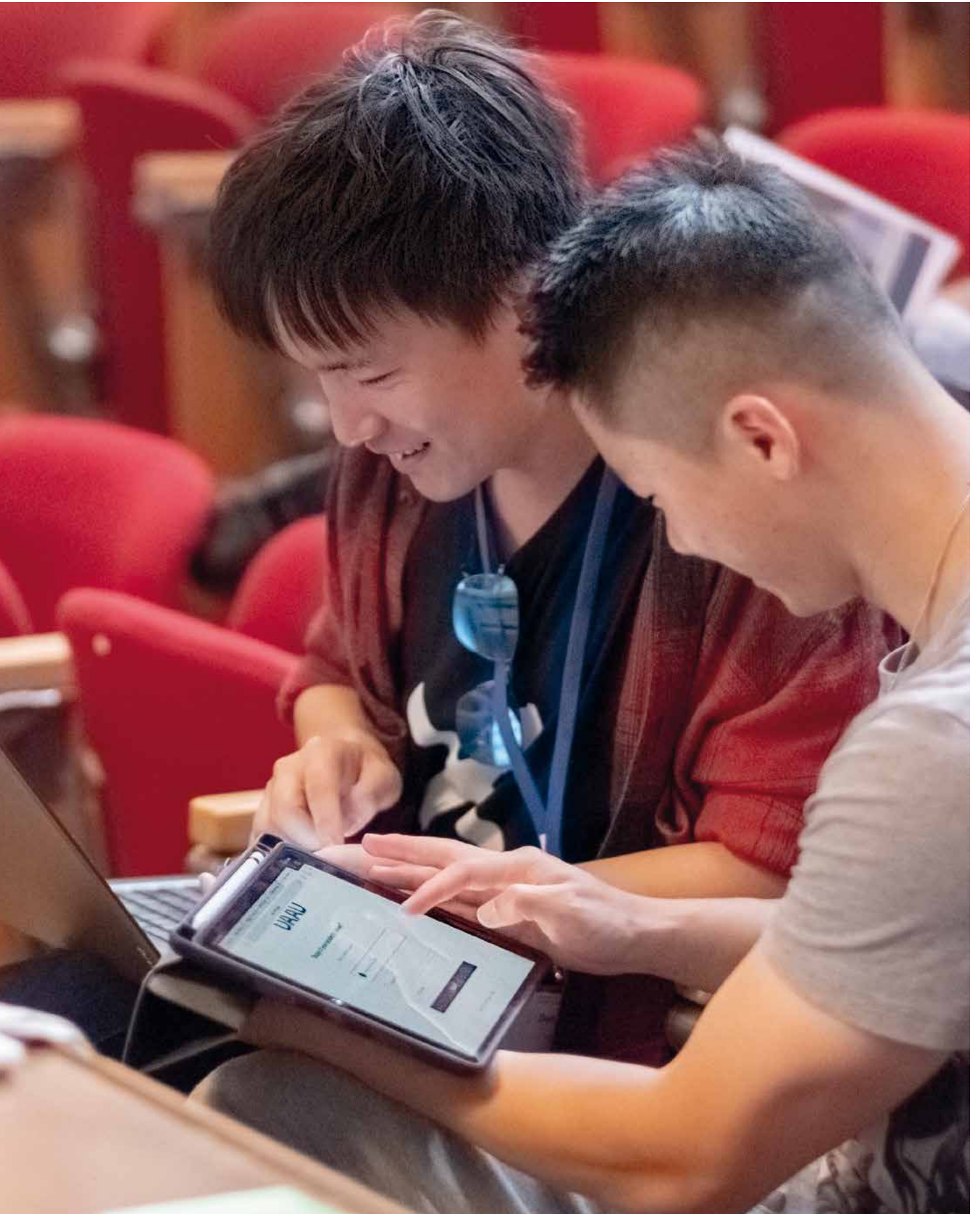
Online Pedagogical Resources for European Universities (OpenU) is the name of the Erasmus+ project for which European higher education institutions, education ministries, the DAAD and other network organisations from all over Europe have joined forces to experiment with ways to create a digital infrastructure. The intention is to make administrative processes more accessible in order to digitally boost teaching, learning, cooperation and mobility. It is expected that this will make mobility – both virtual and physical – easier and break down borders with the aim of digitally promoting the internationalisation of European higher education institutions.

Online and offline go hand in hand

The International DAAD Academy (iDA) is also planning to increase support for academic personnel in future with regard to digitalisation in an internationalisation context. In addition to seminars on themes such as 'Virtual exchange' and 'International higher education cooperation between back-end and front-end', the iDA is launching a multi-stage series of events on the topic of 'Internationalisation through digitalisation: strategies, instruments and collaborative formats'.

www.mydaad.de

www.daad-akademie.de



4

OUR FUNDING
WORLDWIDE





WESTERN, CENTRAL AND SOUTHEASTERN 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, United Kingdom, Vatican City

Academic exchange with European neighbours as well as European cohesion were areas of particular focus for the DAAD in 2019. Under the overarching theme of Ideas of Europe, the second meeting of Kolleg Europa took place in Prague in March 2019. A networking initiative of the DAAD-funded Centres for German and European Studies, Kolleg Europa is a study-related, interdisciplinary course comprising of lectures and activities. It involves four week-long meetings in four different cities and is a joint project of the German Academic Scholarship Foundation, the DAAD and the Alfred Toepfer Foundation F.V.S. The third week-long meeting of Kolleg Europa was held in Sarajevo in September 2019.

Mobility figures in Europe indicate differing trends. For young people from Poland, Germany is still a very attractive higher education destination and the most important host country even though the number of students in Poland has been declining for years and the mobility of this group is at a low level overall, standing at 1.6%. In the United Kingdom, Universities UK (UUK) is aiming to double the percentage of UK undergraduate students going abroad as part of their degree to 13% by 2020. It has already launched a series of activities in its Go international: Stand Out campaign. By 2019, 82 UK universities had joined the UUK campaign and submitted a pledge to support its goals.

Table 5
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	3,920	2,928	6,848	3,032	2,442	5,474	3,181	3,040	6,221
Project funding	8,022	6,589	14,611	7,345	7,014	14,359	8,015	7,801	15,816
EU mobility funding	94	39,024	39,118	146	44,563	44,709	929	48,477	49,406
Total funding	12,036	48,541	60,577	10,523	54,019	64,542	12,125	59,318	71,443

Figure 1
Funded individuals from abroad and from Germany by subject group (number of funded individuals)

Medicine **328 / 2,473**

Engineering **1,511 / 7,014**

Art, music and sports science **688 / 4,335**

Mathematics and natural sciences **1,615 / 6,190**

Law, economics and social sciences **2,228 / 22,313**

Language and cultural studies **2,874 / 11,517**

Veterinary medicine; agriculture, forestry and food sciences; ecology **240 / 1,281**

Interdisciplinary/other subjects **2,641 / 4,195**

- Regional Office
- Information Centre (IC)
- Information Point (IP)



Table 6
Funded individuals from abroad (A) and from Germany (D) by academic status (number of funded individuals)

	A	D
Bachelor's students	3,091	32,301
Master's students	2,376	15,033
Doctoral candidates	2,081	1,618
Academics and lecturers (including postdocs)	2,564	5,311
Other funded individuals*	2,013	5,055
Total	12,125	59,318

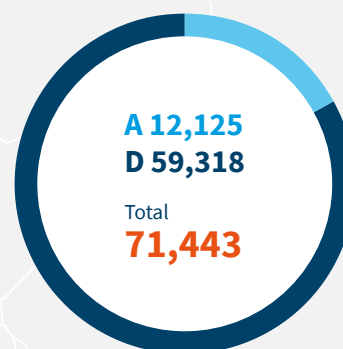
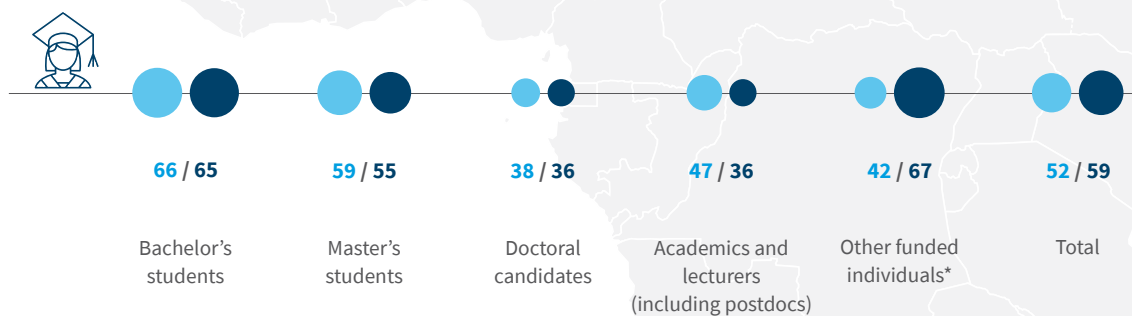


Figure 2
Proportion of women among funded individuals from abroad and from Germany by academic status (in %)



* Individuals in preparatory courses and higher education staff supervising projects

Table 7: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
Western, Central and Southeastern Europe

		Albania	Belgium	Bosnia and Herzegovina	Bulgaria	Denmark	Estonia	Finland	France	Greece	Ireland	Iceland	Italy	Kosovo	Croatia	Latvia	Liechtenstein	Lithuania
A = Funded individuals from abroad																		
D = Funded individuals from Germany																		
I. Individual funding – total		A	55	15	44	70	19	22	45	411	130	31	4	307	37	47	28	30
		D	7	69	17	20	62	34	47	361	31	78	7	267	13	73	11	12
1. By status																		
Bachelor's students	A	14	1	18	42	2	10	13	163	44	20	1	54	12	19	8		11
	D	2	32	13	6	19	22	17	71	5	33		49	11	4	2		7
Master's students	A	32	4	17	12		3	4	71	52	3		46	21	15	8		7
	D	2	21		1	22	1	11	83	1	9		41	1	1			
Doctoral candidates	A	5	8	7	10	4	1	1	100	21	5		118	4	9	4		4
	D		8	1	5	13	5	10	53	8	15	2	104		7			1
Academics and lecturers (including postdocs)	A	4	2	2	6	13	8	27	77	13	3	3	89		4	8		8
	D	3	8	3	8	8	6	9	154	17	21	5	73	1	61	9		4
2. By duration of funding																		
< 1 month	A	17	1	18	14	14	9	41	221	35	18	4	122	6	19	12		15
	D	1	7	13	6	14	21	18	132	18	25	5	95	11	64	8		10
1–6 months	A	2	5	1	7		1	1	121	9	7		80	1	7	2		2
	D	3	45		9	19	9	17	75	7	27	1	57	1	3			
> 6 months (long-term funding)	A	36	9	25	49	5	12	3	69	86	6		105	30	21	14		13
	D	3	17	4	5	29	4	12	154	6	26	1	115	1	6	3		2
II. Project funding – total		A	83	62	118	271	21	94	75	192	456	25	6	313	67	180	54	136
		D	34	169	30	71	142	69	170	636	422	97	15	933	10	167	57	89
1. By status																		
Bachelor's students	A	11	13	32	71	2	28	20	33	69	14	1	51	16	18	12		35
	D	23	94	17	10	92	36	88	349	130	59	12	446	4	67	24		46
Master's students	A	40	23	36	39	5	10	5	52	143	2	4	85	15	29	8		19
	D	4	54	2	14	26	6	35	87	167	31	2	304	2	25	4		12
Doctoral candidates	A	9	10	19	18	8	6	13	65	56	3	1	58	9	67	4		12
	D	1	9	1	17	20	4	21	124	64	2		80		29	3		6
Academics and lecturers (including postdocs)	A	15	8	31	69	4	33	8	24	101	6		89	22	56	21		56
	D	4	12	10	27	4	23	25	76	54	5	1	96	4	39	20		23
Other funded individuals*	A	8	8		74	2	17	29	18	87			30	5	10	9		14
	D	2			3			1		7			7		7	6		2
2. By duration of funding																		
< 1 month	A	66	56	109	189	18	85	70	100	416	15	4	255	61	169	44		121
	D	31	153	29	69	133	63	146	600	400	43	10	821	10	166	57		75
1–6 months	A	15	5	8	79	3	9	3	77	37	8	2	52	6	11	8		14
	D	2	8	1	1	8	6	20	28	19	53	5	35		1			13
> 6 months (long-term funding)	A	2	1	1	3			2	15	3	2		6			2		1
	D	1	8		1	1		4	8	3	1		77					1
III. EU mobility programmes – total		A	90	6	169	4		2	3	1	2	3	5	180				
		D	16	1,135	60	156	1,096	445	2,376	6,097	594	1,653	223	3,378	26	255	420	361
1. Mobility with programme countries																		
1. Erasmus student mobility (study abroad)	A																	
	D		589		88	805	343	1,901	4,748	330	1,069	151	2,360		181	304	9	250
2. Erasmus student mobility (internships abroad)	A																	
	D		399		19	207	23	102	870	97	405	35	475		26	16	10	20
3. Erasmus staff mobility (lecturers, other staff)	A		6			4		2	3	1	2	3	5					
	D		147		49	84	79	373	479	167	179	37	543		48	100	2	91
2. Mobility with partner countries																		
1. Erasmus student mobility (study abroad)	A	48		99										111				
	D	1		12										6				
2. Erasmus staff mobility (lecturers, other staff)	A	42		70										69				
	D	15		48										20				
Total DAAD funding (I + II + III)		A	228	83	331	341	44	116	122	606	587	58	13	625	284	227	82	166
		D	57	1,373	107	247	1,300	548	2,593	7,094	1,047	1,828	245	4,578	49	495	488	462
Total DAAD funding – funded individuals A and D			285	1,456	438	588	1,344	664	2,715	7,700	1,634	1,886	258	5,203	333	722	570	628

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.

Luxembourg	Malta	Monaco	Montenegro	Netherlands	North Macedonia	Norway	Austria	Poland	Portugal	Romania	Sweden	Switzerland	Serbia	Slovakia	Slovenia	Spain	Czech Republic	Turkey	Hungary	Vatican City	United Kingdom	Cyprus	Total	
	2		13	20	33	9	16	276	40	141	24	5	123	50	31	203	116	468	116		195	5	3,181	
6	4		1	151	5	62	87	111	64	26	114	179	22	12	8	215	53	90	43		672	6	3,040	
	1		4	1	9	4	3	142	23	81	3	1	39	32	14	55	75	149	49		82	2	1,201	
3	3			14	3	19	8	55	14	7	21	34	11	3	3	96	16	30	10		179	1	823	
			6	3	14		2	58	9	36	1		43	8	4	57	20	206	29		30	2	823	
	1			71	1	12	19	9	11	4	52	96	2	1	1	28	5	9	14		263		793	
			3	10	8		9	46	1	9	3	3	29	7	9	53	9	71	18		44		633	
2				29		12	26	12	22	3	30	25	2		2	43	10	2	5		100	4	561	
	1			6	2	5	2	30	7	15	17	1	12	3	4	38	12	42	20		39	1	524	
1			1	37	1	19	34	35	17	12	11	24	7	8	2	48	22	49	14		130	1	863	
	1		2	6	7	5	2	158	30	58	19	1	36	29	15	78	74	130	46		102	1	1,366	
2				51		21	53	42	30	8	35	36	11	1	4	72	22	6	6		136	4	988	
	1		1	4	2	2	5	42	3	23	1	2	24	6	6	37	10	70	20		46	2	553	
2	3			19	3	22	11	36	15	3	22	50	5	3	2	89	8	27	10		193	1	797	
			10	10	24	2	9	76	7	60	4	2	63	15	10	88	32	268	50		47	2	1,262	
2	1		1	81	2	19	23	33	19	15	57	93	6	8	2	54	23	57	27		343	1	1,255	
12	8	1	29	148	82	45	100	1,069	91	171	37	71	304	134	87	199	474	1,782	572		438	8	8,015	
13	5		21	211	14	134	356	755	168	76	131	293	189	57	137	444	364	243	233	1	843	2	7,801	
	5	7		8	53	26	1	15	182	29	62	3	10	29	18	6	53	87	326	232		42	2	1,622
10	3		2	136	9	33	197	217	76	28	49	117	53		43	273	162	54	82	1	416	1	3,459	
1			8	31	25	30	19	206	23	19	7	10	88	9	12	58	54	134	131		31	3	1,414	
1	1		5	49	2	71	93	276	21	7	63	143	53	4	3	128	51	29	26		260		2,061	
3	1		5	34	10	6	33	248	13	14	19	31	80	26	33	30	72	39	61		307		1,423	
1	1		7	15	1	12	28	40	29	3	12	13	30	19	44	14	44	20	38		134	1	887	
3			6	16	19	8	22	362	23	56	8	10	98	59	32	25	182	132	91		51	2	1,748	
1			7	11	2	18	29	199	42	34	7	19	53	32	46	26	102	96	82		26		1,255	
		1	2	14	2		11	71	3	20		10	9	22	4	33	79	1,151	57		7	1	1,808	
							9	23		4		1		2	1	3	5	44	5		7		139	
	6	7	1	27	107	72	42	85	944	75	133	29	59	262	122	83	145	430	409	312		398	7	5,533
11	3		17	169	13	105	317	705	146	74	90	178	183	57	131	331	324	132	221		564	1	6,578	
4	1		2	40	9	1	13	114	15	30	5	11	39	11	4	49	34	881	253		23	1	1,877	
2	2		3	16	1	27	36	30	21	1	26	108	6		6	52	16	42	9	1	217		822	
2				1	1	2	2	11	1	8	3	1	3	1		5	10	492	7		17		605	
			1	26		2	3	20	1	1	15	7				61	24	69	3		62	1	401	
			40	51		1	11	5	2	2	2		295	1		14	3	4			33		929	
189	374		3	2,254	4	1,819	1,977	1,520	1,418	332	2,824		86	157	285	7,781	976	1,043	1,017		5,992	114	48,477	
31	55			1,384	3	1,553	803	1,014	1,090	130	2,148			82	227	5,694	676	812	772		3,437	65	33,104	
149	71			650		153	832	94	165	49	445			36	23	1,321	126	173	105		1,753	18	8,867	
				51		1	11	5	2	2	2			1		14	3	4			33		155	
9	248			220	1	113	342	412	163	153	231			39	35	766	174	58	140		802	31	6,315	
			27										148										433	
													31										50	
			13										147										341	
			3										55										141	
12	10	1	82	219	115	55	127	1,350	133	314	63	76	722	185	118	416	593	2,254	688		666	13	12,125	
208	383		25	2,616	23	2,015	2,420	2,386	1,650	434	3,069	472	297	226	430	8,440	1,393	1,376	1,293	1	7,507	122	59,318	
220	393	1	107	2,835	138	2,070	2,547	3,736	1,783	748	3,132	548	1,019	411	548	8,856	1,986	3,630	1,981	1	8,173	135	71,443	

EASTERN EUROPE, SOUTH CAUCASUS AND CENTRAL ASIA

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

A highlight of 2019 was the German–Russian Year of University Cooperation and Science, which was officially launched at the end of 2018 by Germany’s foreign minister and the Russian Federation. Halfway through, the German and Russian partners had already jointly planned or carried out more than a 100 events. The DAAD expanded academic collaboration in the South Caucasus through European projects. Besides arranging a twinning project in Georgia (see pp56–57), the DAAD organised a Bologna Cooperation Forum in Baku in September. The latter was accompanied by a network meeting at which around 130 experts from Azerbaijan, Germany and other member states of the European Higher Education Area discussed topics related to Bologna.

In addition to connecting to European structures, digitalisation and continuing education for university administrators are the core areas of a new funding programme designed to support the internationalisation of Ukrainian higher education institutions (see pp34–42).

Both, academic and sustainable economic links, are forged with the whole region through the DAAD’s European Recovery Program (ERP). To date, 1,600 economics and business administration students have received funding via this programme. In November, the programme, which is financed by the Federal Ministry for Economic Affairs and Energy, celebrated its 25th anniversary at the ministry’s premises in Berlin.

Table 8
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	2,931	739	3,670	2,372	681	3,053	2,043	684	2,727
Project funding	5,683	2,051	7,734	6,422	2,380	8,802	5,430	2,483	7,913
EU mobility funding							1,168	417	1,585
Total funding	8,614	2,790	11,404	8,794	3,061	11,855	8,641	3,584	12,225

Figure 3
Funded individuals from abroad and from Germany by subject group (number of funded individuals)

Medicine **159 / 52**

Engineering **1,280 / 428**

Art, music and sports science **216 / 289**

Mathematics and natural sciences **1,264 / 281**

Law, economics and social sciences **2,615 / 1,235**

Language and cultural studies **1,459 / 821**

Veterinary medicine; agriculture, forestry and food sciences; ecology **280 / 85**

Interdisciplinary/other subjects **1,368 / 393**

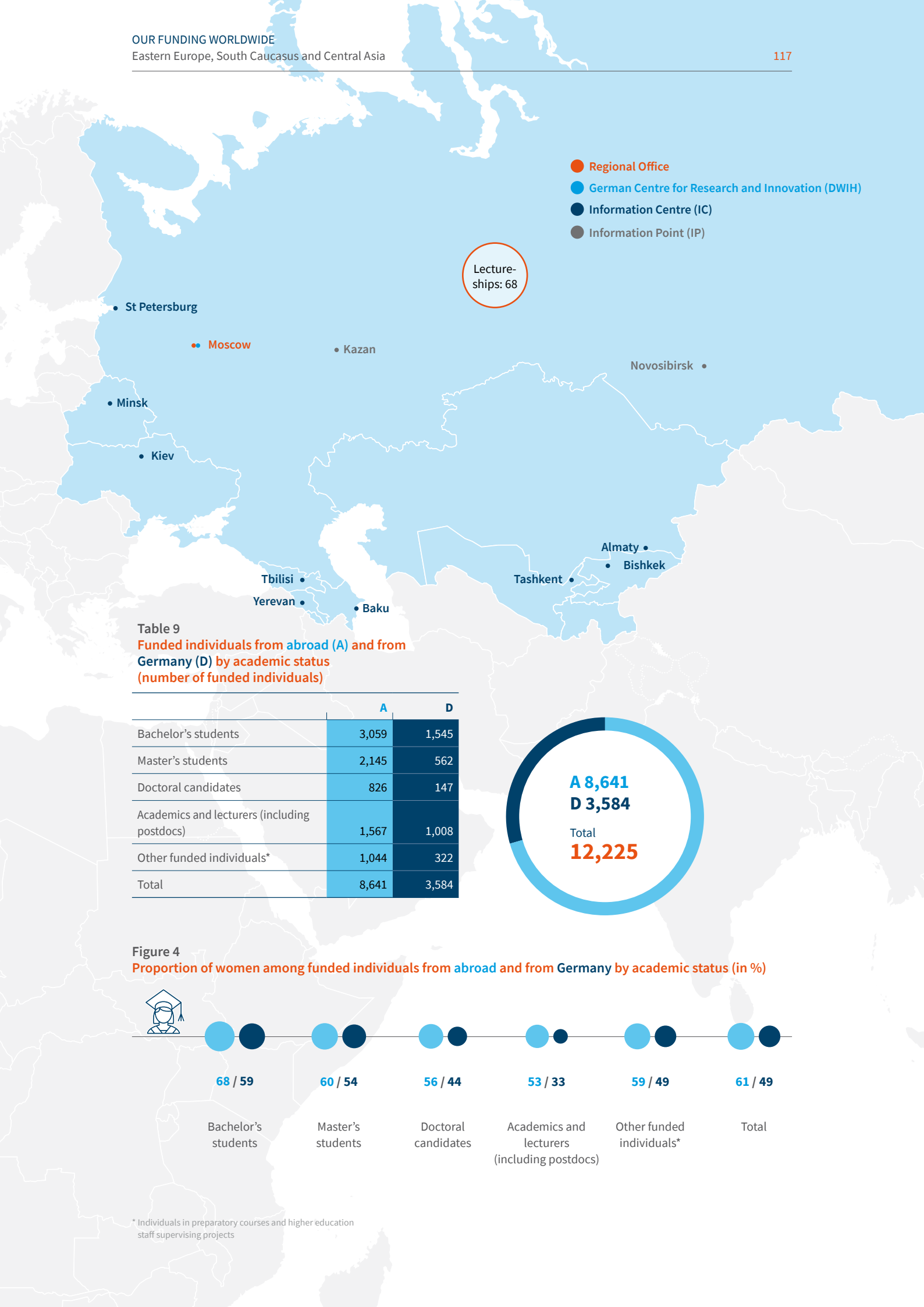


Table 9
Funded individuals from abroad (A) and from Germany (D) by academic status (number of funded individuals)

	A	D
Bachelor's students	3,059	1,545
Master's students	2,145	562
Doctoral candidates	826	147
Academics and lecturers (including postdocs)	1,567	1,008
Other funded individuals*	1,044	322
Total	8,641	3,584

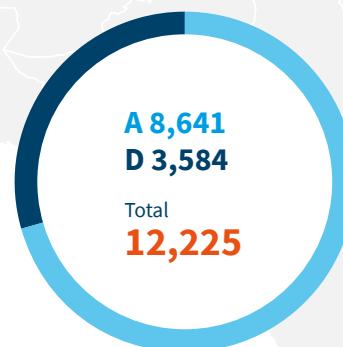
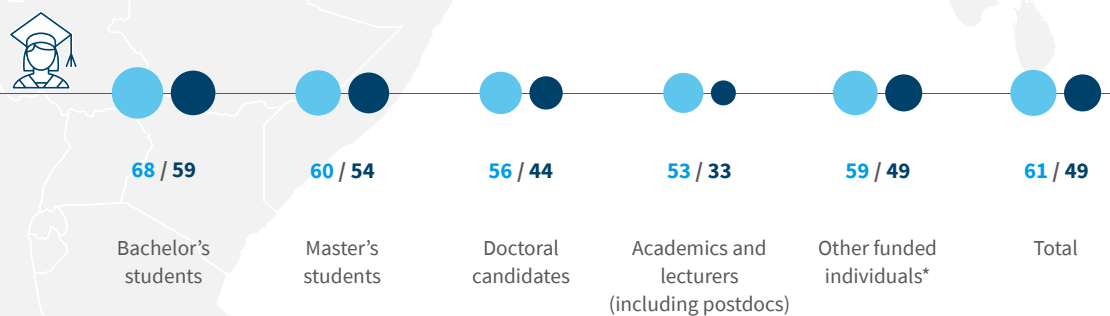


Figure 4
Proportion of women among funded individuals from abroad and from Germany by academic status (in %)



* Individuals in preparatory courses and higher education staff supervising projects

Table 10: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
Eastern Europe, South Caucasus and Central Asia

		Armenia	Azerbaijan	Belarus	Georgia
A = Funded individuals from abroad					
D = Funded individuals from Germany					
I. Individual funding – total	A	127	125	106	136
	D	17	18	36	30
1. By status					
Bachelor's students	A	52	49	66	39
	D	11	12	23	19
Master's students	A	40	52	25	39
	D	1	2	2	1
Doctoral candidates	A	21	16	8	34
	D			1	1
Academics and lecturers (including postdocs)	A	14	8	7	24
	D	5	4	10	9
2. By duration of funding					
< 1 month	A	54	55	50	25
	D	13	8	25	17
1–6 months	A	19	5	9	29
	D		4		6
> 6 months (long-term funding)	A	54	65	47	82
	D	4	6	11	7
II. Project funding – total	A	157	128	124	211
	D	38	33	40	212
1. By status					
Bachelor's students	A	26	14	64	45
	D	11	6	22	108
Master's students	A	30	27	16	59
	D	11	11	7	31
Doctoral candidates	A	24	13	7	34
	D	2	8	1	5
Academics and lecturers (including postdocs)	A	41	24	33	59
	D	14	8	9	63
Other funded individuals*	A	36	50	4	14
	D			1	5
2. By duration of funding					
< 1 month	A	106	68	88	132
	D	28	33	37	200
1–6 months	A	34	42	25	67
	D	10		3	11
> 6 months (long-term funding)	A	17	18	11	12
	D				1
III. EU mobility programmes – total	A	38	51	72	140
	D	12	34	14	62
1. Mobility with partner countries					
1. Erasmus student mobility (study abroad)	A	18	20	34	67
	D		7	3	14
2. Erasmus staff mobility (lecturers, other staff)	A	20	31	38	73
	D	12	27	11	48
Total DAAD funding (I + II + III)	A	322	304	302	487
	D	67	85	90	304
Total DAAD funding – funded individuals A and D		389	389	392	791

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.

Kazakhstan	Kyrgyzstan	Moldova	Russian Federation	Tajikistan	Turkmenistan	Ukraine	Uzbekistan	Total
141	81	42	823	73	36	225	128	2,043
30	28	11	413	18	4	64	15	684
64	35	17	273	34	13	69	56	767
16	17	7	304	16	1	36	11	473
57	30	12	209	29	18	90	56	657
2	3	1	32	1	1	3		49
12	12	8	188	8	4	39	6	356
			19					21
8	4	5	153	2	1	27	10	263
12	8	3	58	1	2	25	4	141
54	32	15	229	24	13	57	42	650
14	15	6	208	11		31	10	358
8	6	4	169	5	1	33	15	303
7	4	2	31	5		4	2	65
79	43	23	425	44	22	135	71	1,090
9	9	3	174	2	4	29	3	261
563	302	46	2,599	38	32	1,122	108	5,430
141	83	23	1,535	16	1	329	32	2,483
415	157	16	873	5	26	271	39	1,951
44	42	7	658	2		111	18	1,029
103	45	12	602	7	2	333	32	1,268
17	7	9	289	8		72	2	464
16	6	3	210	5	1	110	2	431
1	3	1	66			30	1	118
21	46	7	565	6	3	287	11	1,103
77	25	4	372	6	1	99	9	687
8	48	8	349	15		121	24	677
2	6	2	150			17	2	185
91	126	38	1,904	14	31	766	83	3,447
128	77	23	1,173	9	1	291	28	2,028
41	94	7	586	19	1	285	16	1,217
13	6		327	5		20	4	399
431	82	1	109	5		71	9	766
			35	2		18		56
51	50	5	364		6	344	47	1,168
11	16	1	176		2	74	15	417
21	26	3	191		2	208	10	600
1	3		65			13		106
30	24	2	173		4	136	37	568
10	13	1	111		2	61	15	311
755	433	93	3,786	111	74	1,691	283	8,641
182	127	35	2,124	34	7	467	62	3,584
937	560	128	5,910	145	81	2,158	345	12,225

NORTH AMERICA

Canada, United States of America

Academic exchange between the United States and Germany decreased for the first time in 2019. In 2018/19, 8.5% less Germans studied at US higher education institutions than recorded in the previous year. However, German students remain the second largest group of Europeans at US higher education institutions after UK students. The most recent 'Open Doors Report' published by the Institute of International Education, also indicates a slight downward trend in the number of American students at German higher education institutions. At the DAAD, the only programmes showcasing a decline to date are those for longer-term stays for Germans which require the participant to pay a financial contribution for tuition fees in addition to the DAAD scholarship. The United States ranks first and second on the popularity list for shorter scholarship visits as well as for the new programmes HAW.International and Lehramt.International.

Exchange relationships with Canada have gained particular momentum. The Canadian government's internationalisation strategy published in summer 2019 provides for substantial investment and also puts an emphasis on the outbound mobility of Canadian students for the first time. The DAAD responded to this development by organising an information visit for Canadian study abroad advisors. The advisors were given the opportunity to find out more about the wide selection of programmes offered at German higher education institutions and hold initial talks about potential partnerships. The DAAD and its Canadian partner agency Mitacs further succeeded in negotiating an increase to 100 students per year in the joint programme Research Internships in Science and Engineering (RISE).

Table 11
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	991	2,152	3,143	829	1,788	2,617	810	1,831	2,641
Project funding	1,096	3,187	4,283	1,055	3,278	4,333	801	3,575	4,376
EU mobility funding							112	85	197
Total funding	2,087	5,339	7,426	1,884	5,066	6,950	1,723	5,491	7,214

Figure 5
Funded individuals from abroad and from Germany by subject group (number of funded individuals)

Medicine **56 / 217**

Engineering **238 / 783**

Art, music and sports science **166 / 398**

Mathematics and natural sciences **338 / 908**

Law, economics and social sciences **284 / 1,993**

Language and cultural studies **469 / 708**

Veterinary medicine; agriculture, forestry and food sciences; ecology **32 / 58**

Interdisciplinary/other subjects **140 / 426**

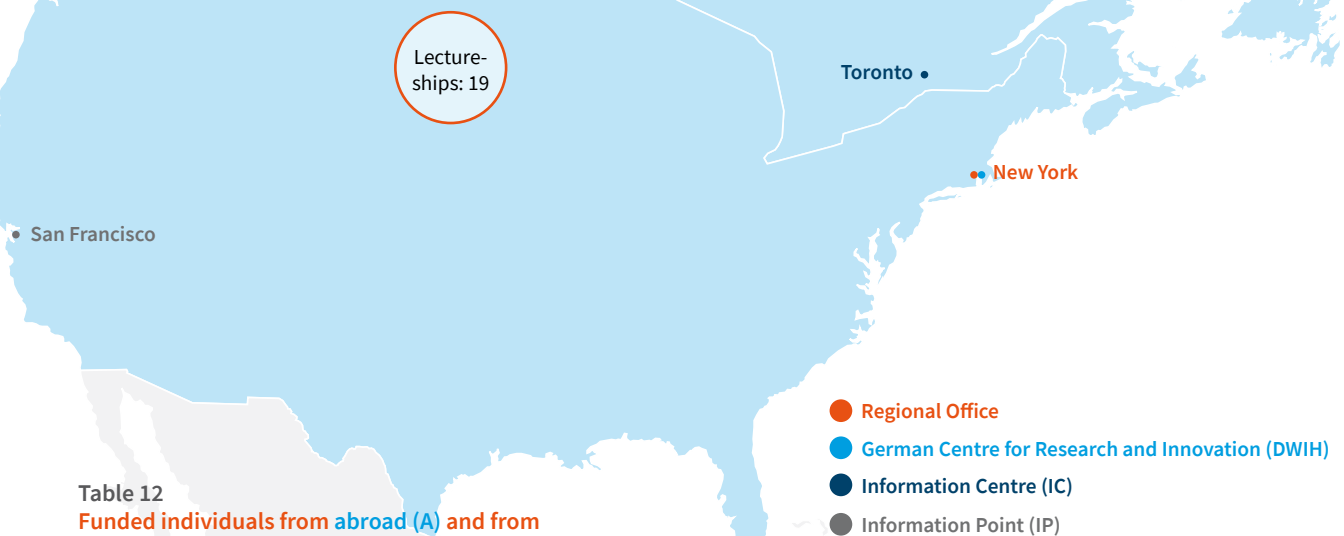


Table 12
Funded individuals from abroad (A) and from Germany (D) by academic status (number of funded individuals)

	A	D
Bachelor's students	567	2,395
Master's students	295	1,548
Doctoral candidates	516	772
Academics and lecturers (including postdocs)	242	739
Other funded individuals*	103	37
Total	1,723	5,491

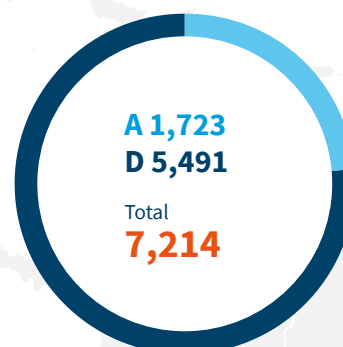
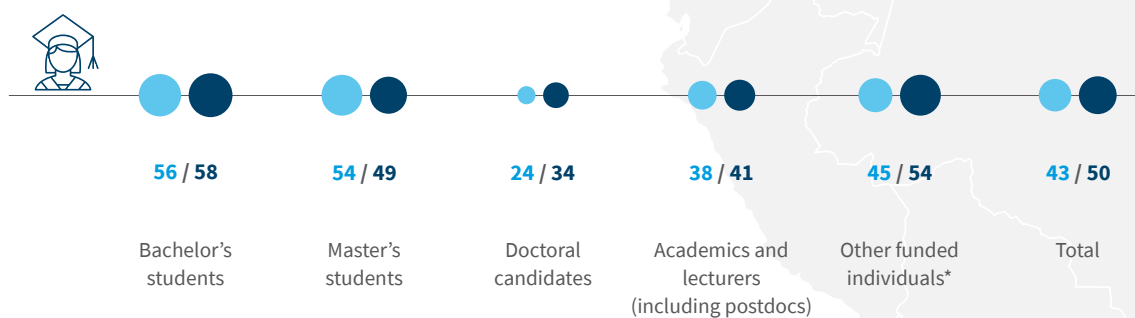


Figure 6
Proportion of women among funded individuals from abroad and from Germany by academic status (in %)



* Individuals in preparatory courses and higher education staff supervising projects

Table 13: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
North America

		Canada	United States	Total	
A = Funded individuals from abroad D = Funded individuals from Germany					
I. Individual funding – total		A	208	602	810
		D	355	1,476	1,831
1. By status					
Bachelor's students	A	115	249	364	
	D	154	311	465	
Master's students	A	33	148	181	
	D	19	246	265	
Doctoral candidates	A	20	127	147	
	D	83	401	484	
Academics and lecturers (including postdocs)	A	40	78	118	
	D	99	518	617	
2. By duration of funding					
< 1 month	A	48	103	151	
	D	147	730	877	
1–6 months	A	123	299	422	
	D	161	379	540	
> 6 months (long-term funding)	A	37	200	237	
	D	47	367	414	
II. Project funding – total		A	171	630	801
		D	805	2,770	3,575
1. By status					
Bachelor's students	A	39	143	182	
	D	494	1,418	1,912	
Master's students	A	20	77	97	
	D	240	1,024	1,264	
Doctoral candidates	A	80	281	361	
	D	57	226	283	
Academics and lecturers (including postdocs)	A	23	74	97	
	D	13	93	106	
Other funded individuals*	A	9	55	64	
	D	1	9	10	
2. By duration of funding					
< 1 month	A	114	384	498	
	D	149	867	1,016	
1–6 months	A	54	208	262	
	D	611	1,665	2,276	
> 6 months (long-term funding)	A	3	38	41	
	D	45	238	283	
III. EU mobility programmes – total		A	51	61	112
		D	35	50	85
1. Mobility with partner countries					
1. Erasmus student mobility (study abroad)	A	15	31	46	
	D	12	31	43	
2. Erasmus staff mobility (lecturers, other staff)	A	36	30	66	
	D	23	19	42	
Total DAAD funding (I + II + III)		A	430	1,293	1,723
		D	1,195	4,296	5,491
Total DAAD funding – funded individuals A and D			1,625	5,589	7,214

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.



› The German House in New York is home not only to the DAAD and the German Centre for Research and Innovation (DWIH), but also to the Consulate General of the Federal Republic of Germany.

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, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela*

Alexander von Humboldt took centre stage at the Humboldt y las Américas season of events announced by the Federal Foreign Office to honour the scientist and explorer's 250th birthday in 2019. The DAAD was involved in many activities celebrating this anniversary in Latin America. In May 2019, alumni from all the Latin American countries once visited by Humboldt gathered in Bogotá for the main event entitled *Cosmos or Chaos? Scientific Cosmography Today*. Together with a wide range of representatives from German scientific institutions, participants discussed interdisciplinary issues relating to peace research, the social responsibility of science, the opportunities and risks of digitalisation, and sustainable environmental protection. The last

topic is becoming increasingly important when it comes to collaborative partnerships with Latin America. This is illustrated by initiatives such as the new funding programme German–Ecuadorian Research Co-operation Programme on Biodiversity and Climate Change as well as by the invitation of a Brazilian delegation of vice-chancellors from the Amazon states, who had the opportunity to establish collaborative ventures with German higher education institutions via the DAAD's visitor programme. In October, the DAAD took part in the Conference of the Americas on International Education for the first time, together with a number of German universities. The conference is an important regional networking fair and was held in Bogotá.

Table 14
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	4,906	935	5,841	4,943	834	5,777	2,679	920	3,599
Project funding	2,519	2,308	4,827	2,759	2,292	5,051	3,618	2,847	6,465
EU mobility funding							131	68	199
Total funding	7,425	3,243	10,668	7,702	3,126	10,828	6,428	3,835	10,263

Figure 7
Funded individuals from abroad and from Germany by subject group (number of funded individuals)

Medicine **334 / 202**

Engineering **2,004 / 540**

Art, music and sports science **298 / 255**

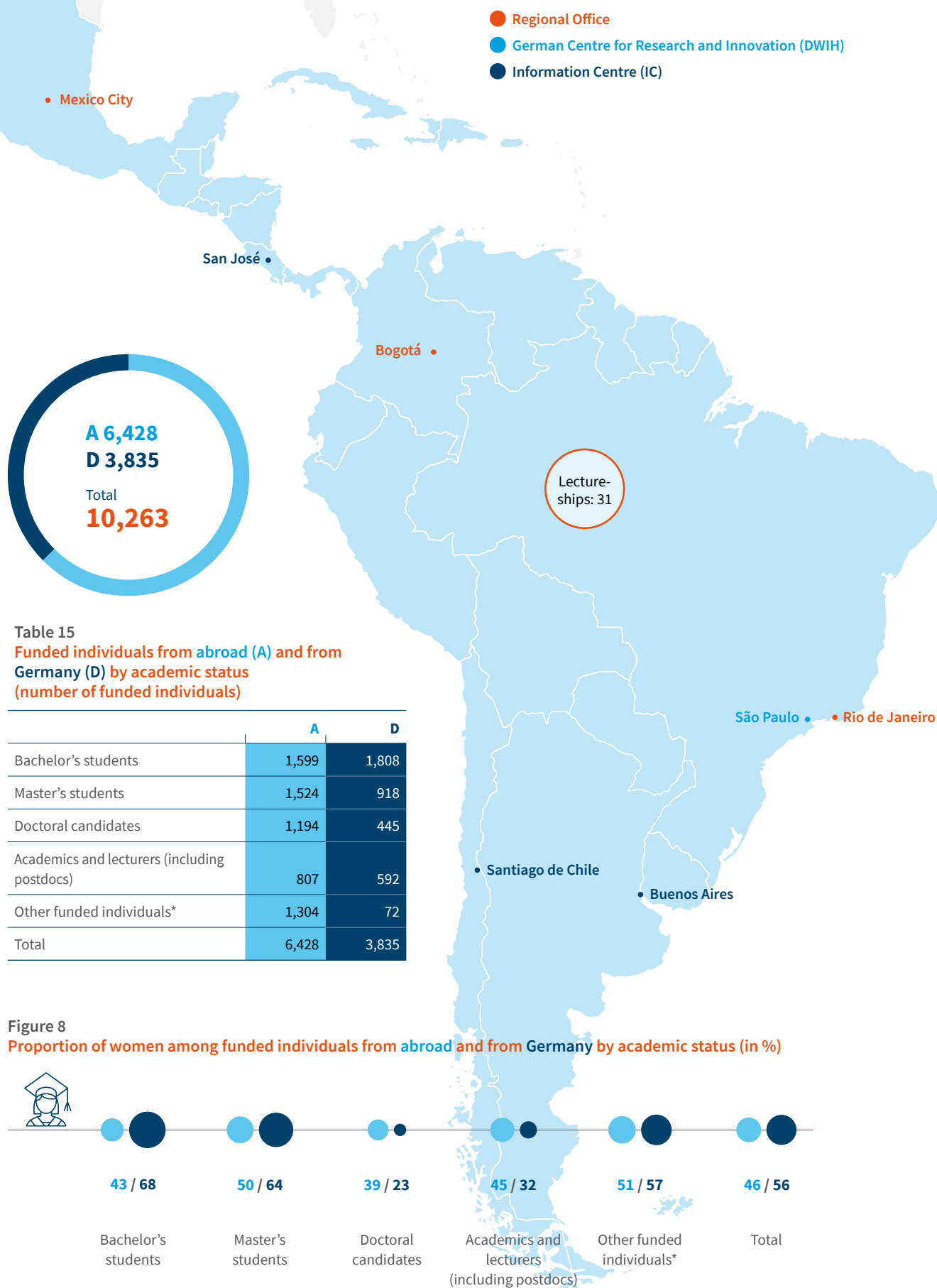
Mathematics and natural sciences **1,023 / 460**

Law, economics and social sciences **1,326 / 1,139**

Language and cultural studies **544 / 665**

Veterinary medicine; agriculture, forestry and food sciences; ecology **310 / 78**

Interdisciplinary/other subjects **589 / 496**



* Individuals in preparatory courses and higher education staff supervising projects

Table 16: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
Latin America

		Antigua and Barbuda	Argentina	Bahamas	Barbados	Belize	Bolivia	Brazil	Chile	Costa Rica	Dominica	Dominican Republic
A = Funded individuals from abroad												
D = Funded individuals from Germany												
I. Individual funding – total	A		339	1		5	22	492	190	60	1	7
	D		70		1		27	218	73	39		25
1. By status												
Bachelor's students	A		157				3	129	18	2		
	D		36				22	128	42	27		21
Master's students	A		31	1		5	11	133	29	24		6
	D		11		1			35	11	6		
Doctoral candidates	A		92				4	189	135	26	1	
	D		7				1	15	7	4		1
Academics and lecturers (including postdocs)	A		59				4	41	8	8		1
	D		16				4	40	13	2		3
2. By duration of funding												
< 1 month	A		14	1			4	30	5	8		
	D		9				5	30	7	3		6
1–6 months	A		219				3	169	24	8		
	D		32				20	130	46	29		17
> 6 months (long-term funding)	A		106			5	15	293	161	44	1	7
	D		29		1		2	58	20	7		2
II. Project funding – total	A		437		1		45	566	480	119		24
	D	1	343	1		2	32	667	292	103	9	14
1. By status												
Bachelor's students	A		67				5	140	54	22		6
	D		114	1		1	14	183	145	38		10
Master's students	A		52				7	128	100	23		4
	D	1	48			1	10	172	95	35	9	1
Doctoral candidates	A		114				2	97	17	7		2
	D		149				3	114	11	11		
Academics and lecturers (including postdocs)	A		62		1		11	106	93	41		8
	D		32				4	190	37	18		3
Other funded individuals*	A		142				20	95	216	26		4
	D						1	8	4	1		
2. By duration of funding												
< 1 month	A		258		1		35	372	407	99		15
	D		114				9	433	85	48	9	3
1–6 months	A		87				8	150	66	17		7
	D	1	175	1		2	23	209	190	47		11
> 6 months (long-term funding)	A		92				2	44	7	3		2
	D		54					25	17	8		
III. EU mobility programmes – total	A		16				5	15	19			
	D		7				8	10	13			
1. Mobility with partner countries												
1. Erasmus student mobility (study abroad)	A		4				1	4	11			
	D		1					1				
2. Erasmus staff mobility (lecturers, other staff)	A		12				4	11	8			
	D		6				8	9	13			
Total DAAD funding (I + II + III)	A		792	1	1	5	72	1,073	689	179	1	31
	D	1	420	1	1	2	67	895	378	142	9	39
Total DAAD funding – funded individuals A and D												
		1	1,212	2	2	7	139	1,968	1,067	321	10	70

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.

Ecuador	El Salvador	Guatemala	Haiti	Honduras	Jamaica	Colombia	Cuba	Mexico	Nicaragua	Panama	Paraguay	Peru	St Lucia	St Vincent and the Grenadines	Trinidad and Tobago	Uruguay	Venezuela	Total
75	29	15		33	1	489	42	673	37	9	14	103				24	18	2,679
38	5	6	9	2	2	123	19	160	4	17	9	61			1	10	1	920
10	3	2				135	5	318	2		3	12				5		804
28	4	3	6	2	2	84	3	112	2	9	6	48				8	1	594
40	20	7		31		225	6	189	29	6	4	69				3	4	873
4		1				17	3	17		1	1	2						110
20	6	4		2	1	106	14	150	3	2	2	22				13	12	804
2			2			6		9	1	2		4			1	1		63
5		2				23	17	16	3	1	5					3	2	198
4	1	2	1			16	13	22	1	5	2	7				1		153
5		3				23	10	24	2		5	1				1		136
3		1	6		2	11	6	15	1	5	1	10					1	122
7						48	17	22	1	1	3	8				8	1	539
27	4	3	3	2		70	4	86	3	12	4	40			1	9		542
63	29	12		33	1	418	15	627	34	8	6	94				15	17	2,004
8	1	2				42	9	59			4	11				1		256
245	18	57	2	23		666	191	381	110	14	9	150	1	1	2	49	27	3,618
104	7	9		6	9	391	90	502	19	16	10	176			5	34	5	2,847
40	3	8		3		226	27	94	18	1	4	30				3	6	757
47	2	3		3	9	188	30	301	11	3	1	78			2	30		1,214
36	3	20	1	3		122	14	68	2		2	49	1		1	2	10	648
33	1	4		2		145	20	162	8	8	6	42			1	2	2	808
4	3	5		6		55	11	29	5	1		10		1		2	5	376
16	4	1		1		14	4	15		5	3	23					3	377
15	1	8		2		104	45	44	3	3	2	25			1	2	1	578
7		1				33	27	22				27			2	2		405
150	8	16	1	9		159	94	146	82	9	1	36				40	5	1,259
1						11	9	2				6						43
216	16	55		17		500	158	246	88	13	4	83			1	44	7	2,635
53	5	2		3	1	129	56	82	3	7	3	67			2	2	3	1,119
27	2	2	1	5		115	24	101	17	1	4	41	1	1	1	4	16	698
50	2	7		3	8	211	33	378	16	8	2	97			3	32	2	1,511
2			1	1		51	9	34	5		1	26				1	4	285
1						51	1	42		1	5	12						217
7						20	7	25	1		16							131
3						9	2	14			2							68
2						11	4	8			10							55
1						2												5
5						9	3	17	1		6							76
2						7	2	14			2							63
327	47	72	2	56	1	1,175	240	1,079	148	23	39	253	1	1	2	73	45	6,428
145	12	15	9	8	11	523	111	676	23	33	21	237			6	44	6	3,835
472	59	87	11	64	12	1,698	351	1,755	171	56	60	490	1	1	8	117	51	10,263

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

Academic exchange with countries of the Middle East and North Africa took up a wide variety of forms in 2019. In the public conscience – which in many cases is shaped by the wars in Syria, Libya and Yemen; by the international disputes with Iran and by the Libyan society's uprising against its political elite – the issues of improving graduate employability and of enhancing the practical and labour market-oriented focus of higher education institutions are at the core of academic policy for the entire region. In Egypt, the foundation was laid in February for the German International University of Applied Sciences (GIU AS), which will offer practice-oriented degree programmes with German involvement in Egypt's new capital city.

The project is being funded by the DAAD in the field of transnational education. For graduates of the special programmes for Syrian refugees in countries surrounding Syria and in Germany, integration into the labour market is also important. The DAAD has been funding preparatory and accompanying language and specialist courses designed to integrate refugees into German higher education institutions. Through various government scholarship programmes – as for example with Oman, Pakistan and Tunisia – scholarship holders have been supported in working towards their goal of completing a bachelor's, master's or doctoral degree.

Table 17
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	2,652	376	3,028	2,632	320	2,952	2,289	294	2,583
Project funding	5,345	1,824	7,169	11,044	1,622	12,666	14,366	1,974	16,340
EU mobility funding							808	468	1,276
Total funding	7,997	2,200	10,197	13,676	1,942	15,618	17,463	2,736	20,199

Figure 9
Funded individuals from abroad and from Germany by subject group (number of funded individuals)

Medicine **524 / 93**

Engineering **2,422 / 427**

Art, music and sports science **329 / 241**

Mathematics and natural sciences **1,884 / 243**

Law, economics and social sciences **1,239 / 677**

Language and cultural studies **1,133 / 700**

Veterinary medicine; agriculture, forestry and food sciences; ecology **281 / 41**

Interdisciplinary/other subjects* **9,651 / 314**

* These funded individuals cannot be assigned to a particular subject as the majority are attending preparatory courses.

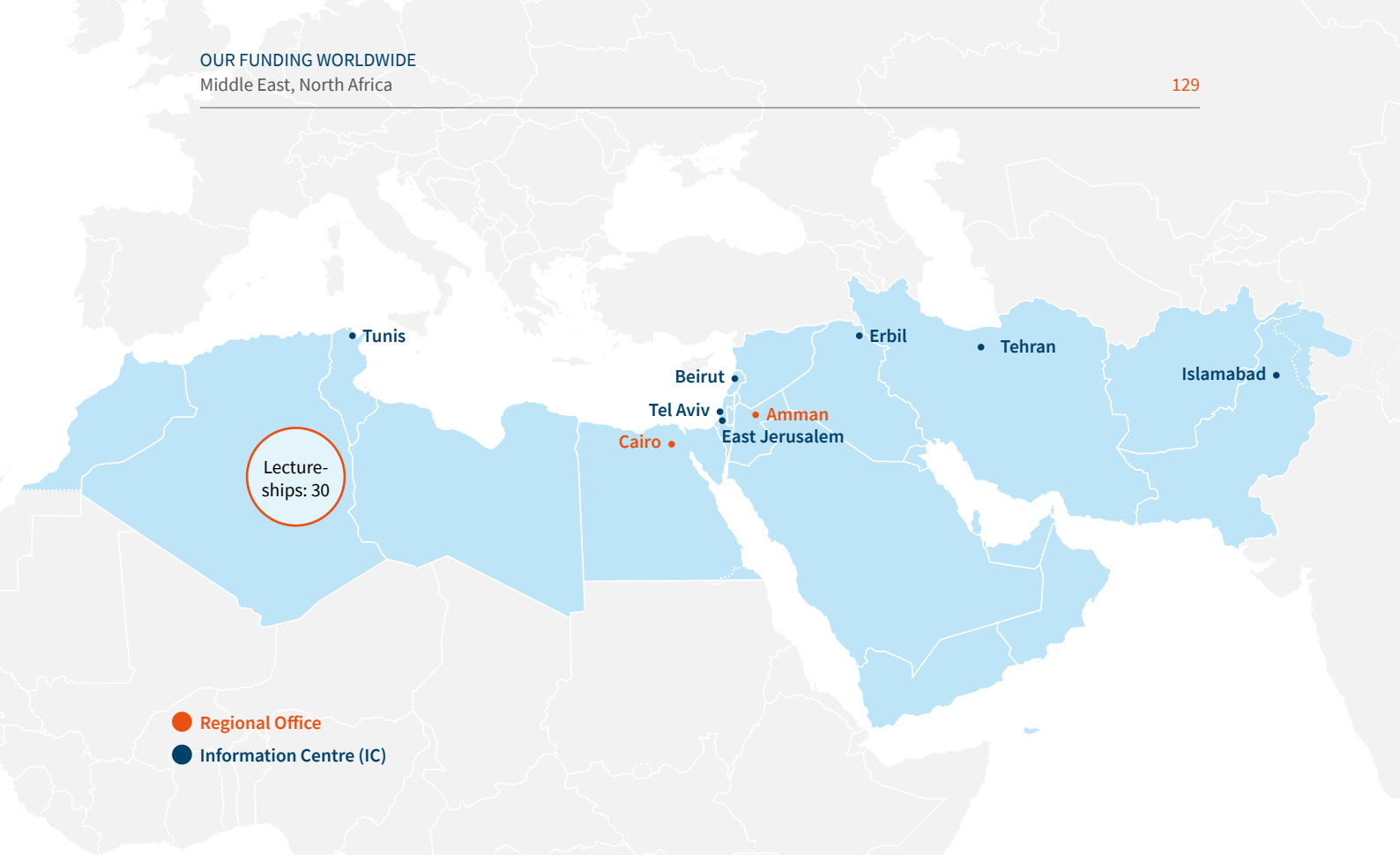


Table 18
Funded individuals from abroad (A) and from Germany (D) by academic status (number of funded individuals)

	A	D
Bachelor's students	2,451	849
Master's students	2,264	660
Doctoral candidates	1,598	290
Academics and lecturers (including postdocs)	1,495	726
Other funded individuals*	9,655	211
Total	17,463	2,736

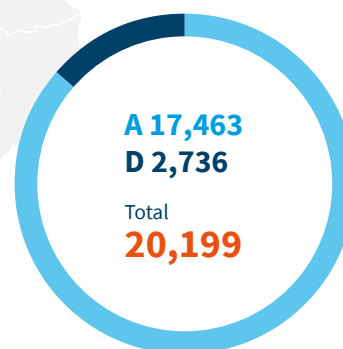
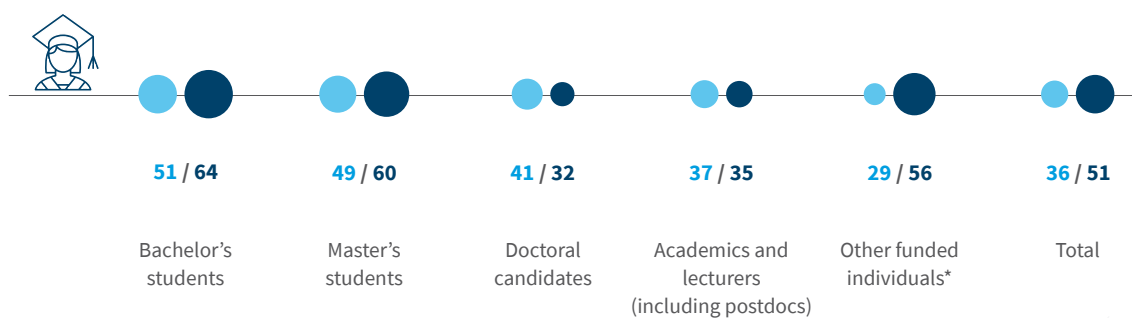


Figure 10
Proportion of women among funded individuals from abroad and from Germany by academic status (in %)



* Individuals in preparatory courses and higher education staff supervising projects

Table 19: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
Middle East, North Africa

		Afghanistan	Egypt	Algeria	Bahrain	Iraq	Iran	Israel	Yemen
A = Funded individuals from abroad D = Funded individuals from Germany									
I. Individual funding – total		A	80	363	23	67	199	39	80
		D		39	1	1	26	113	
1. By status									
Bachelor's students	A		117	8		2	30	8	
	D		18		1		7	63	
Master's students	A	56	57	3		5	23	15	60
	D		9				1	11	
Doctoral candidates	A	24	156	6		55	133	9	20
	D					1	1	13	
Academics and lecturers (including postdocs)	A		33	6		5	13	7	
	D		12	1			17	26	
2. By duration of funding									
< 1 month	A	1	85	12			15	7	
	D		2			1	11	18	
1–6 months	A		32	5		3	36	9	
	D		16		1		8	19	
> 6 months (long-term funding)	A	79	246	6		64	148	23	80
	D		21	1			7	76	
II. Project funding – total		A	915	1,202	64	815	1,105	199	124
		D	6	368	9	53	147	370	1
1. By status									
Bachelor's students	A	225	200	8		21	62	31	20
	D	2	45			3	43	139	
Master's students	A	93	421	30		64	115	49	16
	D	1	72	3		3	38	151	1
Doctoral candidates	A	13	168		1	70	112	95	3
	D		94		1	4	24	62	
Academics and lecturers (including postdocs)	A	95	257	22	1	159	41	14	4
	D	1	142	6		28	35	17	
Other funded individuals*	A	489	156	4		501	775	10	81
	D	2	15			15	7	1	
2. By duration of funding									
< 1 month	A	380	801	52	2	274	237	123	24
	D	6	317	9	1	49	126	210	1
1–6 months	A	310	246	10		314	620	34	60
	D		40			4	19	158	
> 6 months (long-term funding)	A	225	155	2		227	248	42	40
	D		11				2	2	
III. EU mobility programmes – total		A	87	5		8	63	278	
		D	59			9	13	227	
1. Mobility with partner countries									
1. Erasmus student mobility (study abroad)	A		36	2		5	25	145	
	D		18				3	103	
2. Erasmus staff mobility (lecturers, other staff)	A		51	3		3	38	133	
	D		41			9	10	124	
Total DAAD funding (I + II + III)		A	995	1,652	92	890	1,367	516	204
		D	6	466	10	63	186	710	1
Total DAAD funding – funded individuals A and D			1,001	2,118	102	953	1,553	1,226	205

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.

Jordan	Qatar	Kuwait	Lebanon	Libya	Morocco	Oman	Pakistan	Palestinian Territories	Saudi Arabia	Syria	Tunisia	United Arab Emirates	Total
140	1	1	114	5	21	116	278	115	133	428	85	1	2,289
34	2	1	18		13	14	4	14	4		9		294
11	1	1	84		10	111		10	129	126	70		718
18	2	1	9		8	11		7	2		2		149
94			18	2			46	40	4	239	2		664
4			8		2	2	1	2			1		41
29			9	3	9		221	35		63	10		782
2											1		18
6			3		2	5	11	30			3	1	125
10			1		3	1	3	5	2		5		86
16		1	4		12	5	3	28	7		27	1	224
	1				1								34
3	1		4			7	9	10		22	5		146
19	1	1	8		6	10		8	2		2		101
121			106	5	9	104	266	77	126	406	53		1,919
15			10		6	4	4	6	2		7		159
590	9	12	192	78	415	152	332	217	23	7,173	735	12	14,366
251	15		133	1	216	41	46	35	3	13	223	42	1,974
295	6		35	4	183	137	22	63		53	155		1,520
85	3		58		110	28	4	12		7	36	34	609
115			58	5	32	9	168	49	3	70	179		1,476
57	3		54	1	56	5	18	11	1	4	62	6	547
37	1		28	8	44		53	12		8	116		769
8	1		6		13	1	12	6		2	28		262
89	2	1	45	26	107	5	51	9		5	229	1	1,163
95	8		12		30	7	11	6	2		84	2	486
54		11	26	35	49	1	38	84	20	7,037	56	11	9,438
6			3		7		1				13		70
327	9	1	158	50	289	9	132	82	1	555	551	2	4,059
174	11		97	1	198	31	38	15	2	10	179	38	1,513
60		8	25	21	94	104	179	76	17	4,235	160	7	6,580
48	4		35		16	8	7	19	1		43	4	406
203		3	9	7	32	39	21	59	5	2,383	24	3	3,727
29			1		2	2	1	1		3	1		55
69			44		67			47		21	119		808
47			25		39			23			26		468
37			6		35			8		13	72		384
24			8		8			4			6		174
32			38		32			39		8	47		424
23			17		31			19			20		294
799	10	13	350	83	503	268	610	379	156	7,622	939	13	17,463
332	17	1	176	1	268	55	50	72	7	13	258	42	2,736
1,131	27	14	526	84	771	323	660	451	163	7,635	1,197	55	20,199

SUB-SAHARAN AFRICA

- *Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Congo (Democratic Republic), Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, South Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe*

Of all of the DAAD's funding programmes in Africa, the intra-African In-Region/In-Country Programme showcased the highest funding figures in 2019. The academic establishments in West and Central Africa were newly selected, with centres for population studies, public health and applied mathematics being included. In the longer-term scholarship programmes to Germany, the number of sponsorships increased. This is primarily attributable to the growth of co-financed programmes with African governments.

Climate protection, resource conservation and digitalisation were key topics in Africa, too. The new programme Climate Research Alumni and Postdocs in Africa (ClimapAfrica) aims to strengthen the expertise of African junior

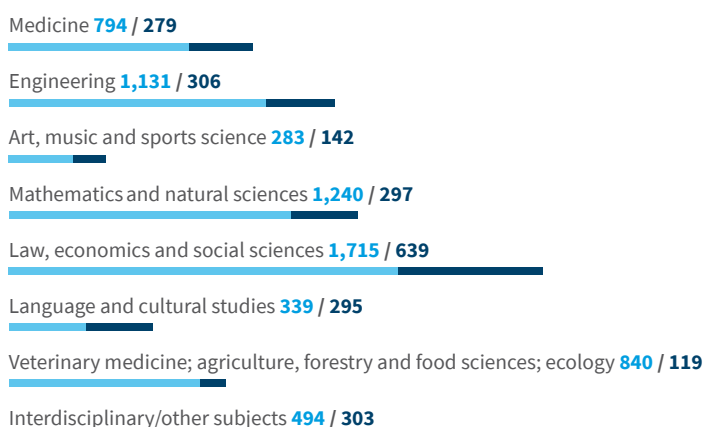
researchers in the field of climate research and foster collaboration with alumni of German funding organisations. A second funding phase of the programme Partnerships for Sustainable Solutions with Sub-Saharan Africa will commence in early 2020. Tanzania's Minister of Education, Joyce Ndalichako, opened the new Centre of Excellence for ICT in East Africa (CENIT@EA) in August. It offers the Embedded and Mobile Systems master's programme since June 2019.

Using funding from the European Union, the DAAD organised the Study in Europe web-based seminar series in which more than 1,000 people took part, including participants from East Africa. This funding further enabled the DAAD to organise the Africa-wide project Harmonisation of African Higher Education Quality Assurance and Accreditation.

Table 20
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	1,988	414	2,402	2,432	356	2,788	2,831	430	3,261
Project funding	2,493	1,384	3,877	2,953	1,280	4,233	3,857	1,857	5,714
EU mobility funding							148	93	241
Total funding	4,481	1,798	6,279	5,385	1,636	7,021	6,836	2,380	9,216

Figure 11
Funded individuals from abroad and from Germany by subject group (number of funded individuals)



- Regional Office
- Information Centre (IC)
- Information Point (IP)

Table 21
Funded individuals from abroad (A) and from Germany (D) by academic status (number of funded individuals)

	A	D
Bachelor's students	715	945
Master's students	2,079	619
Doctoral candidates	1,989	182
Academics and lecturers (including postdocs)	1,218	534
Other funded individuals*	835	100
Total	6,836	2,380

Lecture-ships: 23

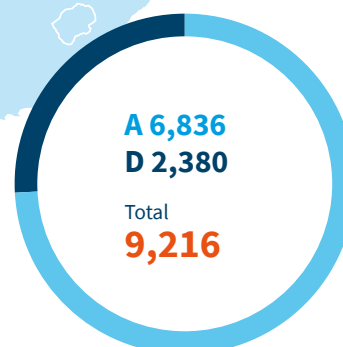
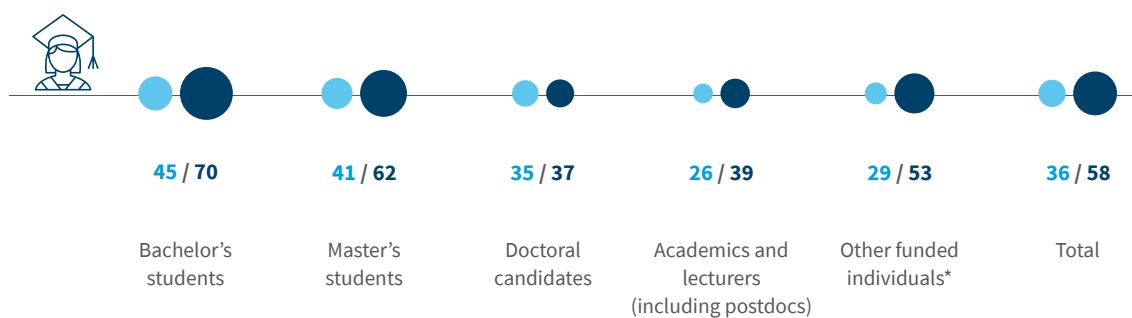


Figure 12
Proportion of women among funded individuals from abroad and from Germany by academic status (in %)



* Individuals in preparatory courses and higher education staff supervising projects

Table 22: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
Sub-Saharan Africa

	Angola	Equatorial Guinea	Ethiopia	Benin	Botswana	Burkina Faso	Burundi	Côte d'Ivoire	Djibouti	Eritrea	Gabon	Gambia	Ghana	Guinea	Guinea-Bissau	Cameroon	Cape Verde	Kenya	Comoros	Congo	Congo, Democratic Republic
A = Funded individuals from abroad																					
D = Funded individuals from Germany																					
I. Individual funding – total	A		353	115	3	31	20	26		16	1	7	256	3		95		384	1	7	8
	D		22	4	4	3		8					40			6		59			1
1. By status																					
Bachelor's students	A		2	4		3		5					27			3		11			
	D		3			2		4					32			2		46			
Master's students	A		110	62	2	7	11	12		14	1	5	89	1		21		150		4	3
	D		7	1				3					1					7			
Doctoral candidates	A		233	45		19	9	9		2		2	136	2		60		207	1	3	4
	D		2		1								1					2			1
Academics and lecturers (including postdocs)	A		8	4	1	2							4			11		16			1
	D		10	3		1		1					6			4		4			
2. By duration of funding																					
< 1 month	A		3	4	1	3		5					11			6		19			
	D		2	1									7			1		10			
1–6 months	A		14	5	1	2				1			30			9		26			1
	D		1		2			5					30			2		38			
> 6 months (long-term funding)	A		336	106	1	26	20	21		15	1	7	215	3		80		339	1	7	7
	D		19	3	2	3		3					3			3		11			1
II. Project funding – total	A	6	416	56	28	23	11	33	2	47	9	5	480	63	1	383		481		11	60
	D		1	113	60	4	10	1	6	1	3	1	10	147	17	40	1	193	1	1	10
1. By status																					
Bachelor's students	A		30	6	3			6			1		63	1		187		75			4
	D		9	38	3		1	3			1	4	27	15		14		61			6
Master's students	A		43	15	9	5	4	3		1	1	1	127	52		82		48		1	32
	D		35	13		1		3	1	2			54	1		10	1	42	1	1	4
Doctoral candidates	A		62	18	6	2	2	4			1		65			68		46			2
	D		1	10	3								17					14			
Academics and lecturers (including postdocs)	A	2	170	14	7	9		3		1	2		124			20		247		5	6
	D		52	6	1	8				1		4	40	1		13		59			
Other funded individuals*	A	4	111	3	3	7	5	17	2	45	4	4	101	10	1	26		65		5	16
	D		7			1						2	9			3		17			
2. By duration of funding																					
< 1 month	A	3	286	44	25	18	5	21	1	4	6	1	307	56		93		407		3	34
	D		95	60	1	8		1	1	3			7	101		32		132		1	5
1–6 months	A	2	67	9	3	3	3	6		23	2	2	87	2	1	249		51		2	6
	D		1	18		3	2	1	5				3	38	17		7	1	60	1	
> 6 months (long-term funding)	A	1	63	3		2	3	6	1	20	1	2	86	5		41		23		6	20
	D										1		8			1		1			5
III. EU mobility programmes – total	A		17	6		2					2		14			11		6			
	D		15	2							6		9			6		3			
1. Mobility with partner countries																					
1. Erasmus student mobility (study abroad)	A		4	3		1					2		7			8		3			
	D																				
2. Erasmus staff mobility (lecturers, other staff)	A		13	3		1							7			3		3			
	D		15	2							6		9			6		3			
Total DAAD funding (I + II + III)	A	6	786	177	31	56	31	59	2	63	12	12	750	66	1	489		871	1	18	68
	D		1	150	66	8	13	1	14	1	3	7	10	196	17	52	1	255	1	1	11
Total DAAD funding – funded individuals A and D		6	1	936	243	39	69	32	73	3	66	19	22	946	83	1	541	1	1,126	2	79

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.

Lesotho	Liberia	Madagascar	Malawi	Mali	Mauritania	Mauritius	Mozambique	Namibia	Niger	Nigeria	Rwanda	Zambia	São Tomé and Príncipe	Senegal	Seychelles	Sierra Leone	Zimbabwe	Somalia	South Africa	Sudan	South Sudan	Swaziland	Tanzania	Togo	Chad	Uganda	Central African Republic	Total
3	4	14	17	11	1	11	16	44	15	255	70	22	1	35		8	47	9	376	119	20		167	50	7	178	5	2,831
1		15	2	2		1	3	27		11	6			13	6	3	2		153	1			27	5		5		430
		2		3				3		12		1		2			1		8	4				3		3		97
		7	2					20		6	3			7	3				91				19			2		252
2	3	3	7	4		9		27	9	109	27	9		20		7	25	9	140	44	17		90	25	3	89		1,170
1		3				1	1	5						3					16				2					51
1	1	7	10	3	1	1	16	13	6	117	42	12		10		1	20		216	66	3		77	22	4	85	5	1,471
		2								2	1			1		3			19				4			1		40
		2		1		1		1		17	1		1	3			1		12	5						1		93
		3		2			2	2		3	2			2	3		2		27	1			2	5		2		87
		3		3				1		13	2	1	1	2			1	2	10	4				2		3		100
		4	2				1			2				1	2				35				3	1				72
		4		1		1		1		21	1			1			1		31	5			2			3		161
1		7				1	1	17		7	3			4	4	3	1		93				20	2		3		245
3	4	7	17	7	1	10	16	42	15	221	67	21		32		8	45	7	335	110	20		165	48	7	172	5	2,570
		4		2			2	9		4	1			8			1		25	1			4	2		2		113
3	23	60	29			5	41	80	52	208	260	25		96		14	32	19	301	82	12	1	198	41	4	153	3	3,857
		17	42	8		4	15	129	6	40	75	13		63	4	26	15	2	516	12	1		155	21		73		1,857
		3	16			1	1	10		10	118	1		6			1		40	4			13	4		3		607
		5	18	4		4		44			35	6		5	2	4	3		254				91	1		35		693
	1	1	6	6			8	34	14	97	26	2		46			5		86	15	6		33	7		49	1	867
		2	2	4			4	45	5	22	4	1		26	2	21	1	1	172	7	1		37	16		26		568
		9	6	3		2	15	5		53	4	2		7		3	6		45	9		1	27	10		14		497
		6	14				3			10	17			12			4	1	16	3			5			5		141
		4	18	17			16	25	34	21	55	9		25		7	4		86	14	3		76	13		51		1,088
		4	7				4	38	1	4	15	6		19		1	4		71	2			18	4		6		389
	2	6	14	3		2	1	6	4	27	57	11		12		4	16	19	44	40	3		49	7	4	36	2	798
			1				4	2		4	4			1			3		3				4			1		66
	1	12	52	20		5	36	56	34	92	241	23		78		10	17	2	193	37	9	1	139	31	3	114	3	2,523
		11	34	8			13	80	6	29	63	8		51		22	8	2	173	10	1		62	20		17		1,065
	1	9	3	1			4	8	7	83	10	1		15		1	9	10	76	29	2		20	10		20		837
		6	6			4	2	48		6	12	5		4	4	4	5		325	1			93	1		55		738
	1	2	5	8			1	16	11	33	9	1		3		3	6	7	32	16	1		39		1	19		497
		2						1		5				8			2		18	1						1		54
	8							14	8	4	7								37	6			3			3		148
								15	2	2	2								22	3			6					93
		6						4	4	2	6								16	4			2			2		74
																				1								1
		2						10	4	2	1								21	2			1			1		74
								15	2	2	2								22	2			6					92
3	7	45	77	40	1	16	57	138	75	467	337	47	1	131		22	79	28	714	207	32	1	368	91	11	334	8	6,836
1		32	44	10		5	18	171	8	53	83	13		76	10	29	17	2	691	16	1		188	26		78		2,380
4	7	77	121	50	1	21	75	309	83	520	420	60	1	207	10	51	96	30	1,405	223	33	1	556	117	11	412	8	9,216

ASIA, PACIFIC

- Australia, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Fiji, Hong Kong (CN), India, Indonesia, Japan, Kiribati, Korea (Democratic People's Republic), Korea (Republic), 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

At the German-Indian government consultations in November 2019, two agreements were signed by the Federal Ministry of Education and Research (BMBF), the DAAD, the Indian Ministry of Human Resource Development and the Indian University Grants Commission. These agreements guarantee the continuation of German-Indian partnerships from 2020 to 2024 within the programme A New Passage to India. A fact finding mission to Vietnam, conducted as part of the new DAAD funding programme HAW. International, offered representatives from universities of applied sciences the opportunity to learn about the potential of practice-oriented teaching and research. The EU's SHARE project, which was launched in 2015, strengthens regional quality standards in the higher education sector and promotes academic mobility in Southeast Asia. It has been extended until mid-2020.

The DAAD provided information about Germany as a location for innovation and research at a wide range of contact fairs and virtual presentations in many countries within the region, including China, Indonesia and Taiwan. In October 2019, the fourth interdisciplinary conference of the three East Asian German Studies Centres (Beijing, Seoul and Tokyo) took place in Beijing on the topic of Cooperation and the Future in East Asia – Reflecting German and European Experiences. Alumni from Germany and China intensified their exchange activities in a networking workshop of the German-Chinese Alumni Network Community (DCHAN) in Beijing. Two VIP delegations from Australia and Mongolia visited the DAAD with the aim of unlocking potential opportunities for collaboration in the future.

Table 23
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	2,662	1,538	4,200	2,661	1,364	4,025	2,310	1,289	3,599
Project funding	4,791	4,364	9,155	5,122	5,261	10,383	4,570	6,170	10,740
EU mobility funding							485	275	760
Total funding	7,453	5,902	13,355	7,783	6,625	14,408	7,365	7,734	15,099

Figure 13
Funded individuals from abroad and from Germany by subject group (number of funded individuals)

Medicine **411 / 318**

Engineering **1,847 / 1,464**

Art, music and sports science **341 / 435**

Mathematics and natural sciences **1,282 / 1,193**

Law, economics and social sciences **1,611 / 2,506**

Language and cultural studies **1,037 / 963**

Veterinary medicine; agriculture, forestry and food sciences; ecology **339 / 129**

Interdisciplinary/other subjects **497 / 726**

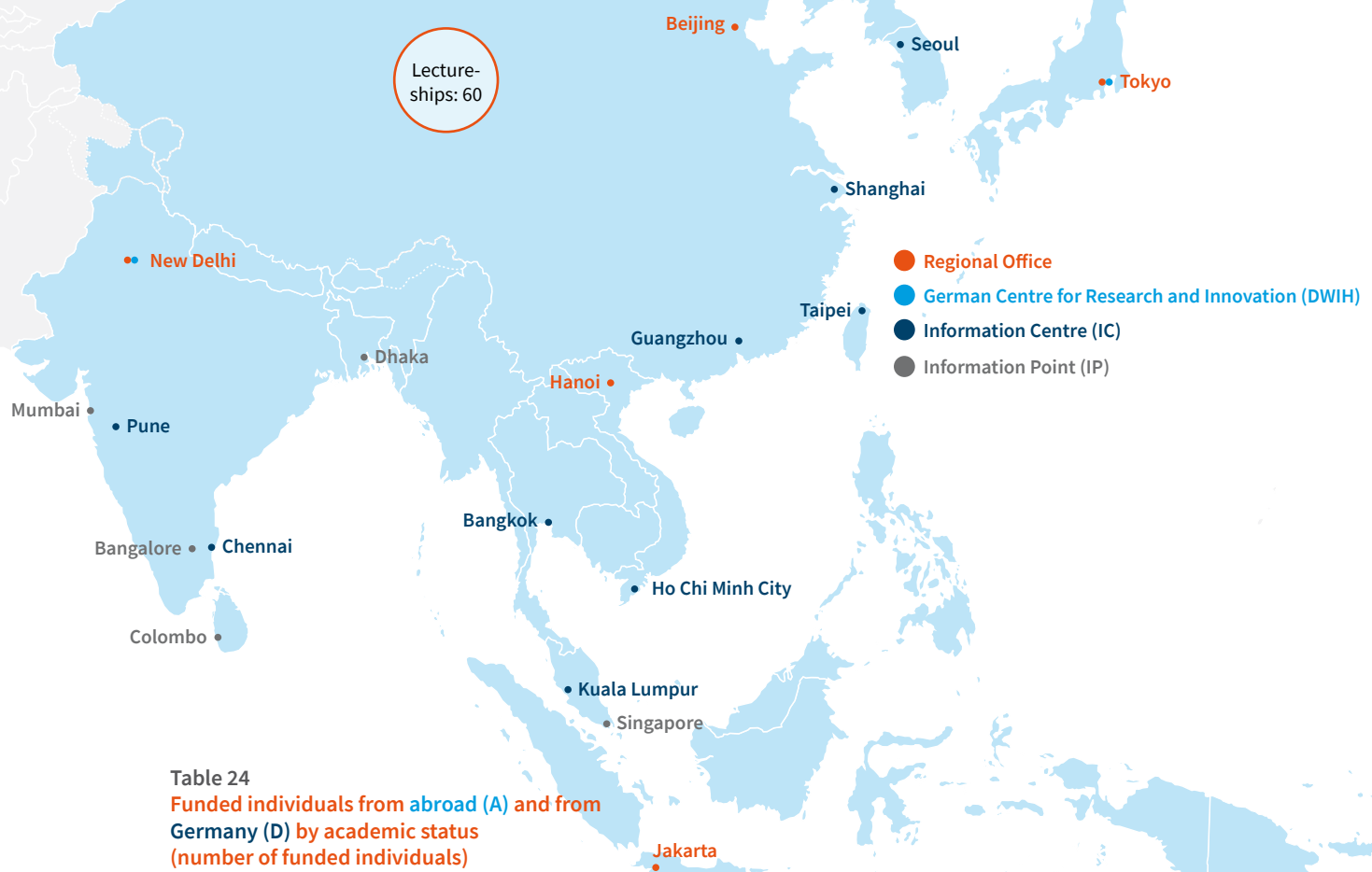
Lecture-
ships: 60

Table 24

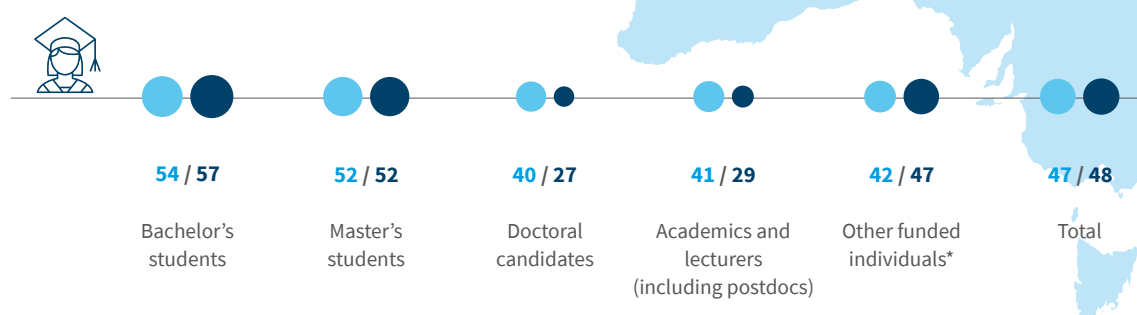
Funded individuals from abroad (A) and from Germany (D) by academic status (number of funded individuals)

	A	D
Bachelor's students	1,887	3,357
Master's students	1,977	2,267
Doctoral candidates	1,388	807
Academics and lecturers (including postdocs)	1,415	1,147
Other funded individuals*	698	156
Total	7,365	7,734



Figure 14

Proportion of women among funded individuals from abroad and from Germany by academic status (in %)



* Individuals in preparatory courses and higher education staff supervising projects

Table 25: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
Asia, Pacific

		Australia	Bangladesh	Bhutan	Brunei Darussalam	China	Cook Islands	Fiji	Hong Kong (CN)	India	Indonesia	Japan	Cambodia	Korea, Democratic People's Republic	Korea, Republic	
A = Funded individuals from abroad																
D = Funded individuals from Germany																
I. Individual funding – total		A	64	58	6	363			20	576	196	156	11		107	
		D	203	2	1	190	14	1	37	91	52	204	18		62	
1. By status																
Bachelor's students	A	5				75			8	146	28	28			10	
	D	94				67	14		11	58	28	48	17		35	
Master's students	A	12	32	5		64				178	68	30	10		33	
	D	21	1			35			5	6	6	63			10	
Doctoral candidates	A	19	25	1		75			7	203	87	30	1		34	
	D	37		1		24			6	8	3	54			7	
Academics and lecturers (including postdocs)	A	28	1			149			5	49	13	68			30	
	D	51	1			64		1	15	19	15	39	1		10	
2. By duration of funding																
< 1 month	A	23	2			109			9	56	30	93	1		31	
	D	58	1			42	6		19	18	3	79	8		11	
1–6 months	A	22	1			50			5	137	9	7			9	
	D	105	1			53	8	1	12	58	24	47	10		24	
> 6 months (long-term funding)	A	19	55	6		204			6	383	157	56	10		67	
	D	40		1		95			6	15	25	78			27	
II. Project funding – total		A	149	149	6	1,049			19	770	346	255	22		254	
		D	1,026	19	4	1,310		3	172	642	352	759	12		492	
1. By status																
Bachelor's students	A	35	12			499			5	60	98	85	3		101	
	D	442	2	1	1	658		1	75	119	168	333	7		269	
Master's students	A	48	59			315			7	364	27	51			78	
	D	328	9	1		392		2	49	285	118	287	1		165	
Doctoral candidates	A	25	9			119			3	148	26	89			31	
	D	139	2			111			17	100	23	75			24	
Academics and lecturers (including postdocs)	A	38	38	3		77				152	96	28	7		31	
	D	112	5	2		144			31	125	39	63	3		33	
Other funded individuals*	A	3	31	3		39			4	46	99	2	12		13	
	D	5	1			5				13	4	1	1		1	
2. By duration of funding																
< 1 month	A	96	80	6		442			13	380	276	153	18		111	
	D	323	13	2		496			114	426	144	303	3		104	
1–6 months	A	52	63			447			6	353	66	84	4		130	
	D	674	4	2	1	689		3	51	200	204	394	9		372	
> 6 months (long-term funding)	A	1	6			160				37	4	18			13	
	D	29	2			125			7	16	4	62			16	
III. EU mobility programmes – total		A	36			80			3	62	34	27	11	2	13	
		D	44			39			5	28	14	30	8	3	15	
1. Mobility with partner countries																
1. Erasmus student mobility (study abroad)	A	10				49			2	33	19	12	3		8	
	D	16								2		17			7	
2. Erasmus staff mobility (lecturers, other staff)	A	26				31			1	29	15	15	8	2	5	
	D	28				39			5	26	14	13	8	3	8	
Total DAAD funding (I + II + III)		A	249	207	12	1,492			42	1,408	576	438	44	2	374	
		D	1,273	21	5	1,539	14	4	214	761	418	993	38	3	569	
Total DAAD funding – funded individuals A and D			1,522	228	17	1	3,031	14	4	256	2,169	994	1,431	82	5	943

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.

Laos	Macao (CN)	Malaysia	Maldives	Micronesia	Mongolia	Myanmar	Nepal	New Zealand	Palau	Papua New Guinea	Philippines	Singapore	Sri Lanka	Taiwan	Thailand	Timor-Leste	Tonga	Vanuatu	Vietnam	Total
11		37			67	31	65	19		1	35	10	20	73	76	3			305	2,310
2	5	26			16	11	22	72			20	46	15	47	46		9	1	76	1,289
4		3			20	2	2	6			1	4	1	12	21				61	437
1	1	18			2	7	17	26			13	27	15	23	26		9		37	594
3		5			16	14	50	6		1	19	2	9	6	20	2			30	615
1		3			1		4	5			3	6		12	5				9	196
1		21			13	8	12	5			15	1	9	47	22	1			96	733
	4							17				6		4	4			1	1	177
3		8			18	7	1	2				3	1	8	13				118	525
		5			13	4	1	24			4	7		8	11				29	322
7		9			13	9		1			2	3	2	19	25				202	646
	4	5			7		8	30			8	10	3	8	8		4		23	363
		3			9		3	10				2	1	10	11				6	295
2	1	17			2	7	14	31			9	26	12	21	28		5	1	37	556
4		25			45	22	62	8		1	33	5	17	44	40	3			97	1,369
		4			7	4		11			3	10		18	10				16	370
15		105			117	158	89	12			118	147	33	67	152	10			528	4,570
5		134	1	2	31	26	51	159	3		31	173	36	296	192			1	237	6,170
1		18			84	1	19	2			11	66	5	48	19				159	1,331
		85	1	1	5	3	29	111			16	119	21	125	87				71	2,750
		22			7	9	20	1			6	76	6	14	62				88	1,260
1		33		1	5	7	15	47			3	53	3	118	75				45	2,043
3		14			2	37	13	3			11	1	3	2	22				61	622
2					2	4	4	1			6		4	30	17			1	61	623
3		30			18	58	18	6			29	3	4	1	28				108	776
2		15			18	10	1		3		6	1	7	23	10				51	704
8		21			6	53	19				61	1	15	2	21	10			112	581
		1			1	2	2						1		3				9	50
14		67			39	151	56	8			105	10	23	34	83	10			293	2,468
5		24			27	13	20	15	3		12	16	16	90	40				170	2,379
1		32			29	7	32	4			9	137	9	33	22				135	1,655
		104	1	2	4	13	28	138			19	150	20	200	136			1	65	3,484
		6			49		1				4		1		47				100	447
		6					3	6				7		6	16				2	307
		19				8	6				1			20	44				119	485
		7				5	1				2			19	17				38	275
		13				4	3							8	30				60	254
														5	1					48
		6				4	3				1			12	14				59	231
		7				5	1				2			14	16				38	227
26		161			184	197	160	31		1	154	157	53	160	272	13			952	7,365
7	5	167	1	2	47	42	74	231	3		53	219	51	362	255		9	2	351	7,734
33	5	328	1	2	231	239	234	262	3	1	207	376	104	522	527	13	9	2	1,303	15,099

COMPLETE OVERVIEW

Table 26: Funded individuals from abroad and from Germany
By funding area 2018/2019

Calendar year	Funded individuals from abroad		Funded individuals from Germany		Total funded individuals		of whom new
	2018	2019	2018	2019	2018	2019	2019
I. Individual funding – total	17,101	16,143	8,512	8,488	25,613	24,631	14,742
1. By status							
Bachelor's students	4,701	4,388	2,906	3,350	7,607	7,738	6,354
Master's students	5,328	4,983	1,427	1,505	6,755	6,488	2,571
Doctoral candidates	5,043	4,926	1,629	1,364	6,672	6,290	2,818
Academics and lecturers (including postdocs)	2,029	1,846	2,550	2,269	4,579	4,115	2,999
2. By duration of funding							
< 1 month	2,522	3,273	3,298	2,814	5,820	6,087	5,768
1–6 months	3,472	2,419	2,763	2,846	6,235	5,265	4,750
> 6 months (long-term funding)	11,107	10,451	2,451	2,828	13,558	13,279	4,224
3. Selection of major programmes							
DAAD One-Year Scholarships for Research and Studies	3,849	3,924	1,264	1,389	5,113	5,313	1,908
Scholarships through Third-Party-Funded Programmes	2,899	2,936	30	28	2,929	2,964	1,052
In-Country/In-Region Scholarship Programmes	2,135	1,937			2,135	1,937	484
Lektors			582	539	582	539	104
Long-term Lecturers, Guest Lecturers, Professorships			86	79	86	79	27
Travel Grants for Conferences or Invited Lecturers			2,556	1,923	2,556	1,923	1,921
Language and Special Courses	2,304	2,246			2,304	2,246	2,246
Internships	866	455	2,280	1,909	3,146	2,364	2,214
Research Stays for Lecturers	834	687	32	16	866	703	616
II. Project funding – total	43,293	40,657	25,218	26,707	68,511	67,364	53,959
1. By status							
Bachelor's students	7,917	7,970	9,773	11,666	17,690	19,636	18,261
Master's students	7,783	7,030	7,962	7,755	15,745	14,785	12,783
Doctoral candidates	3,591	4,479	2,505	2,691	6,096	7,170	5,388
Academics and lecturers (including postdocs)	7,712	6,553	4,462	4,032	12,174	10,585	6,926
Other funded individuals*	16,290	14,625	516	563	16,806	15,188	10,601
2. By duration of funding							
< 1 month	21,024	21,163	14,366	15,698	35,390	36,861	30,999
1–6 months	13,987	13,126	9,848	9,636	23,835	22,762	19,427
> 6 months (long-term funding)	8,282	6,368	1,004	1,373	9,286	7,741	3,533
3. Selection of major programmes							
PROMOS – Programme to Increase the Mobility of German Students			13,095	15,012	13,095	15,012	14,991
Structural programmes for study abroad (ISAP, Double Degree, Bachelor Plus)	551	664	1,553	1,572	2,104	2,236	1,503
Grant and Support Programmes (STIBET)	4,610	4,194			4,610	4,194	3,584
Programme for Project-Related Personal Exchange (PPP)	440	533	1,654	1,550	2,094	2,083	1,416
Integra – Integrating Refugees in Degree Programmes	9,691	8,188			9,691	8,188	5,079
	Project 2016	Project 2017	Project 2016	Project 2017	Project 2016	Project 2017	Project 2017
III. EU mobility programmes – total	3,286	3,781	47,778	49,883	51,064	53,664	53,664
1. Mobility with programme countries							
1. Erasmus student mobility (study abroad)			32,138	33,104	32,138	33,104	33,104
2. Erasmus student mobility (internships abroad)			8,491	8,867	8,491	8,867	8,867
3. Erasmus staff mobility (lecturers, other staff)	123	155	5,960	6,315	6,083	6,470	6,470
2. Mobility with partner countries							
1. Erasmus student mobility (study abroad)	1,621	2,549	330	1,086	1,951	3,635	3,635
2. Erasmus staff mobility (lecturers, other staff)	1,542	1,077	859	511	2,401	1,588	1,588
Total DAAD funding (I + II + III)	63,680	60,581	81,508	85,078	145,188	145,659	122,365

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the National Agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2017 project and thus to the period 01/06/2017–31/05/2019.

Table 27
Funded individuals from abroad (A) and from Germany (D) by funding area (number of funded individuals)

	2013			2016			2019		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	20,050	9,082	29,132	18,901	7,785	26,686	16,143	8,488	24,631
Project funding	29,949	21,707	51,656	36,700	23,127	59,827	40,657	26,707	67,364
EU mobility funding	94	39,024	39,118	146	44,563	44,709	3,781	49,883	53,664
Total funding	50,093	69,813	119,906	55,747	75,475	131,222	60,581	85,078	145,659

Figure 15
Funded individuals from abroad and from Germany by subject group (number of funded individuals)

Medicine **2,606 / 3,634**

Engineering **10,433 / 10,962**

Art, music and sports science **2,321 / 6,095**

Mathematics and natural sciences **8,646 / 9,572**

Law, economics and social sciences **11,018 / 30,502**

Language and cultural studies **7,855 / 15,669**

Veterinary medicine; agriculture, forestry and food sciences; ecology **2,322 / 1,791**

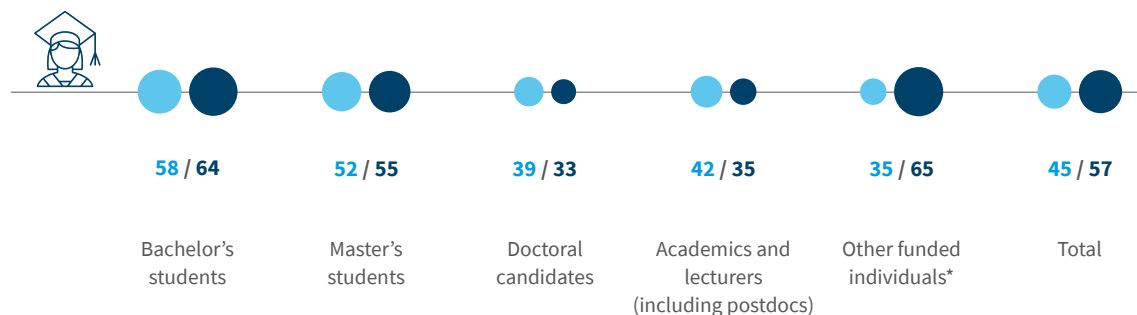
Interdisciplinary/other subjects **15,380 / 6,853**

Figure 16
Funded individuals from abroad and from Germany by academic status (number of funded individuals) and proportion of women (in %)

Total funded individuals (number)

13,369 / 43,200	12,660 / 21,607	9,592 / 4,261	9,308 / 10,057	15,652 / 5,953	60,581 / 85,078
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Proportion of women (in %)



* Individuals in preparatory courses and higher education staff supervising projects

5

APPENDIX



ANNUAL FINANCIAL STATEMENT

Table 28: 2019 financial statement

Funding bodies and programmes		Total funding EUR	Total expenditure EUR
Section I–II – Institutional administrative budget (operations including investments)			
1	Administrative budget for domestic operations		
	<i>Own funds</i>	163,180.48	163,180.48
	<i>Federal State of Berlin</i>	393,000.00	393,000.00
	<i>Federal Foreign Office</i>	28,687,085.28	28,682,864.36
	Total domestic	29,243,265.76	29,239,044.84
2	Administrative budget for international operations		
	<i>Own funds</i>	832,167.46	832,167.46
	<i>Federal Foreign Office</i>	9,395,914.72	9,370,800.85
	Total international	10,228,082.18	10,202,968.31
	Section I–II – Administrative budget for operations in Germany and abroad	39,471,347.94	39,442,013.15
Section III – Federal Foreign Office institutional programme budget			
	Federal Foreign Office institutional programme budget operative funds		
	<i>Programme funds</i>	156,601,000.00	156,600,999.95
	Section III – Federal Foreign Office institutional programme budget operative funds	156,601,000.00	156,600,999.95
Section IV – Project budget from public funding bodies			
1	Federal Foreign Office (AA)		
	<i>Programme funds</i>	9,165,299.63	8,840,552.59
	<i>Project-related administrative funds</i>	1,188,003.00	1,102,530.12
	Total AA	10,353,302.63	9,943,082.71
2	Federal Ministry of Education and Research (BMBF)		
	<i>Programme funds</i>	138,958,765.22	130,597,021.89
	<i>Project-related administrative funds</i>	23,669,314.12	21,526,390.71
	Total BMBF	162,628,079.34	152,123,412.60
3	Federal Ministry for Economic Cooperation and Development (BMZ)		
	<i>Programme funds</i>	45,596,482.30	45,445,866.30
	<i>Project-related administrative funds</i>	5,927,542.70	5,907,962.62
	Total BMZ	51,524,025.00	51,353,828.92
4	Federal Ministry for Economic Affairs and Energy (BMWi)		
	<i>Programme funds</i>	940,353.98	939,788.68
	<i>Project-related administrative funds</i>	122,246.02	122,172.52
	Total BMWi	1,062,600.00	1,061,961.20
5	Federal states		
	<i>Programme funds</i>	6,778,617.70	6,610,055.65
	<i>Project-related administrative funds</i>	886,871.15	869,135.09
	Total federal states	7,665,488.85	7,479,190.74
6	European Union (EU) and other international organisations		
	<i>Programme funds</i>	212,674,980.46	147,954,276.71
	<i>Project-related administrative funds</i>	4,002,306.00	4,393,801.78
	Total EU and other international organisations	216,677,286.46	152,348,078.49
	Programme funds	414,114,499.29	340,387,561.82
	Project-related administrative funds	35,796,282.99	33,921,992.84
	Section IV – Project budget from public funding bodies	449,910,782.28	374,309,554.66
	Programme funds	570,715,499.29	496,988,561.77
	Project-related administrative funds	75,267,630.93	73,364,005.99
	Section I–IV – Administrative, programme and project budget from public funding bodies	645,983,130.22	570,352,567.76

Funding bodies and programmes		Total funding EUR	Total expenditure EUR
Section V – Project budget from third-party funds			
1	Liaison and university offices		
	<i>Programme funds</i>	149,819.29	169,693.77
	<i>Project-related administrative funds</i>	–	–
	Total liaison and university offices	149,819.29	169,693.77
2	Consortium for International Higher Education Marketing GATE-Germany		
	<i>Programme funds</i>	357,969.15	357,969.15
	<i>Project-related administrative funds</i>	1,165,806.86	1,165,806.86
	Total Consortium for International Higher Education Marketing	1,523,776.01	1,523,776.01
3	International DAAD Academy (iDA)		
	<i>Programme funds</i>	78,781.52	78,781.52
	<i>Project-related administrative funds</i>	475,913.73	475,913.73
	Total iDA	554,695.25	554,695.25
4	Gesellschaft für Internationale Zusammenarbeit (GIZ)		
	<i>Programme funds</i>	2,871,707.19	1,862,313.09
	<i>Project-related administrative funds</i>	1,128,965.16	828,480.85
	Total GIZ	4,000,672.35	2,690,793.94
5	Programmes with partners in Germany and abroad		
	<i>Programme funds</i>	17,532,845.27	13,813,187.51
	<i>Project-related administrative funds</i>	1,356,548.97	2,574,384.99
	Total programmes with partners in Germany and abroad	18,889,394.24	16,387,572.50
6	Stifterverband für die Deutsche Wissenschaft (SV)		
	<i>Programme funds</i>	988,511.27	646,129.87
	<i>Project-related administrative funds</i>	200,185.83	145,014.47
	Total SV	1,188,697.10	791,144.34
7	Dr Mildred Scheel Foundation for Cancer Research		
	<i>Programme funds</i>	766,892.16	800,048.00
	<i>Project-related administrative funds</i>	57,334.57	60,732.26
	Total Dr Mildred Scheel Foundation	824,226.73	860,780.26
8–12	Other funding bodies		
	<i>Programme funds</i>	548,794.13	415,161.79
	<i>Project-related administrative funds</i>	331,641.96	670,895.32
	Total other funding bodies	880,436.09	1,086,057.11
	Programme funds	23,295,319.98	18,143,284.70
	Project-related administrative funds	4,716,397.08	5,921,228.48
	Section V – Project budget from third-party funds	28,011,717.06	24,064,513.18
	Programme funds	594,010,819.27	515,131,846.47
	Project-related administrative funds	79,984,028.01	79,285,234.47
	TOTAL sections I–V	673,994,847.28	594,417,080.94

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As of: 31.12.2019

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Student bodies: 104

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As of: 31.12.2019

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ABBREVIATIONS

3IN European University Alliance of Integration, Inclusion and Involvement	ClimapAfrica Climate Research Alumni and Postdocs in Africa	EHR European Higher Education Area
AA Federal Foreign Office	CNPq Conselho Nacional de Desenvolvimento Científico e Tecnológico, Brazil	EmS Europe meets School
AADL Armenian Alumni of German-Speaking Countries	CONACyT Consejo Nacional de Ciencia y Tecnología, Mexico	EPOS Development-Related Postgraduate Courses
ACA Academic Cooperation Association	CoCiBio German–Ecuadorian Research Cooperation Programme on Biodiversity and Climate Change	ERP European Recovery Program
AHK German Chamber of Commerce Abroad	CPG Center of Excellence for Public Policy and Good Governance, Bangkok	EUN European University Networks
AR augmented reality	DAAD German Academic Exchange Service	exceed Higher Education Excellence in Development Cooperation
BDI Federation of German Industries	DAAS DAAD Alumni Association Sudan	FH university of applied sciences
BKP Artists-in-Berlin Program	DaF German as a Foreign Language	G-RISC German–Russian Interdisciplinary Science Center
BMBF Federal Ministry of Education and Research	DCHAN German–Chinese Alumni Network Community	GDN Groningen Declaration Network
BMWi Federal Ministry for Economic Affairs and Energy	DFF Deutsches Filminstitut und Filmmuseum	GIP German Language, Literature and Culture: Institutional Partnerships
BMZ Federal Ministry for Economic Cooperation and Development	DIHK Association of German Chambers of Industry and Commerce	GIU AS German International University of Applied Sciences, Cairo
BSA education system analysis	DKU German–Kazakh University, Almaty	GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit
BSAd education system analysis – digital	DSG Degree Programmes in German	GJU German–Jordanian University, Amman
BSAi education system analysis – individual	DWIH German Centre for Research and Innovation	GUC German University in Cairo
BTU Brandenburg University of Technology	DZHW German Centre for Higher Education Research and Science Studies	GUtech German University of Technology, Muscat
CAPAZ German-Colombian Peace Institute, Colombia	EAC East African Community	HAW universities of applied sciences
CCÉAE Centre canadien d'études allemandes et européennes	ECTS European Credit Transfer and Accumulation System	HCGES Haifa Center for German and European Studies
CEMarin Corporation Center of Excellence in Marine Sciences, Colombia		HCLA Heidelberg Center for Latin America
CGS Center for German Studies, Jerusalem		HSI internationality of higher education institutions

HTW university of applied sciences for technology and economics	MOPGA-GRI Make Our Planet Great Again – German Research Initiative	SPDL In-Country/In-Region Scholarship Programme
HWR university of applied sciences for economics and law	NA DAAD National Agency for EU Higher Education Cooperation within the DAAD	STIBET Grant and Support Programmes
IAESTE International Association for the Exchange of Students for Technical Experience	NFI National Film Institute	SV Stifterverband für die Deutsche Wissenschaft
ICT information and communications technology	NFVSA National Film, Video and Sound Archive	TDU Turkish–German University, Istanbul
IDA International DAAD Academy	NGO non-governmental organisation	TEV Türk Eğitim Vakfı (Turkish Educational Foundation)
IHES Internationalisation in Higher Education for Society	Nuffic Netherlands organisation for international cooperation in higher education	TFM Department of Theatre, Film and Media Studies
IIE Institute of International Education	OECD Organisation for Economic Co-operation and Development	TH technical university
IMKD International Mobility and Cooperation through Digitalisation	OpenU Online Pedagogical Resources for European Universities	TNE transnational education
Integra Integrating Refugees in Higher Education	PASCH Schools: Partners for the Future	TU technical university
ISAP International Study and Training Partnerships	PHW University of Education Weingarten	TU9 Alliance of Leading Universities of Technology in Germany
ISB International Student Barometer	Postdoc-NeT Postdoctoral Researchers Networking Tour	UAS universities of applied sciences
IWRM-LAC Integrated Water Resources Management for Latin America and the Caribbean	Postdoc-NeT-AI Postdoctoral Networking Tour in Artificial Intelligence	UCR Universidad de Costa Rica
JOSY New Perspectives through Academic Education and Training for Young Syrians and Jordanians	PPP Programme for Project-Related Personal Exchange	UFPR Universidade Federal do Paraná, Brazil
AI artificial intelligence	PROMOS Programme to Increase the Mobility of Students from German Universities	UNESCO United Nations Educational, Scientific and Cultural Organization
MCTIC Ministério da Ciência, Tecnologia, Inovações e Comunicações, Brazil	PUC Pontificia Universidad Católica de Chile	UNHCR United Nations High Commissioner for Refugees
MINT mathematics, computer science, natural sciences, technology	RISE Research Internships in Science and Engineering	UUK Universities UK
MIPT Moscow Institute of Physics and Technology	SDG Sustainable Development Goals	YaBiNaPa Yaoundé–Bielefeld Bilateral Graduate School Natural Products with Antiparasite and Antibacterial Activity
MITACS Mathematics of Information Technology and Complex Systems	SeSaBa Success and Withdrawal of International Students in Germany	YUFE Young Universities for the Future of Europe
		YÖK Yükseköğretim Kurulu (Turkish Council of Higher Education)
		VR virtual reality
		ZfA Zentralstelle für das Auslandsschulwesen

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