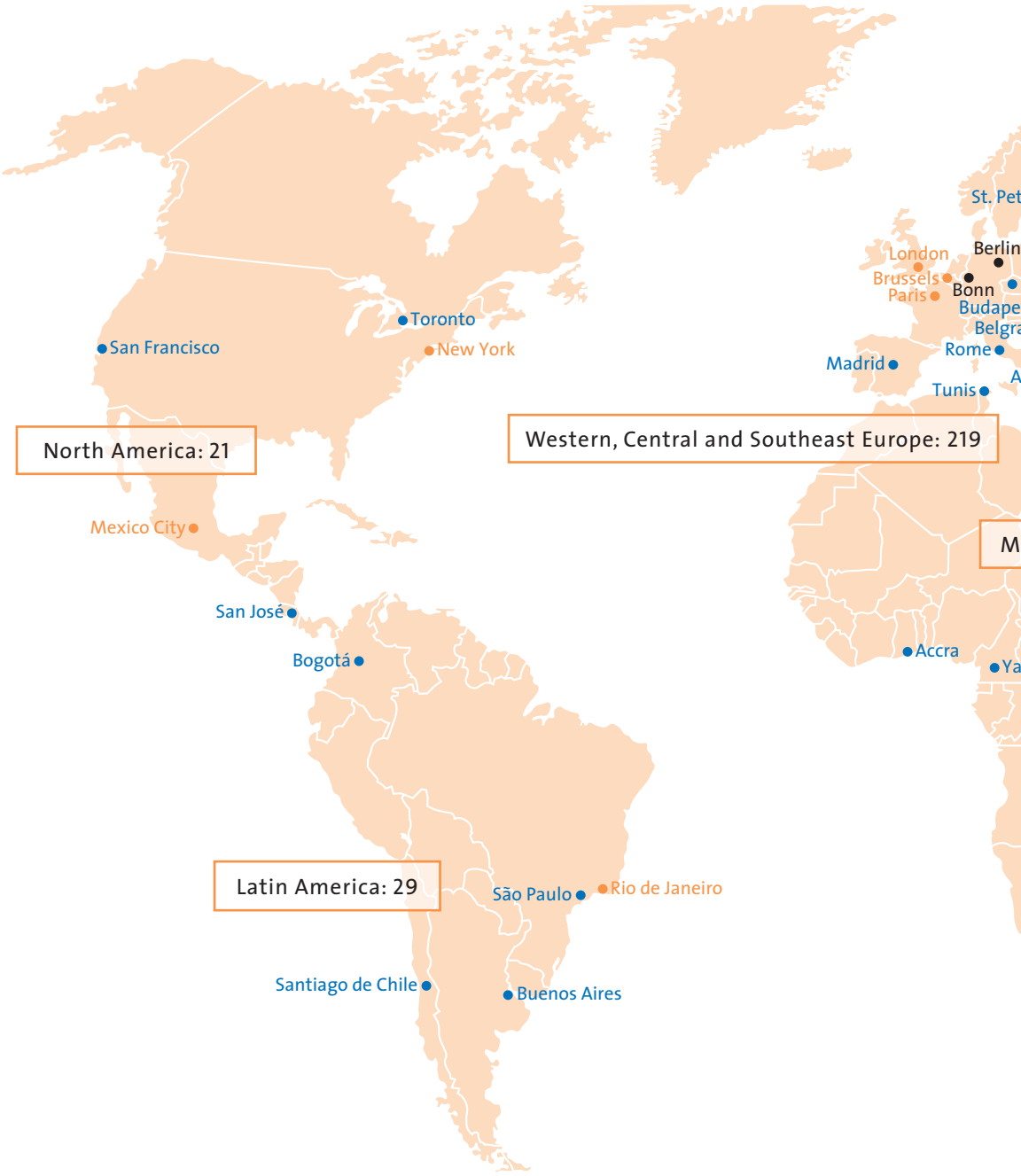
2017

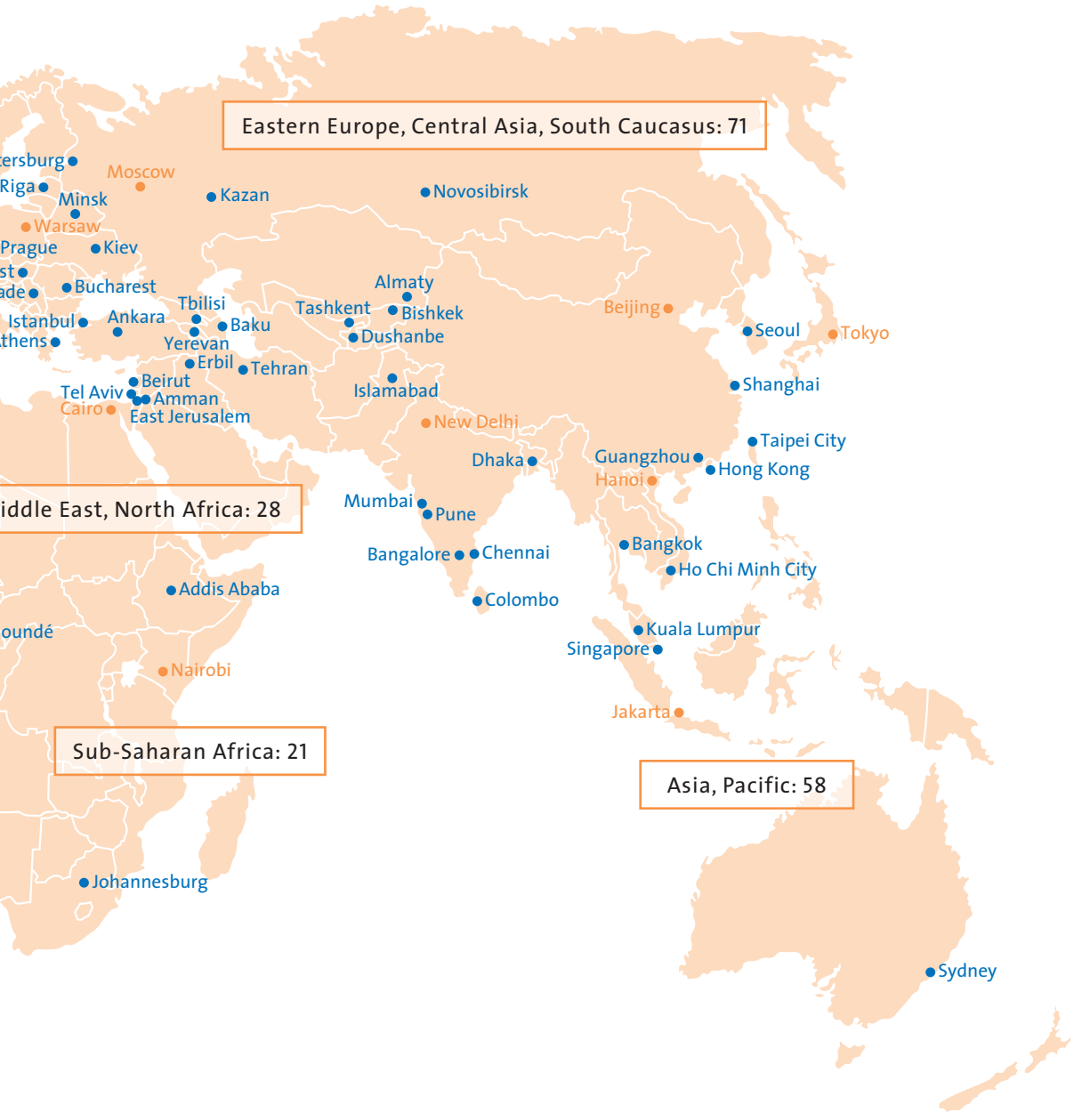
Annual Report

DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

The DAAD worldwide





- 15 Regional Offices
- 57 Information Centres (IC)
- DAAD Head Office Bonn and Berlin Office
- 447 Lectureships

April 2018

Annual Report
of the German Academic
Exchange Service
2017

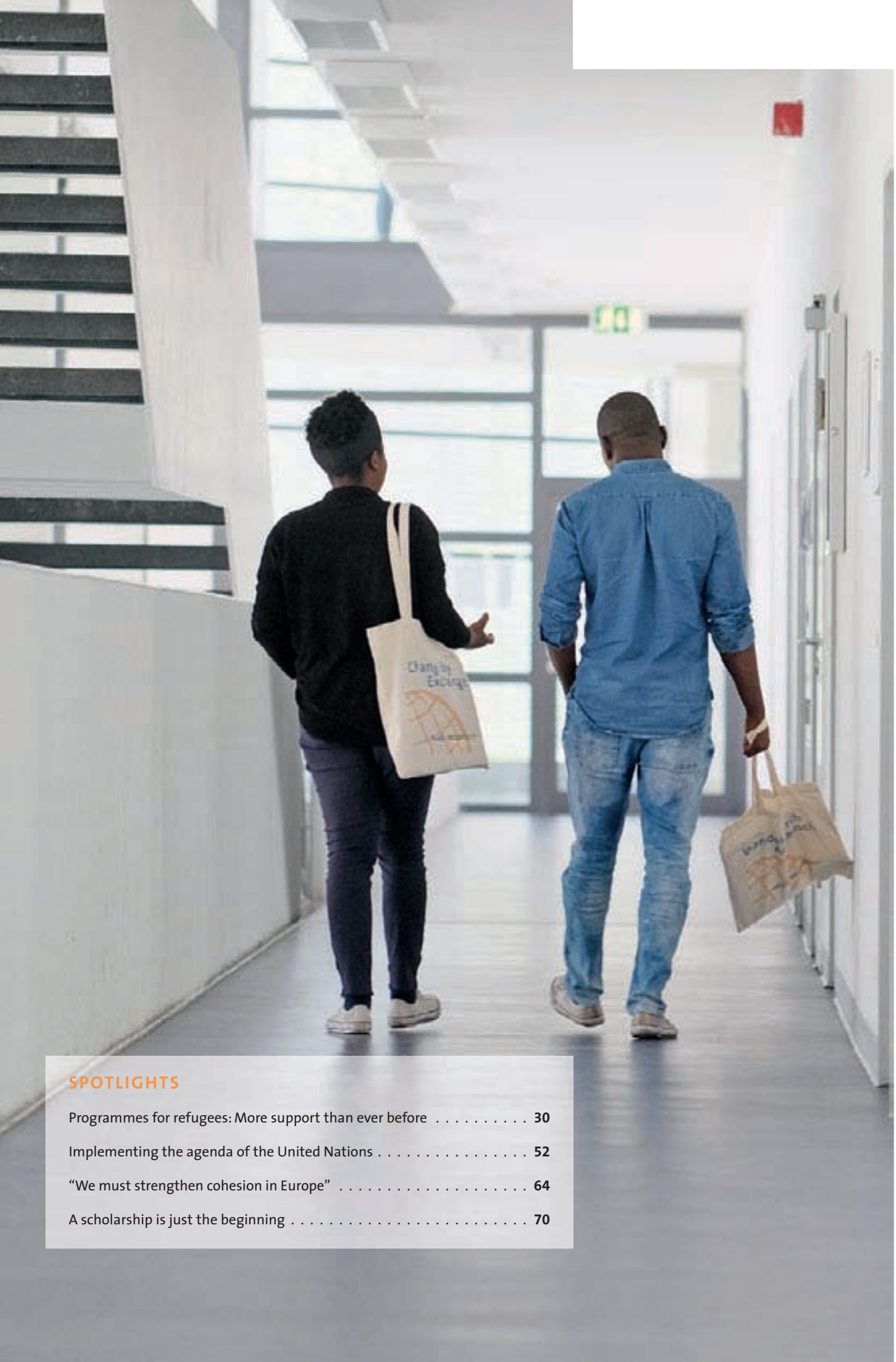
“As guest of the Artists-in-Berlin Program in 2013 I worked on important parts of *“Compass”* and conducted research on German and Austrian oriental studies in many libraries. I’m incredibly grateful to the DAAD for this opportunity.”

Mathias Énard

The French author and translator was honoured with the Leipzig Book Award for European Understanding for his novel *“Compass“* in 2017.

In 2017 50 percent of all DAAD scholarship holders were women.

www.daad.de



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

Dear Readers,

The year 2017 brought political changes and new developments that compelled us to more intensively and critically reflect on and discuss the context of our activities, our vision of the positive effects of academic exchange, our goals, and the right instruments to achieve those goals. The term "alternative facts" was suddenly making the round; in addition, unanswered questions arose regarding the negative consequences of Brexit for the extremely successful joint research projects and intensive student exchange between Great Britain and its EU partners. The news from Turkey on the painful curtailment of the autonomy of higher education institutions, the cuts to research budgets for crucially important topics of the future in the USA – all this gave rise to debate and decisions regarding the future shape of academic exchange in times of general scepticism towards open societies and the increasingly aggressive drawing of lines between "us" and "them".

We celebrated the 30th anniversary of the Erasmus programme, one of the European Union's most successful programmes, but, at the same time had to discover that commitment to common European values, traditions and strengths – even European unity itself – is a fragile matter. Eurosceptic statements, increasingly nationalistic and xenophobic overtones, and right-wing populist movements in our partner countries, but also here in Germany, present challenges to the DAAD and its

concepts of academic exchange. The fact that the response to the French President's forward-looking and passionate advocacy was so enthusiastic particularly in Germany also highlights the necessity of discussing the positive effects of mobility, of internationalisation, and of academic exchange.

The DAAD has explored these questions extensively over the past year. As a member organisation of the higher education institutions and their student bodies, we continue to pursue our strategic goals. We support talented students, graduates, academics and researchers who seek outstanding opportunities to study and conduct research in Germany and abroad. We promote cooperative research and study programmes of German higher education institutions with partners in other countries, we develop and update knowledge and expertise on academic systems around the world and advise our members on matters of exchange and cooperation.

Our activities focus on promoting excellence in science through academic exchange, on assuming global responsibility by supporting the mobility of talents worldwide and through transnational cooperation, and on advancing a knowledge-based society and economy through international networking.

In 2017 the DAAD provided funding for about 140,000 German and international students, academics and researchers through its range of programmes, implemented a large number of cooperation projects between German and international higher education institutions, and supported an increasing number of transnational education and research projects in higher education.

One can imagine how many scholarship and project applications from Germany and abroad we processed and reviewed based on their quality and probability of success, how many meetings, conferences, webinars and workshops we held, recording the proceedings and publishing the results. The DAAD developed new programmes designed to enable refugees to attend university. Our member higher education institutions and in particular their students are implementing these programmes with great enthusiasm and success.

Our staff in the regional offices and Information Centres acted as expert advisors, drew up regional analyses that will serve as a basis for the further strategic alignment of academic exchange. We intensified the marketing initiatives for our higher education institutions and further developed

our campaigns for Germany as a location for higher education and to promote international mobility. In short, the DAAD successfully met the challenges it faced. The internationalisation of higher education institutions has, it is safe to say, progressed significantly, and the DAAD has played a substantial role in this process.

Our annual report provides insights into the extent and range of our activities in 2017. We would like to thank our friends in politics, our member higher education institutions and our partners from around the world for the support they have shown us.

We will continue to advocate for openness, exchange of ideas, cooperation, shared knowledge production and joint problem solving.

We hope you enjoy reading our report.

Yours sincerely,

Prof. Dr. Margret Wintermantel
Bonn, April 2018

I.
Who we are

Change by exchange

Tasks, organisation, people, budget

We are ...

- a member organisation of the German higher education institutions and their students
- the world's largest funding organisation for transnational academic cooperation and international exchange of students, academics and researchers
- a non-governmental organisation for cultural policy abroad, education and science policy, and development cooperation
- the National Agency for EU Higher Education Cooperation
- Germany's most important stakeholder in international higher education and research marketing

Our strategic spheres of action

Scholarships for the best

- Train future experts and leaders from Germany and abroad
- Gain partners and friends for Germany
- Create stable international networks

Effective structures for internationalisation

- Support cooperation between German higher education institutions and international partners and thereby contribute to improving the quality of research and teaching
- Offer high-quality German study programmes abroad
- Encourage German higher education institutions to contribute to developing academic systems in our partner countries
- Enable higher education institutions to build bridges that foster bilateral relations and cultural understanding
- Promote the German language as a major language of culture and science

Expertise for academic collaborations

- Inform German higher education institutions, scientific organisations and political stakeholders and to enable them to make beneficial decisions on international cooperation

Total funding 1950–2017:

1,386,244
SCHOLARSHIP HOLDERS FROM GERMANY

974,179
SCHOLARSHIP HOLDERS FROM ABROAD

We have a worldwide network

- Head Office in Bonn and a Berlin Office
- 15 regional offices in Germany's major partner countries
- 5 German Centres for Research and Innovation managed by the DAAD
- 57 Information Centres on all continents
- 447 lectureships at selected higher education institutions abroad
- 160 associations of DAAD alumni around the world

Our mission

Promoting excellence in research and teaching through internationalisation

- Administer partner and structural programmes for German higher education institutions
- Provide funding for the best international doctoral candidates
- Recruit outstanding young academics
- Support alumni research groups abroad

Strengthening international cooperation for the benefit of science and society

- Increase the international mobility of German students and by attracting talented international students to Germany
- Conduct targeted advertising for Germany as a location for study and research
- Strengthen the worldwide DAAD network
- Expand knowledge bases for decision makers
- Develop attractive digitally supported programmes

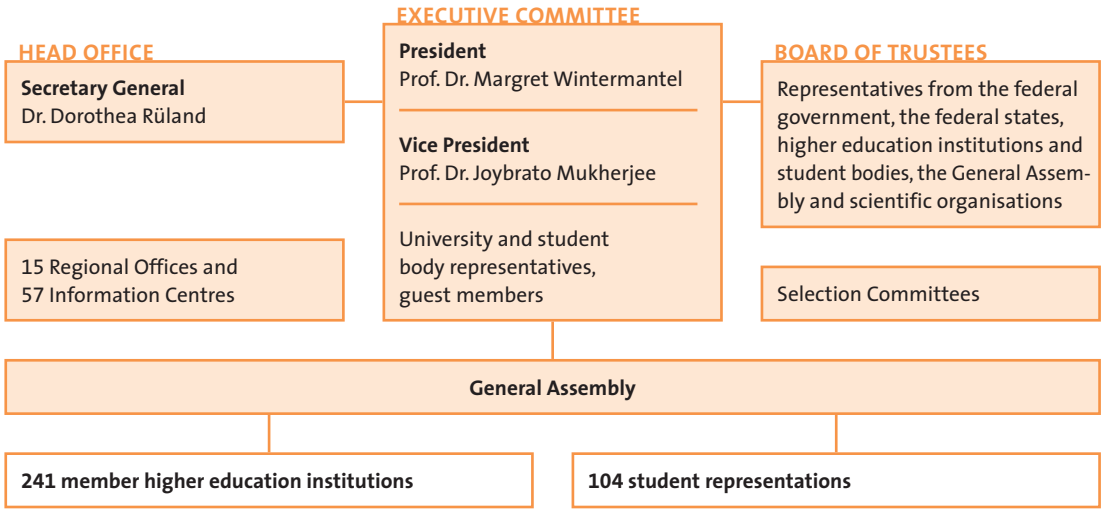
Taking global responsibility and contributing to progress, prosperity and peace

- Expand transnational education projects
- Establish development-related centres of excellence in Africa
- Develop programmes for qualified refugee students in crisis regions and in Germany

Table 1 : Key figures in the DAAD's development 1950–2017

	1950	1960	1970	1980	1990	2000	2010	2016	2017
DAAD scholarship holders (total)	426	4,861	10,883	21,813	38,883	64,047	105,886	131,222	**139,758**
from abroad	196	3,151	8,848	14,114	21,974	26,596	42,079	55,747	**61,528**
from Germany	230	1,710	2,035	7,699	16,909	37,451	63,807	75,475	**78,230**
Budget (expenditures / in thousand EUR)	75	4,512	26,404	69,936	134,590	218,801	383,977	500,325	**522,035**
Established posts (Head Office, regional offices, Berlin Office)	8	48	142	215	309	307,5	293,5	288	**390**
Project and third-party-funded posts		6	2	12,5	25,5	161	534,5	679	**539**
Head Office, Berlin Office, regional offices, Heinrich Heine House Paris		4	6	10	14	16	18	18	**18**
Member higher education institutions	62 (pers.)	32	38	64	189	231	234	238	**241**
Member student bodies		32	37	49	99	127	124	107	**104**
Commission members		44	187	328	474	543	584	477	**427**

The DAAD's structure



Organisation and people

The DAAD was originally founded as a student initiative in 1925. It is a member organisation supported by the German higher education institutions and their students – in 2017 241 higher education institutions and 104 student representations were registered as members. These members elect the Executive Committee in a general assembly. Since 2012 the Executive Committee has been chaired by Prof. Dr. Margret Wintermantel as honorary president. Serving as vice president is Prof. Dr. Joybrato Mukherjee, president of the University of Gießen. Dr. Dorothea Rüland has held the role of DAAD secretary general since 2010, assisted by Ulrich Grothus as deputy secretary general.

What was important to us this year

Nationalist and authoritarian trends are threatening free and open discourse.

"Alternative facts" versus science

Populists take advantage of people's fears and stoke them. In the US, Donald Trump won the presidential election with a polarising election campaign. His "America First" stands for a policy of national interests and devalues scientific findings. Meanwhile, Brexit in the United Kingdom has amplified the crisis of the European Union and demonstrated a widespread distrust of its organisations.

Both in the US and UK, populists have been strengthened by fears and demonstrably false information. Their notion that raising walls will restore the ability of their countries to make decisions more freely and autonomously appears attractive to many. The proponents of simple answers distrust the elites – including those working in science.

Improving transparency and communication

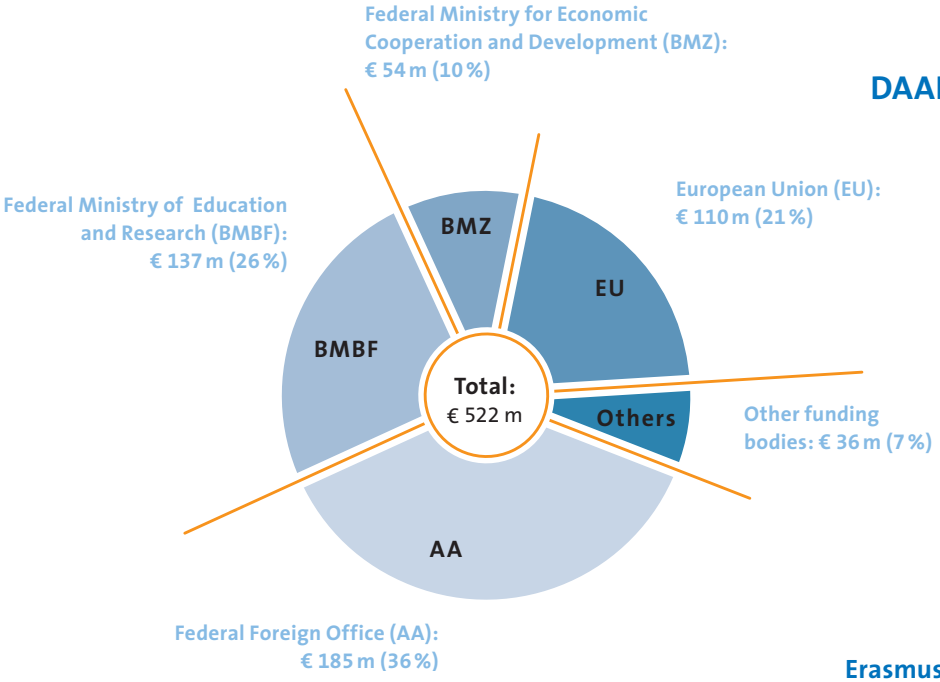
"A new distrust of science has arisen, and with it a discussion on how detached science has become from the real world", said the president of the DAAD, Prof. Dr. Margret Wintermantel. It is true that many researchers are exploring increasingly specific questions in their respective fields. That their findings permeate our everyday lives is often not apparent. People rarely realise how much science has contributed to smartphones or frying pan coatings, to timetables, analytical tools or minimally invasive surgical methods. What we lack are bridges between science and broad swathes of society. "We must better communicate the importance of science and research findings to the public", said DAAD secretary general Dr. Dorothea Rüland on the occasion of worldwide demonstrations for academic freedom.

Science must benefit society

But there were also many encouraging trends in 2017 – for cooperation, for science, for Europe. Many people know that the most significant challenges facing humanity can only be met with science and research that is transnationally oriented and internationally cooperative. This is what the DAAD advocates and stands for. "The DAAD and we all must intensify our efforts to uphold the values of an open society and demonstrate in our actions why the rule of law, the idea of universal human rights, cultural tolerance and the right to freely access education are indispensable", said Prof. Dr. Margret Wintermantel. As the world's largest funding organisation for international academic exchange, the DAAD bears a particular responsibility and sets examples through its work. ›

DAAD

DAAD Budget 2017



Refugees – Integration works

It is important that young people from crisis countries receive an education and the opportunity to research and study in Germany and Europe. Many of them later return to their home countries, take on responsibilities there and remain partners to Germany.

This also applies to the young refugees from the Middle East who have sought safety in neighbouring countries or in Germany. Many of them hope to continue or begin their studies here. When peace returns to Syria, their skills will be urgently needed. The DAAD funds these young people directly, but also supports higher education institutions and student initiatives in integrating them. The results show that integration works.

Erasmus – How Europe comes together

Many young people from Germany and elsewhere appreciate the opportunity to study in other European countries and explore foreign cultures. For 30 years the Erasmus programme has been enabling millions of students and researchers to do just that. Erasmus links countries and their people and is an unprecedented European success story. The programme gives Europe a face. The many applications for Erasmus scholarships show how keen young people in Europe are to experience another European culture.

Budget

The DAAD budget for 2017 totalled 522 million euros. These funds came mainly from various federal ministries, in particular the Federal Foreign Office (AA), the Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Economic Cooperation and Development (BMZ). Further funding was provided by the European Union (EU), by companies, organisations and foreign governments. «

The DAAD 2017 – Insights

daadgalerie moves to new premises: The Artists-in-Berlin Program organised a ten-day opening programme that included exhibitions, concerts, readings, films and performances.

12 January

January

February

March

9 February

Plans for a German-East African higher education institution: Meeting informally at the German-African Business Summit in Nairobi, the German ambassador and the Kenyan minister for education jointly planned a memorandum of understanding on founding a binational higher education institution in Kenya. With the support of German higher education institutions and the DAAD, the binational institution is to be developed based on the universities of applied sciences model.

20–21 March

Discussions on the United Nations' Agenda 2030: The "Sustainable Development Goals" of the United Nations address, among other things, the importance of high-quality education in mastering global challenges. During a meeting at the Berlin-Brandenburg Academy of Sciences and Humanities, experts from the DAAD, the Federal Ministry for Economic Cooperation and Development, the Alexander von Humboldt Foundation, GIZ and the KfW Reconstruction and Development Bank discussed the implementation of these goals. ▶ *page 46*

Germany and Brazil open a joint Centre for German and European Studies in Porto Alegre:
The Centro de Estudos Europeus e Alemães (CDEA) in Porto Alegre is the global network's first DAAD-funded centre in the southern hemisphere. ▶ *page 57*

Assembled around the plaque commemorating the founding of the new centre are (left to right): Evilázio Teixeira, vice chancellor of Pontifícia Universidade Católica do Rio Grande do Sul; Claudia Lima Marques, head of the CDEA; DAAD vice president Joybrato Mukherjee; Rui Vicente Oppermann, vice chancellor of the Universidade Federal do Rio Grande do Sul; German Ambassador Georg Witschel; Draiton Gonzaga de Souza, deputy head of the CDEA.

6 April

April

23 May

Southeast Asian DAAD alumni meet in Hanoi: The international conference "Environment and Health" was the first of its kind in the entire region. It focused on how Vietnam, Laos, Myanmar and Cambodia with their rapidly growing economies can jointly tackle the challenges of environmental issues, healthcare and climate change. ▶ *page 70*

May

11 April

The DAAD supports the "March for Science": DAAD president Prof. Dr. Margret Wintermantel and numerous DAAD staff members attended the event in Bonn to advocate for freedom of science and research.

1–2 June

Erasmus+ annual conference

Moving Europe to exchange:
For three hundred attendees in Heidelberg, the thirtieth anniversary of the European higher education programme served as an occasion to celebrate the programme's successes and look towards the future. ▶ *page 60*

DAAD president Margret Wintermantel (2nd left) warns of the rise of populist movements in Europe. Also pictured (left to right): Bernhard Eitel, vice chancellor of the University of Heidelberg; Theresia Bauer, Baden-Württemberg's minister of science, research and art; and Hanns Sylvester (†), then director of the National Agency for EU Higher Education Cooperation.

June

August

July

23 June

DAAD holds conference on gender equality: At the invitation of the DAAD, 120 academics from 35 countries attended the conference "Female Leadership and Higher Education Management in Developing Countries" to discuss the obstacles faced by female executives in higher education.
▶ *page 47*

5 July

Honouring student initiatives for refugees:
Since 2016 the DAAD has been funding volunteer initiatives to integrate refugees at German higher education institutions through its Welcome programme, three of which were honoured with awards. ▶ *page 30*

4 September

Networking for international action:
The inaugural meeting of the board of trustees for the German Centres for Research and Innovation helped promote even closer cooperation between the various stakeholders in the future. The DAAD has assumed management of all five centres in New York, Tokyo, São Paulo, New Delhi and Moscow. ▶ *page 67*

17 October

Grimm Prize for Prof. Marisa Siguan Boehmer:
The DAAD presented the Jacob and Wilhelm Grimm Prize to the literature and cultural scholar Marisa Siguan Boehmer, who has made a significant contribution to the dissemination of German-language literature in Spain. The Grimm Young Talents Award went to Danish junior professor Mads Christiansen.

Awards ceremony at the Spanish embassy in Berlin (left to right): Rolf G. Renner, University of Freiburg; Ambassador María Victoria Morera Villuendas; Heidrun Tempel, Federal Foreign Office; DAAD president Margret Wintermantel; Grimm Prize winner Marisa Siguan Boehmer; Grimm Young Talents Award winner Mads Christiansen; Gerhard Lauer, DAAD Advisory Council for German Language and Literature, University of Göttingen; and Ambassador Friis Arne Petersen.

September | October | November | December

9 November

DAAD cooperates with Falling Walls:

The proud winners of the "Falling Walls Lab Pre-Selection" in Sudan (left to right): Aliya Hamid (2nd place), Alaa Daffalla (3rd place), and winner Montaser Fathelrahman Mohammed Alamen, whose talk examined causes of brain damage.

One hundred young international researchers met in Berlin for the Falling Walls Lab, a globally established competition for ground-breaking new ideas in science and research. A quarter of the participants had qualified through the DAAD's worldwide network. ▶ *page 69*

II.
Our goals

Scholarships for the best

From university summer courses to government scholarship programmes – DAAD scholarships are in high demand.

The DAAD offers many young people prospects through its wide range of scholarships: in 2017 13,000 scholarship holders were selected from 40,000 applicants.

Awarding worldwide "scholarships for the best" is one of the DAAD's core tasks. In 2017 40,000 applications were processed in competitive selection procedures through which over 13,000 highly qualified students, graduates, doctoral candidates, academics and researchers were selected for an internship, study, a research or teaching stay in Germany and abroad. Crucial to the success of this process is the work of the selection committees. University instructors on the 52 selection committees of the individual funding programmes assisted in making the funding decisions for DAAD scholarships. The DAAD's funding portfolio ranges from short-term measures, such as sponsoring conference attendance, internships and university summer courses to funding master's and doctoral theses, as well as research and teaching visits for university instructors and academics.

The DAAD provides the best possible assistance to the newly selected scholarship holders each year as they start their study or research visit.

An important support measure for one-year international scholarship holders are the multi-day orientation seminars, to which the scholarship sections invited their newest funding recipients to Bonn again last year.

Orientation seminars – At the heart of our support

Our orientation seminars are the beginning of a life-long relationship with the DAAD. "Good support is an important prerequisite for later academic success", says Dr. Birgit Klüsener, head of the Scholarships Department at the DAAD.

In personal meetings, advisors provide information on important topics, such as scholarships, study, financial aid and insurance matters. The opportunity for new funding recipients to network amongst themselves is equally important. The around one hundred new one-year scholarship holders from Eastern, Central and South Eastern Europe, for example, had a choice of four specialist and introductory workshops run by DAAD alumni from the Czech Republic, Serbia and Germany. Lively discussion in the working groups ranged from questions of euroscepticism in the newer EU member states to the differences between master's degree programmes in Germany and academic conventions in the scholarship holders' home countries. ›

Developing and emerging countries depend on well-trained experts. The EPOS programme gives scholarship holders from these countries the opportunity to complete postgraduate programmes with significant practical relevance in Germany.

7,500 scholarships in 30 years for experts and leaders from developing and emerging countries

Be it a forester from North Korea, physicians from Africa or experts for renewable energy from India: with its practice-oriented programme Development-Related Postgraduate Courses (EPOS) the DAAD sponsors academics who want to help develop their home countries.

One of the refugees who initiated such development in his home country and has driven it forward for many years is DAAD alumnus Anil Misra. Originally from India, he had studied renewable energy in Oldenburg as part of the EPOS programme in the late 1980s. After returning to India, he developed programmes on behalf of the German development agency (GIZ) to promote renewable energies in India and served as the managing director of the Solar Energy Society of India. "My degree programme in Germany gave me the necessary skills and confidence to enter a career in the field of renewable energy", he says today.

Anil Misra is one of 7,500 graduates the DAAD has funded through the EPOS programme over the past 30 years and an excellent example of what the long-running DAAD scholarship programme aims to achieve: "We want to sponsor practitioners from developing and emerging countries so that they can find solutions to development problems as experts and business leaders after returning to their home countries", says Andreas Böhler, head of the DAAD's Scholarships for Development Cooperation Section responsible for the EPOS programme.

Launched in 1987 with the first scholarships for six different postgraduate degree programmes in Germany, today the DAAD awards scholarships for 39 international master's programmes and three PhD programmes at German higher education institutions through the EPOS programme. The range of these degree programmes is intentionally broad, from medicine through water management to textile engineering and development management. Most EPOS applicants to date have come from Asia, but the country currently topping the list is Colombia.

"We don't offer traditional MBA degrees, but instead provide cross-disciplinary support in fields such as energy, environment, agriculture or education management", says Andreas Böhler. "That's why we seek talented experts who are willing to think beyond the limits of their discipline and find solutions for larger contexts."

FIRST INTERNATIONAL ALUMNI MEETING IN WEST AFRICA

The economy, population and higher education opportunities in Africa are growing rapidly. While the DAAD and German higher education institutions are very active in other regions on the continent, such as East Africa, cooperation with stakeholders in West Africa still holds significant potential. The first international DAAD alumni meeting in Ivory Coast mainly focused, therefore, on networking. The meeting's agenda centred on training for urgently needed university instructors, quality assurance at higher education institutions, alumni work and higher education collaborations. Around one hundred alumni and higher education stakeholders from nine francophone countries and Germany had come to Abidjan. "Our alumni and higher education partners are very interested in building a stronger international presence", said Cay Etzold, head of the Africa Section of the Scholarships Department.

A considerable success: no less than one hundred alumni attended the international alumni meeting in West Africa.

University summer and intensive language courses – Often the first direct contact with Germany

"My DAAD language course scholarship opened the door to a new world for me", says Tuba Tuncak, who came to Germany for the first time in 1999 on a scholarship for a university summer course. After completing her degree in Turkey, she worked successfully as a journalist for the broadcaster WDR. She has won several radio and media awards and today owns her own media agency. "The scholarship gave me access to life in Germany", says the former scholarship holder. In 2017 over 2,000 young people from 114 countries were able to experience Germany for the first time thanks to DAAD funding. The scholarship holders expanded their language skills and their understanding of German culture.

Government scholarship programmes – An important tool in bilateral cooperation with Latin America

The joint scholarship programmes for master's and doctoral candidates offered by the DAAD in cooperation with ministries and science organisations in many countries around the world are also very popular. The DAAD currently operates a total of 19 government scholarship programmes with Argentina, Chile, Costa Rica, Brazil, Panama, Peru, Colombia and Mexico. They have become an important trademark and additional instrument of individual funding in Latin America.

By mutual agreement, the DAAD extended and renewed existing government-funded scholarship programmes with Colombia and Argentina in 2017. A new scholarship programme for master's and doctoral candidates was introduced in cooperation with the Argentine Ministry of Education. The first joint selections for Argentinian master's students were made in April 2018 in Buenos Aires.

Network meeting of the African partner institutions in the In-Country/Third-Country Programme

The In-Country/Third-Country Programme funds future experts and executives in developing countries, focusing in particular on training future university instructors. In 2017 the DAAD awarded 331 new scholarships for students in postgraduate degree programmes and doctoral programmes at African higher education institutions. In order to encourage networking between the African partner institutions, the DAAD for the first time invited 50 representatives of the supported institutions in Southern and Western Africa to a network meeting in Bonn. The attendees from 27 higher education institutions in 12 African countries discussed how to advance the programme and shared experience.

Turkish DAAD alumna Tuba Tuncak has won multiple media awards in Germany.

At a workshop in Bonn in October 2017, master's degree scholarship holders from the LfS programme receive a wide range of information on entering the world of work and on academic careers in Germany (photo top and bottom).

Scholarships for Syrian students – Supporting programme and preparatory activities for employment

The Leadership for Syria (LfS) programme awards scholarships to Syrian students to enable them to study at German higher education institutions. In addition to their studies, the scholarship holders take part in a two-semester socio-political supporting programme that uses blended learning methods to teach a basic conception of politics, economics and the social sciences, as well as leadership and management skills. As most of these scholarship holders will graduate in 2018, a career-oriented workshop was held for the first time in 2017. The Baden-Württemberg Scholarship Programme for Refugees from Syria organised a network meeting to teach the previously funded 73 scholarship holders and six alumni academic skills, learning strategies, conflict management and presentation techniques.

High demand for internships abroad

Interest in internships abroad is growing steadily. Around one hundred of a total 600 applicants were selected by the DAAD for a scholarship through the renowned Carlo Schmid Programme (CSP). In the CSP the DAAD works with the German Academic Scholarship Foundation and the Stiftung Mercator to offer young German executives the opportunity to complete internships in international organisations and EU institutions. ›

Further education, productive discussion – and lifelong friendships

At scholarship holders' meetings, DAAD funding recipients get to know each other, increase their specialist expertise and strengthen their ties to the DAAD – in Germany and in Africa.

Every year the DAAD organises five major scholarship holders' meetings which are attended by a total of 2,500 foreign DAAD funding recipients in Germany – two meetings in the natural sciences and one each in the humanities, cultural sciences and linguistics, in the technical and engineering sciences and in law, economics and the social sciences.

Each meeting is dedicated to a different key topic appropriate to the respective higher education institution hosting it. "This allows us to ensure that the participants get high-quality expert input", says Kirsten Habbich, who manages the Events Section at the DAAD. In the spirit of expert discussion, the keynote speech by a renowned university instructor is flanked by contributions from four instructors at the respective higher education institution and a dozen scholarship holders.

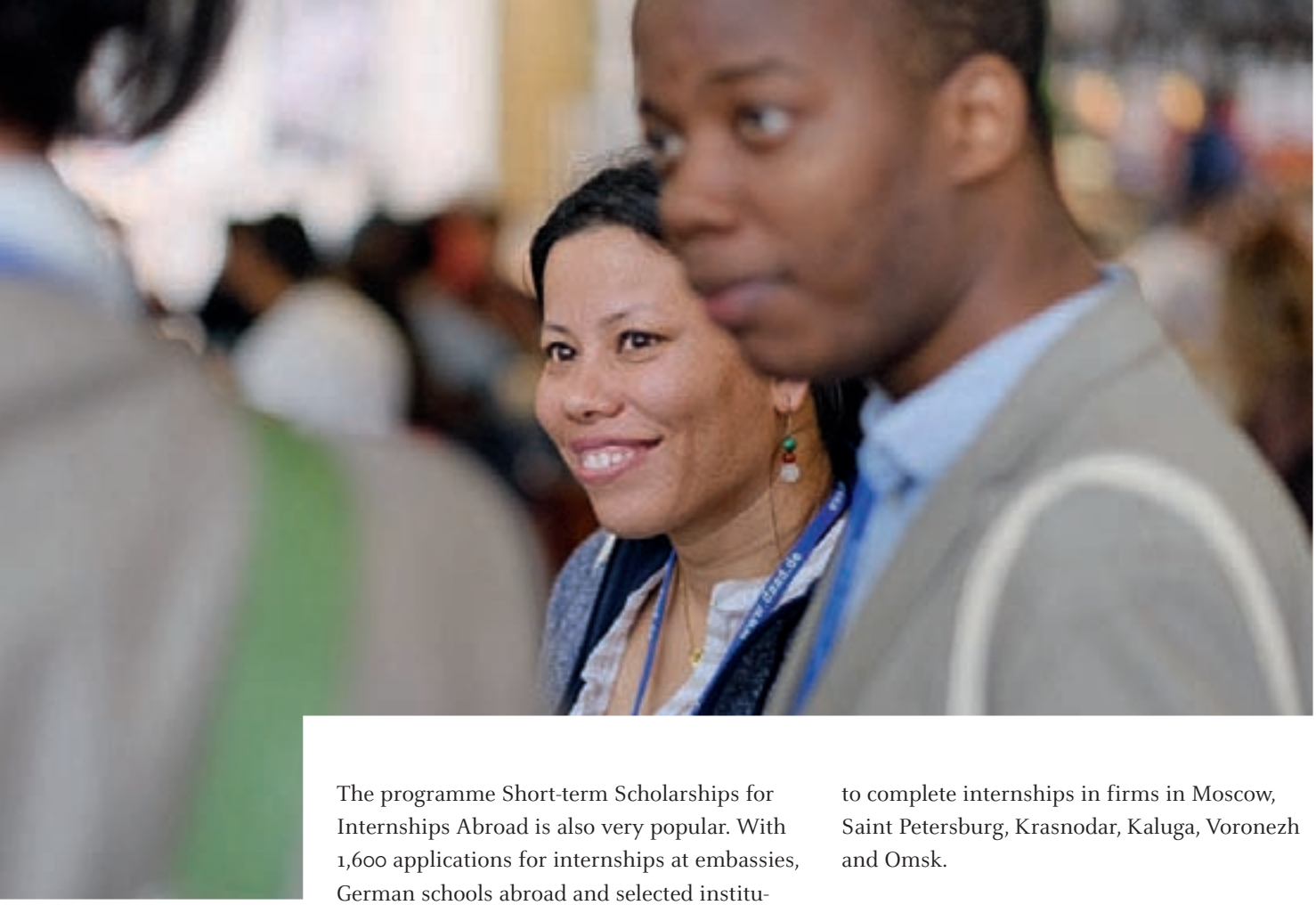
"Our aim is to enable funding recipients to meet, network, and in doing so, form close ties to the DAAD", explains Kirsten Habbich. A further principle of the scholarship holders' meetings is to encounter the DAAD "up close and personal". Attendees meet their DAAD advisors from the respective specialist sections. At dinner they then make the acquaintance of other scholarship holders from their home regions. Kirsten Habbich reports: "At the end, many return home with new lifelong friends."

The events are also popular with the higher education institutions. "Many higher education institutions consider it an honour to host one of our scholarship holders' meetings and invite us of their own accord, for example, for an anniversary year", says Kirsten Habbich.

The first scholarship holders' meeting for the In-Country/Third-Country Programme on "Strengthening Advisory Capacities for Land Governance in Africa" was a little more intimate. Thirty-three funding recipients from four African universities met in Addis Ababa for three days in November to discuss land and soil use.

"Alongside the expert discussions it was just as important to us and to GIZ as our partner that the scholarship holders got to know each other and network amongst themselves in order to later collaborate on solutions across countries and disciplines", says Jana Bömer of the DAAD, who organised the meeting. At a subsequent conference with renowned researchers, three DAAD scholarship holders had the opportunity to present their research approaches to an international expert audience.

Looking beyond one's academic field, meeting other funding recipients and thereby establishing close ties with the DAAD: this is the aim of the scholarship holders' meetings.



The programme Short-term Scholarships for Internships Abroad is also very popular. With 1,600 applications for internships at embassies, German schools abroad and selected institutions of German foreign cultural and educational policy, the number of candidates increased by 43 percent compared to the previous year. In the IAESTE programme the DAAD was able to arrange internships abroad for just under 400 students mainly in the natural sciences and engineering. Such internships often lead to further opportunities. For many, the internships are the first stay abroad of their careers.

In 2017 students interested in the RISE worldwide programme were able to choose from 760 research internships in 49 countries.

The RISE worldwide programme, in which the DAAD helps arrange research internships at higher education institutions around the world for German bachelor's students in the natural sciences and engineering, saw high demand both from institutions offering internships and from applicants. In 2017 students interested in research internships could choose from 760 internships in 49 countries. The leading provider of internships was Spain, ahead of Canada and the USA.

The trainee programme Doing Business in Russia, which offers scholarships for German graduates at German companies in Russia, celebrated its fifth anniversary in 2017. Since the programme was launched, 38 businesses have participated; 240 students had the opportunity to complete internships in firms in Moscow, Saint Petersburg, Krasnodar, Kaluga, Voronezh and Omsk.

Excellent starting conditions for junior researchers

Optimal starting conditions for the best junior researchers are the main focus of the Postdoctoral Researchers International Mobility Experience (P.R.I.M.E.) programme funded by the Federal Ministry of Education and Research (BMBF) and the European Union. P.R.I.M.E. replaces the DAAD's previous postdoc one-year programme and implements the European Charter & Code for Researchers. The scholarship comprises an 18-month position at a German higher education institution. For the first twelve months the junior researchers conduct research abroad; then a six-month follow-on scholarship helps them reintegrate into the German academic system. The programme is open to postdocs from Germany and abroad. Demand remains high: in 2017 the DAAD saw a 43 percent increase in applications to a total of 296.

DAAD short-term scholarships are also available to German junior researchers for research stays of up to six months abroad. Demand for these scholarships has almost doubled between 2015 and 2017.

PRACTICE-ORIENTED TRAINING FOR JAPAN AND CHINA EXPERTS

"Over 90 percent of the participants in the programme consider the scholarship period in Japan one of the most defining and best experiences of their life. I am one of them", says Jörg Grünenberger, who completed the Language and Practical Experience in Japan programme two years ago. Today he advises Japanese corporations on legal and taxation matters in Germany. The DAAD supports natural scientists, engineers, political studies scholars, jurists, economists and architects with its Language and Practical Experience in Japan/China programme. After completing their degree, they go to China or Japan on a DAAD scholarship to learn the language and become more familiar with the country through an internship. "The alumni also contribute significantly to the programme's success by intensively supporting the new scholarship holders", says Christian Strowa, head of the section for scholarship programmes in the Asia-Pacific region.

"The scholarship period in Japan was one of the most defining and best experiences of my life", says Jörg Grünenberger.

Anniversary of the John F. Kennedy Memorial Programme

For 50 years the DAAD has been cooperating with Harvard University to award its renowned John F. Kennedy Memorial Fellowships to German junior researchers in the fields of politics, contemporary history, economics and the social sciences. Over one hundred German scholarship holders have had the opportunity to conduct research for their habilitation or participate in research projects on transatlantic or US-related topics at the Center for European Studies at Harvard University since the programme was launched.

Lektors and language assistants – Insights into teaching at foreign higher education institutions

Through its Language Assitant Programme the DAAD offers insights into the teaching content and methods of foreign higher education institutions. The 239 language assistants funded in the past year focused mainly on language practice and German studies events. A language assistant scholarship is often the start of a career in research and teaching. One in four scholarship holders aims to subsequently teach as a Lektor abroad. The responsibilities of a Lektor range from teaching German as a foreign language and holding classes on literature, linguistics, methodology and didactics to providing student counselling and participating in cultural events. In 2017 the DAAD provided funding for a total of 447 lectureships abroad. A particular focus over the past year was on networking Lektors and language assistants with each other; network meetings were held in Turkey, Argentina, Russia, Jordan and East Jerusalem. «

On the occasion of the 50th anniversary of the John F. Kennedy Memorial fellowships, official representatives of the Center for European Studies at Harvard University meet with former fellows of the programme.

Programmes for refugees: More support than ever before

Since 2016 the DAAD has been supporting the integration of refugees at German higher education institutions with a comprehensive package of funding measures that support diagnostic and testing procedures, participation in preparatory courses through the Integra programme, and student initiatives in the Welcome – Students Helping Refugees programme. The Federal Ministry of Education and Research (BMBF) is providing 100 million euros for this purpose until 2019. For the first time in 2017, the DAAD presented awards to outstanding student Welcome programmes. The new "NRWege ins Studium" programme was launched in 2017 with funding from the state of North-Rhine Westphalia. As part of this programme, the DAAD is sponsoring language courses and supporting measures for refugees at higher education institutions in the region.

"I'm a refugee myself, I understand their needs very well and can mediate between cultures", says Majdi Bido from Siegen. He volunteers for the project Refugees Helping Refugees founded by students at the University of Siegen. Majdi Bido explains the German higher education system to refugees, helps them network with students and assists them when they face challenges.

The Siegen project took third place in the 2017 Welcome Prize, awarded for the first time by the BMBF and the DAAD to outstanding student initiatives for refugees. "We found it very difficult to choose three projects from so many dedicated projects", says Katharina Fourier, head of section Higher Education Programmes for Refugees. Students have created successful projects from a wide range of ideas: a meeting room for refugees and citizens in Stuttgart, a project on trauma and flight in Regensburg or a Refugee Law Clinic (RLC) in Berlin, which won first prize (see portrait of Elmedin Sopa, p. 31).

The second-placed project German Courses for Asylum Seekers in Dresden not only teaches language skills but also organises sponsorships between students and refugees. "That our project is able to exist in its present form is due in part to the funding from the DAAD", said volunteer Torsten König at the awards ceremony. In all, the DAAD is supporting 650 projects through its Welcome – Students Helping Refugees programme.

"NRWege ins Studium" – Flagship project at state level

Through its "NRWege ins Studium" programme the DAAD funds preparatory and accompanying language courses for refugees at higher education institutions and finances additional staff to advise prospective students and intensively support programme participants. Elin Petersson at TH Köln is one of the refugee coordinators funded through the programme. She advises refugees, for example, in organisational and financial matters. "At this point we are able to resolve many issues by making phone calls on behalf of the refugees. Many would not be able to handle that alone", she says.

TH Köln offers refugees language courses funded by the "NRWege ins Studium" programme.

Elmedin Sopa speaks with Elke Büdenbender, wife of Federal President Frank-Walter Steinmeier.

In all, the Ministry of Culture and Science of North-Rhine Westphalia will be funding up to 12,600 places in preparatory courses by 2020. "The triad of language, specialist support and expanded staff infrastructure is successful", explains Fourier. "Project funding in North-Rhine Westphalia is a model that other federal states can follow."

Portrait of Elmedin Sopa of the Refugee Law Clinic at Humboldt-Universität (HU)

Elmedin Sopa studies law at Humboldt-Universität (HU) in Berlin. The 24-year-old came to Germany in 2009 and experienced the war in Kosovo as a child. "Maybe it's that background that drives me to work at the Refugee Law Clinic", he says. He has undergone training to become a legal advisor and regularly participates in supervisions. As one of around 60 volunteer legal advisors, he assists refugees in emergency shelters, district centres and at HU. "In the beginning it was mostly about asylum requests, later we prepared people for hearings. Today we also handle questions on subsidiary protection and possibilities for legal action", he says. The team advises around 150 people every month. What does he want to do later on? "I'm not built for an academic career. I want to use my knowledge on the ground and found a non-governmental organisation."

▸ www.rlc-berlin.org
▸ www.daad.de/fluechtlinge

Spotlight

Most Syrian refugees remain in countries neighbouring Syria. In order to also offer these refugees academic prospects, the DAAD has established funding opportunities in their host countries in the form of the Higher Education Opportunities and Perspectives for Syrians (HOPES) programme and other In-Country programmes.

As HOPES programme director, Carsten Walbiner, travels frequently in the region. The project financed by the European Union's Madad Fund sponsors tertiary education in Egypt, Jordan, Iraq, Turkey and Lebanon. The DAAD is cooperating with the British Council, Campus France and the Dutch organisation NUFFIC on the project. "The DAAD is the consortium leader and coordinates collaboration between the partners", says Walbiner.

► **www.hopes-madad.org**

The HOPES programme is providing 12 million euros in funding for over 400 master's scholarships as well as language courses and projects organised by local partners. In order to reduce political and social tensions, the DAAD awards up to 30 percent of these scholarships to needy students from the host countries. In a recent survey, the scholarship holders said they were very satisfied and praised the excellent and close support.

Having fled Syria, Manar, Hadia and Khaled are studying at Lebanese University thanks to HOPES scholarships.

Walbiner's view of the collaboration between the European partners is also positive. "Each organisation has taken on particular tasks corresponding to their own areas of focus, and we are cooperating in a very solution-oriented manner", says Walbiner. Particularly the local staff have made this success possible. "Without their knowledge, their assessments and their dedication, we would not have been able to implement the project so quickly."

In-Country scholarships for refugees

"Binational higher education institutions in the region are important cooperation partners in supporting refugee students", says Anne Kathrin Jansen of the DAAD. Through its In-Country Programme funded by the Federal Foreign Office, the DAAD supports refugee master's students studying a range of subjects at one Jordanian and three Egyptian universities. Mohamed Shaeleb, for example, is in the second year of his degree at Campus El Gouna and advises new students as a "senior". The binational Turkish-German University (TDU) in Istanbul is also providing assistance and offers scholarships for bachelor's students. In all, the DAAD is funding more than one hundred students through the In-Country Programme.

"We are laying the foundation for a positive coexistence."

Interview with Dorit Schumann

Professor Dr. Dorit Schumann is the vice president of the German Jordanian University (GJU) in Amman. Many Syrian refugees are studying at her university. In our interview, she explains how that gives her hope.

Funding from the DAAD's special In-Country Programme for refugees has enabled you to fund scholarships for master's programmes at GJU. What is special about that?
We were able to not only support Syrian refugees but also award scholarships to young women and men from Jordan. Jordan is harbouring several hundred thousand refugees. With that in mind this approach is really sensible. It also fits the concept of the German-Jordanian University very well.

Why?
The GJU aims to promote intercultural exchange between Arabic and European cultures. The programme allows us to include refugees in this exchange. After all, many want to return to Syria once the war has ended. The skills they learn here and their new connections will enable them to rebuild their country and create a future for themselves.

What opportunities are available to students?
We offer master's scholarships in three disciplines. These include social work for refugees, preserving cultural heritage and the IT programme computer engineering.

What challenges do the refugees face?
Many have experienced violence, lost friends or family members. So it's all the more important that they can exchange views at the university and look ahead.

What is your sense of the cooperation among students?
It gives me hope. Particularly when I see the hospitality we experience in Jordan. On our campus the students collaborate intensively. They make friends, thereby also laying the foundation for a positive coexistence.

Structures for internationalisation

The DAAD is a driver of internationalisation. The broad range of our programmes allows higher education institutions to set their own priorities and enhance their international profiles.

"Whether they emphasise mobility programmes and double degrees, set up courses abroad, focus on developing countries, create strategic partnerships with excellent research partners abroad or employ a combination of many different measures depends on the size and strategic alignment of the higher education institutions", says Dr. Anette Pieper, head of the Projects Department at the DAAD.

Expanding international structures

A key element of internationalisation is structured international mobility. The programmes Integrated International Degree Programmes with Double Degrees and International Study and Training Partnerships (ISAP) support higher education institutions in creating and establishing international degree programmes. The necessary funding is provided by the Federal Ministry of Education and Research (BMBF). At the DAAD's conference "Integrierte Auslandsmobilität – strukturierte Wirkung" (Integrated International Mobility) in Berlin in September 2017, project managers had the opportunity to exchange ideas and expertise and to conceptually enhance their projects.

The programme Strategic Partnerships and Thematic Networks raises the profile of higher education institutions and increases their international visibility.

The significant success of the Strategic Partnerships and Thematic Networks programme, which supports intensive cooperation between German higher education institutions and selected foreign partners, is evident from the academic evaluation of the first four funding years, conducted by the INCHER Institute in Kassel. The evaluation found a very positive effect on the higher education institutions and noted in particular that the programme raised the international profile and increased the international visibility of the higher education institutions.

The DAAD's summer school programme enables foreign students and doctoral candidates to gain initial insights into German academia. In 2017 many summer schools were dedicated to the anniversary of the Reformation; its commemoration was an opportunity to reflect on the lasting effects of the Reformation.

Focus on Africa

Refugee movements from Africa to Europe have increased dramatically in recent years. Counteracting the lack of prospects for many young Africans requires good training options

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Thesis on the Baroque ode: Egyptian Hebatallah Fathy learned her first words of German 30 years ago at a primary school in East Berlin.

Bringing the world to your higher education institution

That is the core idea behind the Visiting Lectureships Programme through which the DAAD sponsors visits by foreign university instructors to German higher education institutions – and which has been running for 20 years now.

Hebatallah Fathy published her thesis on the Baroque ode in Hamburg in 2007, but she learned her first German words 30 years earlier at a primary school in Berlin where her father was posted as an Egyptian diplomat. Between earning her university entrance certificate in Austria, one of her family's next postings, and her visiting lectureship at Ludwig Maximilians Universität (LMU) in Munich, she spent several more study-related visits in Germany.

Hebatallah Fathy sees her visiting lectureship as an opportunity to mediate between cultures, familiarising her students, for example, with the convergences between German and Arabic literature: "I am pleased that my classes are usually especially well attended. The feedback from students is also very positive", says Fathy, now a professor of modern German literature at the University of Cairo. "And at a very personal level, I see my visiting lectureship at a university as renowned as LMU Munich as a major advantage for my further professional career."

Most DAAD visiting lecturers do not have as close ties to Germany as Fathy. But conveying intercultural experiences to German students is the main focus of all university instructors: "Encountering lecturers from other countries and cultures enables students to expand their horizons at home and at the same time benefit from excellent specialist training", says Prof. Dr. Margret Wintermantel, president of the DAAD.

Half of the 1,800 funding recipients to date have come from Europe. In general, the higher education institutions choose their visiting lecturers themselves and cover between 10 and 30 percent of the costs. They apply to the DAAD for the desired lectureship, and the DAAD organises the selection procedure. "The candidates are chosen in a rigorous competition", says Frank Merkle, who runs the DAAD's Mobility Programmes and Student Support Services Section. Visiting lecturers do not make up for teaching shortfalls, but rather offer added value that students would not generally get from German lecturers. "That may be specialist aspects, but it may of course also be new perspectives on teaching content and the methods by which information is conveyed", explains Frank Merkle. Economics, the social sciences, linguistics and cultural studies are heavily represented, but the foreign university instructors may come from all disciplines and subject areas. Some previous funding recipients report on their experiences in the brochure "20 Jahre DAAD-Gastdozenten" (20 Years of Visiting Lectureships).

and career opportunities for them. The DAAD has therefore set new priorities: the programme "Partnerships for sustainable solutions with Sub-Saharan Africa", funded by the Federal Ministry of Education and Research (BMBF) and run by the DAAD jointly with the German Aerospace Center (DLR), combines research and teaching in the fields of bioeconomy, sustainable urban development and resource management. The well-established Centres of Excellence programme at African higher education institutions, which is funded by the Federal Foreign Office, has also been expanded. In cooperation with higher education institutions from Africa and Germany, two new centres have been created in Ghana and Senegal; they are intended to improve training opportunities in West Africa, focusing especially on Niger and Mali.

With the project "Establishing a Centre of Excellence for ICT in East Africa", which is funded by the Federal Ministry for Economic Cooperation and Development (BMZ), the DAAD is helping to provide training opportunities in higher education to support increased digitalisation in East Africa. ›

Discussion with higher education institutions

When the DAAD holds its annual conference with heads of the international offices, it focuses on the crucial issues of international orientation at German higher education institutions. Have the reforms for improved access to higher education helped attract foreign students? What do we have to do to improve student success? How can we use the DAAD mobility campaign "studieren weltweit – ERLEBE ES!" (study worldwide - EXPERIENCE IT!) to convince more students to study abroad? How can the potential of our alumni be used to aid the internationalisation of German higher education institutions?

Every year around 300 attendees meet at the DAAD head office in Bonn for two days to discuss issues, network and develop new ideas. "It is one of the most important events for the heads of the international offices at German higher education institutions", says Frank Merkle, who is responsible for the conference as head of the Mobility Programmes and Student Support Services Section. "Its main purpose is for representatives of the higher education institutions to state their concerns and hold intensive discussions with the DAAD."

One of the central questions of the 2017 meeting was how digitalisation can contribute to internationalisation. "That is currently a hot topic for the higher education institutions", says Merkle. "The higher education institutions are exploring what is already possible and taking away inspiration for necessary further developments."

The Federal Foreign Office's Prize for excellent international

The meeting of the heads of the international offices is one of the most important events for the international offices at German higher education institutions and offers a wide range of opportunities for discussion.

student support services at German universities, valued at 20,000 euros, is traditionally presented at the event. In 2017 the prize went to the Sport and Culture Counselling and Integration programme (BISK) at the Landesstudienkolleg of the Anhalt University of Applied Sciences. Almost one third of the 8,000 students at the preparatory college have an international academic background. BISK contributes significantly to helping newly arrived students find places to meet and interact, and enables them to gain a better understanding of their region thanks to their cultural experience from over 40 nations.

Up to 150 staff members from international offices meet annually at the DAAD's International Students meeting. "The meeting focuses on discussing all aspects of receiving foreign students, from first contact through acquisition and entry examinations to language courses and providing support services", says Frank Merkle. The main topics in 2017 were regional networks, university entrance examinations and refugees' access to higher education.

Recipients of the Federal Foreign Office prize: representatives of the BISK programme with Ronald Anthony Münch, head of the Science and Higher Education Department of the Federal Foreign Office (1st left) and Dorothea Rüland, DAAD secretary general (2nd right).

Table 2 : Programmes to promote the internationalisation of higher education institutions in 2017 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
Mobility			
ISAP – International Study and Exchange Programmes, UNIBRAL	169	947	4,072
Integrated International Degree Programmes with double Degrees	126	770	3,202
Bachelor Plus	52	411	1,648
PROMOS – Mobility Programme for Students and Postgraduates of German Universities	306	12,706	13,633
GO EAST	30	648	1,622
Summer Schools	43	709	919
Partnership programmes			
Strategic Partnerships and Thematic Networks	39	1,895	6,373
PPP – Programme for Project-Related Personal Exchange	765	2,270	3,577
A new passage to India	14	474	1,730
Partnerships with Eastern and South-Eastern European countries	88	4,095	1,981
Specialist Centres and Centres of Excellence			
Centres of Excellence in Research and Teaching abroad	5	387	1,414
Specialist Centres CUPL and IRDLK, Sub-Saharan Africa	3	408	3,510
German-Argentine Centre for Higher Education (DAHZ) *	1	542	1,079
Programmes to promote dialogue and support of higher education institutions in crisis regions			
Academic reconstruction in Afghanistan	5	691	2,124
German-Iraqi Academic Partnerships	15	283	1,180
Higher Education Dialogue with the Muslim World	30	791	1,060
German-Arab Transformation Partnerships	59	1,046	4,893

* A total of 39 binational projects were funded by the DAAD.

Supporting higher education institutions in crisis regions

Higher education institutions can contribute significantly to coping with crisis and conflicts. Higher education creates the foundation for positive developments in economy and society. The DAAD supports these efforts with a wide range of programmes funded by the Federal Foreign Office. After 15 years of successful support for young university instructors through the Stability Pact for Afghanistan, the Opportunities for Education and Employment programme, added in 2016, has now built a bridge between higher education and the world of work. The DAAD also continues its efforts in the Balkans. The recently established programme Higher Education Dialogue with Western Balkan Countries replaced the very successful Academic Reconstruction in South-Eastern Europe programme, which concluded in 2016. «

Expertise for academic collaborations

The aim of the "Expertise for academic collaborations" field of action established in the DAAD's Strategy 2020 is to continuously expand knowledge on the internationalisation of study and research and make it available to higher education institutions, science and politics.

Knowledge is generated in all departments of the DAAD and in the worldwide DAAD network of 15 regional offices and 57 Information Centres. The experts within the network forward up-to-date and regionally specific information and assessments to the DAAD head office in Bonn. The Strategy Department systematises and analyses this data; it also defines key topics in cooperation with the department managers and develops new formats of knowledge transfer.

In 2015 the DAAD launched an annual planning and management process. Fifteen goals for sponsorship actions and strategic development form the basis of annual planning for some 80 measures. In addition to this strategic management process, the DAAD explores strategies on a global level and initiated a development process for country-specific goals for this purpose in 2017. The DAAD has, for example, developed "Ländersachstände" (country reports), "Bildungssystemanalysen" (education system analyses) and "Datenblätter" (fact sheets) on the most important countries. These items are published on the DAAD website.

The DAAD carries out and publishes its own studies on key topics in cooperation with external authors. For the publication series of the GATE-Germany consortium, the DAAD created a compilation in 2017 on international higher education rankings and their importance for higher education marketing (see p. 43). Funded by the Federal Ministry for Education and Research (BMBF), the empirical survey in the research project "Success and drop-out rates among Bildungsauslaender in bachelor's and master's courses in Germany (SeSaBa)" examines the factors that influence students' academic success at university.

HIGHER EDUCATION AND DIGITAL TRANSFORMATION

Annual meeting of the Global Learning Council

The impact of new technologies on global education processes is the focus of discussion by leading experts on the Global Learning Council (GLC). The annual meeting, organised by the DAAD, the National Academy of Science and Engineering, Deutsche Telekom Stiftung, Fraunhofer, the Hochschulforum Digitalisierung, the German Rectors Conference, the Leibniz Association and the Stifterverband für die Deutsche Wissenschaft, focuses on new learning biographies and lifelong learning. "Digitalisation has become a major topic for higher education institutions in the context of mobility, further education and internationalisation", says Dr. Dorothea Rüland, secretary general of the DAAD. And the Berlin conference is a driving force in this process: "We were able to network with world-leading education experts and contribute our many years of experience in real and virtual mobility", adds Katrin Haufe-Wadle, responsible for digital transformation at the DAAD.

CONCENTRATED REGIONAL KNOWLEDGE – THE DAAD'S EDUCATION SYSTEM ANALYSES

How are higher education institutions funded in Ethiopia? How many technical universities are there in El Salvador? What opportunities for cooperation exist in Kazakhstan or Cameroon? In the past, anyone seeking information on the academic systems of individual countries usually had a difficult search ahead of them. But those days are over. The "Bildungssystemanalysen" published by the DAAD make finding such information significantly easier. On 30 to 50 pages, experts explain the education system of a country. The analyses are targeted at higher education institutions, researchers and students who are looking for basic information on the respective higher education system along with numerous links for further reading. The DAAD has drafted analyses for 65 countries so far. "In 2018 we will also be making our statistics and information available as an online database", says Felix Wagenfeld, who coordinates the project at the DAAD. "Then it will also be possible to compare countries online." ▸ **www.daad.de/regionalinformationen**

The DAAD has already created education system analyses for 65 countries.

Survey identifies factors of academic success

More than 350,000 foreign students were studying in Germany in 2017. An important higher education policy goal of the DAAD and the federal government has thus been achieved. However, drop-out rates among international students have remained relatively high for years. Therefore, it is important to the DAAD and the higher education institutions to increase their chances of achieving academic success.

In SeSaBa, the Fernuniversität Hagen, the Bavarian State Institute for Higher Education Research and Planning (IHF) and the DAAD are jointly examining the specific study conditions of international students. The aim of the four-year study launched by the DAAD in 2017 is to produce recommendations for policymakers, higher education institutions and the DAAD itself. «

Knowledge for successful joint projects

The DAAD has restructured its publications portfolio in order to share its global internationalisation knowledge even more intensively with higher education institutions, ministries and research organisations.

“Blickpunkte” (focuses) and “Standpunkte” (positions)

What effects will Brexit have on higher education and research collaborations? What will the higher education and science reform in Russia mean for the strategic partnerships? What is the DAAD’s opinion on access to higher education for foreign students?

The DAAD analyses knowledge collected in Germany and around the world on internationalisation-related developments in higher education policy and makes it available to the German higher education institutions.

“With the short, analytical ‘Blickpunkt’ we want to enable higher education institutions and political stakeholders to act and establish positions based on well-founded knowledge”, explains Dr. Simone Burkhart, then head of the Strategic Planning Division. “These formats are freely accessible on our website.”

The DAAD’s position papers, for example, on access to higher education for foreign students or on academic mobility and skilled worker migration are published in another series, “Standpunkte”.

Regional studies

How has the proportion of foreign students at Chinese higher education institutions developed in recent years? What are the key areas of joint research networks between Canada and Germany? The DAAD provides answers to these and similar questions. The basis of the DAAD’s activities is a comprehensive and differentiated knowledge of academic systems worldwide, largely gained locally through the DAAD network.

This regional expertise is made available to German higher education institutions through various channels and in different formats. Its purpose is to enable them to make strategic decisions based on information, data, analyses and consulting, and to further increase their success in cooperation, exchange and international marketing.

Interested parties can make use of “Ländersachstände” (country reports) on DAAD activities, “Bildungssystemanalysen” (education system analyses) and “Datenblätter” (data sheets). Country profiles and webinars focus mainly on international higher education marketing.

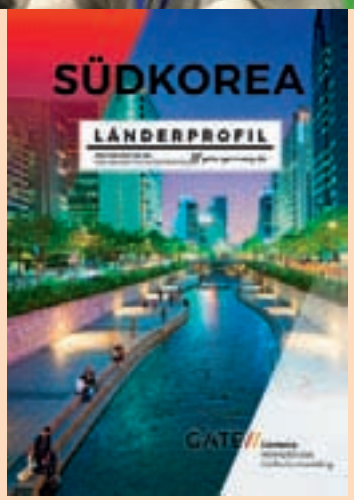
International higher education marketing

How can university websites be optimised for international target groups? What are the motivations, targets and wishes of foreign students in Germany? How can structures and processes in higher education institutions' international marketing be designed?

The higher education consortium GATE-Germany comprehensively examines the subject of international higher education marketing. In addition to regional information, GATE-Germany also offers wide-ranging theme-based knowledge.

In 2017 the consortium published "Länderprofile" (country profiles) on Iran, South Korea and Egypt, while webinars provided higher education representatives with information on the higher education sectors of Indonesia, Iran, Lebanon, the Czech Republic and Turkey, among others. The results of the study "International marketing at German higher education institutions – Structures and processes" were released in the publication series Higher Education Marketing. "The publication 'International higher education rankings and their importance for higher education marketing', for example, provides strategic recommendations as to how higher education institutions can increase their visibility in international rankings", says Dorothea Oeyen, head of the GATE-Germany Office.

The online publication "The International Study Experience in Germany. Findings from the International Student Barometer 2016" reports on the satisfaction and motivation of foreign students in Germany.



► **www.daad.de/blickpunkte**
► **www.daad.de/standpunkte**
► **www.daad.de/regionalinformationen**
► **www.gate-germany.de/publikationen**

Wandel durch
Austausch

III.
Our fields of work

Development and dialogue

The Sustainable Development Goals (SDGs) of the United Nations can only be achieved if knowledge is collaboratively generated. The DAAD is already actively supporting knowledge-intensive South-North collaborations in many scholarship programmes.

In future, South and North will have to collaborate intensively in research endeavours from the outset in order to quickly develop innovative approaches. This was a major conclusion of a group of some hundred international experts who met in Berlin in March 2017 to discuss the role of higher education institutions in implementing the Sustainable Development Goals (SDGs). The event was organised by the DAAD in cooperation with the Federal Ministry for Economic Cooperation and Development (BMZ), the German development agency GIZ, the Reconstruction and Development Bank (KfW) and the Alexander von Humboldt Foundation (AvH).

On the first day of the conference in March 2017, around one hundred international attendees visit Humboldt-Universität zu Berlin.

What does that look like in practice? The first network meeting of the seven bilateral SDG graduate colleges took place in early October. Professors and doctoral candidates of Pontificia Universidad Católica del Perú (PUCP) in Lima and Freie Universität (FU) Berlin reported on how they collaborate at the TrAndeS college to uncover the causes of social inequality. All sides benefit: the doctoral candidates of PUCP receive excellent supervision and a cross-disciplinary supporting programme, while the countries of the Andes engage in joint research into specific issues and discuss potential solutions with political decision makers. FU Berlin itself has the opportunity to expand its research profile and test an innovative cooperation model with an outstanding partner. Six further SDG colleges work similarly.

Employment and climate protection

Two Sustainable Development Goals were central in 2017: Decent Work and Economic Growth (SDG 8) and Climate Action (SDG 13). ›

Female academics at African higher education institutions

At the invitation of the DAAD, female academics met in Bonn in June 2017 to discuss strategies as to how more women could take on leadership roles at higher education institutions in developing and emerging countries. This is a topic that affects many women aiming for a career in higher education in Africa, not least because laboratory hours, age limits and the need to balance work and parenting affect women's careers.

Thinking back to the beginning of her higher education career, she has mixed feelings: "For women, the university was an inhospitable place back then", says Mansah Prah of her early days at the University of Cape Coast (UCC) in Ghana 29 years ago. But that didn't dissuade her from becoming a professor of sociology or from fighting for gender equality. The subject is as relevant today as it was then: How can inequality at universities be reduced? How do funding programmes have to be designed so they appeal to women and offer them the best possible support? What helps women find the courage to apply for a scholarship? Around one hundred female and a few male colleagues from developing countries met at the DAAD conference Female Leadership and Higher Education Management in Developing Countries in Bonn to discuss the role of women in academic management positions.

"Much still has to be done to achieve fundamental change in a male-dominated higher education world", says Gudrun Chazotte of the DAAD's Development Cooperation: Partnership Programmes and Higher Education Management Section.

Traditional roles on the one hand, parenting and career obstacles on the other make it harder for women to pursue their goals – including at higher education institutions. In many developing countries women have children early; they are often solely responsible for childcare and can therefore only go to university later in life. "If career opportunities or scholarships are limited by age, if universities only schedule laboratory hours or meetings for the afternoon, this puts many women at a disadvantage", says Chazotte. The causes of discrimination are often quite banal.

But women like Mansah Prah have developed successful strategies to increase the number of women in leadership roles. Prah established a research centre for gender issues at her university. And she campaigned for guidelines against sexual harassment. No one can do that alone. "That's why it's important to network with colleagues who are pursuing the same goals", says Prah. And to discuss effective strategies at conferences like the one in Bonn.

Attendees of the conference Female Leadership and Higher Education Management in Developing Countries in Bonn.

Ecuador's culture tends to accord men a higher status than women, which leads to discrimination and violence. This understanding is also reflected in our academic culture where sexist comments and inequality are the norm.
Daniela Espinosa, Facultad Latinoamericana de Ciencias Sociales (FLACSO), Ecuador

When I was studying at Université d'Abomey-Calavi in Benin there was only one female lecturer. She was our role model. Symptomatic of the issue is that her male colleagues are all professors today, whereas she herself has been an assistant professor for 20 years.
Dr. Sedaminou Judith Gbenoudon, Université d'Abomey-Calavi, Benin

Indonesia has almost achieved gender parity in the education sector. Leadership roles are a different matter. There are only a small number of female vice chancellors, headmistresses or female employees at higher levels in education. A 2015 study by the United States Agency for International Development (USAID) found that only between 6 and 20 percent of leadership roles at faculties are held by women.
Dr. Maria Jacinta Arquisola, Professional Development Center, Indonesia

A delegation of Freie Universität Berlin visits Pontifica Universidad Católica del Perú.

The new programme to support higher education institutions' relevance to the labour market in Africa was launched with Tunisia as a pilot country. Kenya, Ghana and Morocco are to follow. Climate protection can be advanced through green innovation; ahead of the UN Climate Change Conference, 50 experts invited to Bonn by the DAAD in cooperation with the German Development Institute (DIE) and the working group to promote innovation discussed how this could be implemented in practice. In particular, the "Novas Parcerias"

Higher education plays a key role in East Africa's flourishing IT industry

With the new Centre of Excellence for Information and Communication Technology in Tanzania, the DAAD is sponsoring urgently needed specialist training in IT in East Africa. The sector is booming, industry and businesses are desperately seeking well-trained IT experts.

Building knowledge and skills in information and communication technology is considered a priority for development in the region. This is why the DAAD issued a call for proposals for a Centre of Excellence for Information and Communication Technology (ICT) in 2017. The winning bid was submitted by the Nelson Mandela African Institute for Science and Technology (MN-AIST) in Arusha together with the University of Oldenburg (see interview). The centre of excellence is funded by the Federal Ministry for Economic Cooperation and Development (BMZ) and offers, among other things, a master's course in "Embedded and Mobile Systems".

"With this master's programme, which is unique in the region, we are laying the foundation for a wide range of application areas in start-ups or SMEs", says the programme director for the Centres of African Excellence at the DAAD, Dr. Dorothee Weyler. The degree programme includes a research component. At the same time, the higher education partners are cooperating closely with companies and institutes from Germany and East Africa. "The cooperation is intentionally designed to be regional so that all the states in the East African Community can benefit from the Centre of Excellence", explains Weyler.

For the first time, 64 alumni of the Centres of African Excellence met for a joint network meeting in Cape Town. At the three-day meeting, they discussed causes of and solutions to migration flows in Africa. A video about the meeting can be found on the website.

▸ **www.african-excellence.de**

Climate protection only works if everyone participates: Green Innovation Conference held by the DAAD in Bonn.

(new partnerships) for energy efficiency and rain forest protection, which were successfully brought to a close by the DAAD and GIZ in cooperation with Brazilian partners and businesses in 2017, were seen as innovative models for other countries. ›

ANNIVERSARY OF THE INTERNATIONAL DEANS' COURSE

"For me, the International Deans' Course (IDC) was one of the best vocational further training courses I have taken", says Tan Tin Dang, dean of Ho Chi Minh City University of Technology and Education in Vietnam. The nine-month courses offer deans from Africa, Southeast Asia and Latin America a unique further education opportunity. "In the course, all participants pursue specific change projects for their higher education institutions. Based on these they put the theoretically conveyed knowledge directly into practice", says Tobias Wolf, team leader of the Dialogue on Innovative Higher Education Strategies (DIES) programme. The modular courses have been running for ten years already. At a conference in late November 2017, assessments by the attending 130 specialists for higher education management were positive; an evaluation conducted in 2017 also praised the DAAD programme's success: "With the Deans' Courses, we contribute to professionalising higher education management in developing countries", says Wolf.

► **www.daad.de/dies**

Interview with Prof. Dr. Jorge Marx Gómez of the University of Oldenburg, who coordinates the Centre of Excellence for Information and Communication Technology in East Africa (CENIT@EA) in Arusha, Tanzania.

What are embedded and mobile systems?
Embedded and mobile systems are computer systems with monitoring, management and control functions that are important, for example, in robotics, vehicle engineering and medical technology. They are driving the digital boom in East Africa, which may create a very large number of jobs. This is a trend we want to reinforce.

What defines your partner, the Nelson Mandela African Institute for Science and Technology (NM-AIST)?
NM-AIST is a regionally oriented university that focuses on practice-relevant research and offers only master's and doctoral programmes. The new centre of excellence will allow us to intensify our long-standing collaboration and further expand the internationalisation of the University of Oldenburg.

Who benefits from the Centre of Excellence for ICT in East Africa?
As part of the project we will be introducing the master's programme Embedded and Mobile Systems, for which we will be able to fund a total of 70 scholarships. In addition, master's students and researchers from countries of the East African Community will be able to participate in activities such as summer schools. Such activities strengthen academic exchange in the region.

► **www.african-excellence.de**

Table 3 : Programmes to promote development and dialogue in 2017 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
Individual funding			
Development-Related Postgraduate Courses*	–	754	7,340
BMZ: In-Country / In-Region Scholarship Programmes*	–	1,139	5,272
1,000 Scholarships for African Students	–	944	5,783
Cooperation projects with GIZ	4	141	1,745
Project funding			
Bilateral SDG Graduate Schools	7	216	3,031
Centres of Excellence in Africa Subsahara	8	319	2,936
"exceed" – Higher Education Excellence in Development Cooperation	5	864	3,831
Academic partnerships with developing countries	124	2,802	7,324
Programmes for alumni from developing countries (financed by the BMZ)	39	993	1,961
DIES – Dialogue on Innovative Higher Education Strategies (dialogue and training)	14	718	2,300
Cooperation projects with GIZ	13	217	1,565

Gender equality

In June 2017 the DAAD and the German Rectors Conference (HRK) organised a conference on "Female Leadership and Higher Education Management" (see p. 47) as the starting point of a new programme line. In addition, presenting a convincing concept to promote disadvantaged students will become a further criterion for the DAAD in selecting cooperation partners for its programme for young engineers.

Measuring effectiveness

Measuring effectiveness is a further core element of the Agenda 2030. The DAAD employs an outcome-based monitoring system to oversee its development cooperation programmes. Dialogue and shared learning with the higher education institutions are key aspects. A workshop to discuss evaluation and monitoring approaches with African partners was held in Nairobi in April. The web-based monitoring tool developed by the DAAD makes data collection and evaluation significantly easier.

The DAAD employs an outcome-based monitoring system to oversee its development cooperation programmes.

Digital modules play a crucial role

Digitalisation makes it easier to compile shared knowledge. Twenty-nine Germany alumni from 17 developing countries examined the latest possibilities at the global digitalisation forum re:publica in May (see p. 71). Digital modules play a crucial role in an increasing number of programmes such as the International Deans' Course, which celebrated its ten-year anniversary in late November (see inset p. 49).

Germany's contribution to the SDG education goal

In its national sustainability strategy, the German federal government has undertaken to meet the SDG education goal and increase the number of scholarships for developing and emerging countries by at least 10 percent. The DAAD has already been active in this area since 2015 in the form of its BMZ-funded special programme 1,000 Scholarships for African Students. In 2017 the programme granted 438 new scholarships, mainly in the In-Country/Third-Country Programme in Africa; in all, around thousand scholarships have been awarded since the start of the programme. «

Entrepreneurial universities – A driver for new jobs?

Collaborations between higher education institutions and businesses also exist in developing countries. The DAAD has been funding such university-business partnerships since 2012. An accompanying study conducted in 2017 examined the role of entrepreneurship education in these partnerships. With its programme Entrepreneurial Universities in Africa, launched in 2017, the DAAD is doing pioneering work.

The often very limited formal labour market in developing countries cannot guarantee a future for all graduates. At the same time, digital transformation is generating many business ideas for young entrepreneurs particularly in African countries, for example, in the financial, digitalisation, media and tourism sectors.

"There are currently many new jobs in these fields. To enable graduates to seize these opportunities, higher education institutions should prepare them far more intensively for those jobs", says Christoph Hansert, head of the Development Cooperation Section in the DAAD's Strategy Department in 2017. He envisages higher education institutions being more active in this field, for example, by better integrating start-up consultants and venture capitalists into their campuses.

Since 2012 the DAAD has been funding labour market- and practice-related degree programmes through its University-Business Partnerships between Higher Education Institutions and Business Partners in Germany and in Developing Countries programme. In a 2017 study the DAAD analysed these partnerships in terms of entrepreneurship.

The study's conclusions are generally positive. It found that the programme improves entrepreneurial thinking and action, entrepreneurship training and the economic landscape, as well as strengthens networks and collaborations. Practice-oriented teaching is far more important today than ever before and is therefore also highly valued by university instructors. "The study recommends further strengthening entrepreneurship teaching. This will, however, require better training for the teachers", says Michael Hörig, then head of the Development Cooperation: Partnership Programmes and Higher Education Management Section.

Entrepreneurial universities in Africa – A driver for new jobs?

Entrepreneurship training is just one aspect of many in the university-business partnerships. This is why the DAAD launched the Entrepreneurial Universities in Africa (EpU) programme in 2017. The programme aims to support higher education institutions in Kenya and Tunisia in becoming more labour market-oriented. "The respective higher education institutions first perform a structured self-analysis developed by the EU and the OECD", says Hörig. This enables them to identify their further education requirements and determine how to interact with businesses and where they have to change. "The programme accompanies them through this process", says Michael Hörig. "We are creating employment opportunities and doing exciting pioneering work with this programme."

Examples of funded university-business partnerships: Students participate in the project Student Research and Development Teams at the Wismar University of Applied Sciences, Technology, Business and Design (main image).

Faustina Nti-Boakye takes part in a business plan competition in the project of the Hochschule Bonn-Rhein-Sieg (top image).

Master's students at TU Berlin and African universities install a photovoltaics unit.

Spotlight

Implementing the agenda of the United Nations

The Sustainable Development Goals (SDGs) represent a wide array of global policies defined by the United Nations. In setting these goals, the global community has undertaken to combat hunger, ensure greater equality and reduce poverty. The DAAD is also participating in implementing the SDGs.

In 2015 the United Nations adopted the development policy "Transforming Our World: the 2030 Agenda for Sustainable Development", in which industrialised, emerging and developing countries formulated 17 common demands, known as the SDGs. They include fighting hunger and poverty, protecting the environment and supporting peaceful, equitable and inclusive societies.

Network meeting with scholarship holders of the DAAD's seven SDG graduate colleges.

The DAAD is supporting the implementation of the SDGs with new partnerships between higher education institutions in developing countries and German higher education institutions that work together to generate and provide shared knowledge for the implementation of the SDGs. Within this context, the DAAD is funding graduate colleges at seven higher education institutions in the Global South – four in Africa, two in South America and one in Asia.

The fundamental idea is for German universities to assist their partner institutions in developing graduate-level teaching and research structures by seconding professors for teaching and research and developing curricula. "The curricula should be adapted to the respective local circumstances and promote scientific discourse between the participants", explains Lars Gerold, head of the Institution Building in Higher Education Section at the DAAD. "The programme is therefore aimed mainly at doctoral candidates and postdocs."

In terms of subject matter, topics range from examining inequality in Latin American societies and the effects of climate change on food security in Ethiopia to the connection between culture and political conflict.

With funding from GIZ, the German development agency, the DAAD also supported innovative climate protection measures for rain forest protection in Brazil until the end of 2017.

Beatrice Njenga of the African Union comments at the expert meeting Role of Higher Education, Science and New Alliances – 2030 Agenda in March 2017.

Here the DAAD's activities included acting as a mediator between German higher education institutions and Brazilian businesses with the goal of launching innovations in rain forest protection and renewable energy sources. The collaboration has meanwhile produced over 50 concrete projects. "Our aim in organising the knowledge partnerships is to help companies in Brazil develop marketable products that advance climate protection and development", says Christoph Hansert, then head of the Development Cooperation Section in the DAAD's Strategy Department.

"Novas Parcerias (NoPa)" (new partnerships) is a programme jointly funded by German and Brazilian partner institutions. After publishing a call for proposals for research funding, networking events were held to give interested parties the opportunity to initiate research partnerships and prepare joint project applications.

The range of projects generated by NoPa is broad, from biogas desulphurisation through biodegradable lubricants made from renewable raw materials to value creation chains for agricultural products such as the Brazil nut. Based on the experience gained through NoPa, the next step is to develop practice-oriented higher education modules, into which this knowledge can be incorporated and disseminated throughout the country.

How science can fertilise development and give important impulses for the SDGs was also a topic of discussion at a conference at the German Development Institute (DIE) prior to the World Climate Conference in Bonn. In presenting the NoPa approach, Lars Gerold summed up: "With the SDGs, higher education has gained a new, distinct value in development cooperation."

Carsten Hellpap of GIZ speaks at the Green Innovation conference ahead of the 2017 World Climate Conference in Bonn.

German language and German studies

German studies and German as a foreign language are dependent on international exchange.

Organised by the International German Teachers' Association, the International German Teachers' Conference in Fribourg (Switzerland) offered an excellent opportunity to discuss current challenges. Over 1,500 teachers of German from schools and higher education institutions around the world came together in August 2017 to exchange views with German non-governmental organisations and each other.

The DAAD was involved in a range of formats and activities such as organising the Schools: Partners for the Future Forum (PASCH) in cooperation with the Goethe-Institut, the Central Agency for German Schools Abroad and the Teacher's Exchange Service Pädagogischer Austauschdienst (PAD). DAAD representatives also participated in various expert and policy-making groups. Topics included the increasing importance of German as a foreign language and the role of German as a scientific language. There was also significant interest in the DAAD presenting, among other things, the Dhoch3 project to help train teachers of German (see p. 59).

PROMOTING GERMAN STUDIES

A contribution to dialogue

"There are two opposing trends in the UK: on the one hand, fewer British people are learning German, on the other hand, many are interested in our history, follow German politics and also our legal culture", says Dr. Georg Krawietz, director of the DAAD London Office. The branch office manages the Promoting German Studies (PGS) programme, with which the DAAD promotes academic discussion of Germany. Whether the focus is on housing policy, contemporary history or economic relations in times of globalisation, the range of funded projects is broad. British higher education institutions can apply for on average 30,000 euros per project and year for two-year projects.

An evaluation in 2017 found that the programme made a sustained contribution to political and cultural dialogue between the UK and Germany, and that the funded projects explored topics at a very high level. Stephanie Knobloch, responsible head of section, confirms: "The programme's interdisciplinary orientation ensures exchange and a better understanding even in difficult times."

Summer university increases expertise of Lektors

Networking worldwide and amongst themselves is a central topic for the around 450 DAAD Lektors. The year 2017 was dedicated to advancing this crucial DAAD programme in order to strengthen the expertise of funding recipients and increase their ability to take action at their various locations.

In July, the DAAD organised the fourth summer university for DAAD Lektors in cooperation with the Forum Internationale Wissenschaft (FIW) at the University of Bonn. The topic, ›

Prof. Dr. Rudolf Stichweh holds a plenary lecture at the summer Lektors' meeting.

Joybrato Mukherjee, vice president of the DAAD, opens the "Germanistische Begegnungstagung" (conference on German studies) with the partner countries Canada and the USA.

The then German ambassador to Canada, Werner Wendt, gives a welcome address.

which for many attendees related directly to their everyday working lives, was "Democracy and authoritarianism in the political systems of the contemporary world".

The summer university links current academic discourse to the attendees' intercultural experiences. The academic director of the summer university was Prof. Dr. Rudolf Stichweh, who holds the Dahrendorf Professorship for the Theory of Modern Society and serves as director of the FIW. In addition to keynote speeches, the event featured contributions from Lektors from China, Russia and Kazakhstan, intermixing direct experience and theoretical reflection.

Combined degree programmes generate potential

Beyond its participation in meetings held by international associations, the DAAD itself offers networking platforms on various topics such as German culture, language and language teaching as well as German studies and German literature.

At the invitation of the DAAD, over 70 attendees from Canada, the USA and Germany met at the University of Toronto in April. In various working groups they examined a number of specialist and policy-related topics in the field of German language and literature and German studies. A core part of the conference was the panel discussion with representatives of associations of German language teachers and German literature scholars from the USA and Canada, who discussed ways of stabilising student enrolment, making the subject more international and interdisciplinary, and implementing innovative projects. The Toronto

Open for dialogue with Germany

The latest news from the Centres for German and European Studies: the Centro de Estudos Europeus e Alemães (CDEA) has opened in Porto Alegre, Brazil. It is the first DAAD-funded Centre for German and European Studies in South America. The East Asian centres in China, Japan and Korea intensified their collaboration with a first joint summer school and a regional conference.

"The Centres for German and European Studies are important partners for conveying a contemporary image of Germany. They train Germany experts and promote the German language", explains Stephanie Knobloch, head of the responsible section in the DAAD. With the Centro de Estudos Europeus e Alemães (CDEA), Brazil too now has an interdisciplinary centre that imparts expertise on Germany and Europe to students and young academics, and acts as a point of contact for researchers.

"With this centre we are not only strengthening academic exchange but also creating the foundation for deeper economic and political cooperation between Germany and Brazil", said DAAD vice president Prof. Dr. Joybrato Mukherjee during the opening ceremony of the CDEA in April.

Researchers at the second DAAD East Asian Centres Conference discuss Germany's role in constituting a modern academic culture in Japan, Korea and China. The photos show attendees at the reception (main image) and during the events.

The centre is operated by the DAAD and two Brazilian universities, the Universidade Federal do Rio Grande do Sul (UFRGS) and the papal Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS). The DAAD provides up to 250,000 euros in annual funding from the Federal Foreign Office; the partner universities contribute at least the same sum.

Second East Asian Centres Conference in Tokyo

While the CDEA began its work in 2017, the East Asian centres in China, Japan and Korea are already well established. Topics of the second East Asian Centres Conference in Tokyo last year were modernisation in Europe and East Asia as well as Germany's role in constituting modern academic and educational culture in Japan, Korea and China.

"But the conference was more than that", adds Professor Dr. Hideto Hiramatsu of the University of Tokyo. "It also aimed to serve as a platform where people could engage in open, non-partisan and cordial communication". He sees this as an important contribution in light of the political and societal tensions in East Asia.

"If we want to establish the Centre for German and European Studies at the University of Tokyo, Komaba (DESK), as a permanent and innovative base for Japanese-European academic and cultural exchange we will have to do more than just understand Europe and cooperate with Europe. We will also have to open our eyes especially towards Asia and cooperate openly and constructively with our partners there."
Professor Yuichi Morii of the University of Tokyo, director of DESK

Participants in the DAAD's election observers' tour speak with policymakers and the public to form an impression from their international perspective.

ELECTION OBSERVERS' TOUR – A VIEW OF GERMANY FROM THE OUTSIDE

At the invitation of the DAAD, 18 international Germany experts from 16 nations took part in the election observers' tour. For ten days they experienced the critical phase of the German general election campaign and met high-ranking politicians, with whom they spoke about refugee policy, integration, right-wing populism and Europe's political future. All the election observers are distinguished university professors in their home countries and are regularly consulted as policy advisors on relations with Germany and Europe. Dr. Konstantina Botsiou, for example, is the head of the Constantinos Karamanlis Institute at the University of Peloponnese. "Because Germany is one of Europe's leading democracies, political solutions will be developed here in the near future that will also be relevant to Greece", she believes. But the reverse also applies. The DAAD has for the first time produced a travel diary documenting the participants' impressions and experiences.

► http://pageflow.daad.com/wahlbeobachterreise#189

conference also showed that combined degree programmes, e.g. in engineering and German, hold significant potential and offer graduates excellent career prospects.

Following in Luther's footsteps

The challenge for teachers of German abroad lies in keeping abreast of political and societal developments in Germany in order to give students a realistic picture of the country. The DAAD provides assistance in this respect not only to funding recipients in the Lektors' Programme but also to German "Ortslektors" who teach German at higher education institutions abroad independently of the DAAD.

Following in Luther's footsteps: Ortslektors' seminar in Erfurt.

The seminar Religion(s) in Germany – Celebrating the anniversary of the Reformation in Thuringia in Erfurt offered such foreign German instructors a welcome opportunity not only to follow in Luther's footsteps but also to learn about the significance of church and religion in present-day Germany, especially in Thuringia. Discussions with religious scholars, students at Friedrich Schiller University Jena and representatives of churches conveyed a vivid impression of the anniversary of the Reformation in Thuringia. «

Dhoch3 – An answer to the shortage of German teachers

The digital Moodle platform Dhoch3 supports higher education institutions around the world in providing academic training for teachers of German. They can use the modules and materials free of charge. But the digital format has even more benefits. An interview with Benjamin Schmäling who manages the project.

Why did the DAAD initiate the Dhoch3 programme?
We have been seeing rising demand for German in many regions of the world for a few years. This is true especially for general language courses and application-related German, for example, in specialist or professional contexts. The challenge is that at many foreign schools and higher education institutions there is a shortage of teachers to meet that demand because these topics aren't necessarily included in their training. With Dhoch3 we can support demand-oriented training for future lecturers.

What are the benefits of a digital platform?
Interested higher education institutions can register from around the world, using the platform is free of charge and accordingly low-threshold. We don't have to send out books or materials. The great attraction is that users can also influence the dynamics of the platform.

What do you mean by that?
Every module follows a thematic order. Lecturers can adhere to this order, but they don't have to. Instead, they can design their own courses and create a digital course room for them. In addition, the Moodle platform also offers many communication and collaboration tools such as forums and chats. In the long term the platform intends to give international users the opportunity to publish their own articles, thereby promoting academic exchange in cyberspace.

How come there are eight participating universities which have each developed one module?
For each module we selected the authoring teams who had proven expertise in the subject of the respective module. For example, the University of Leipzig is responsible for the "scientific language" module, TU Berlin is entrusted with the topic of "technical language" and the University of Bielefeld is responsible for the module on "classroom research".

Are these modules intended to replace seminars at some point?
No, definitely not. We think a mixture of seminars and online courses is ideal. We give the higher education institutions recommendations on how to implement this blended learning format with Dhoch3.

Benjamin Schmäling presents the project at an event in Moscow.

What feedback have you received from your partner universities?
Many tell us that they have been waiting for something exactly like this. We want to continue expanding the platform, for example, by offering training courses in Germany and abroad, and exploring ways of regionally adapting them. In addition, it is important to us that the contents are always up to date. We will therefore also be providing ongoing editorial and technical support in the long term.

▸ www.daad.de/dhoch3

European cooperation on higher education

30 years of the Erasmus programme: A success story of European cooperation in higher education

For the National Agency for EU Higher Education Cooperation at the DAAD (NA DAAD) the year 2017 was dedicated to the 30th anniversary of the Erasmus programme. The German higher education institutions, Erasmus coordinators and local Erasmus+ student initiatives celebrated the success of the European higher education programme with numerous events, activities and public campaigns. Highlights included the Erasmus annual conference in Heidelberg, a commemorative publication looking back on 30 years of Erasmus, the extremely positive interim evaluation of the programme and its predecessors, and NA DAAD's drafting of a position paper on the future of Erasmus+, which was published in May.

For over 30 years, Erasmus has significantly contributed to the European area of lifelong learning, to political reforms at a national level and to modernising general and vocational education. The programme continues to focus on improving the transfer of study credits within the European Union. Around 340 German higher education institutions and 14 mobility consortia are actively involved in Erasmus+.

Representatives from politics, education, science, civic society and the National Agencies for Erasmus+, as well as supporters and scholarship holders, were invited to the opening meeting of the 30th anniversary of the Erasmus+ programme.

Demand remained high in 2017

The EU Commission provided German higher education institutions with around 86 million euros (+13 percent) for "intra-European mobility". In purely mathematical terms, this amount will allow over 50,000 students and higher education staff to conduct a stay in another European country.

"Mobility with partner countries" – introduced in 2015 to improve the international dimension of general and vocational education – is meeting with a very positive response. Since its launch, collaborations with neighbouring European regions, but also outside Europe, for example, Africa, Latin America and South Asia, have also been possible. The number of funded partner countries has meanwhile increased to 82, allowing students and higher education staff from around the world to study, conduct research or teach in Germany. With 174 applications, demand increased by almost 30 percent in 2017 compared to the previous year. All in

Federal Education Minister Johanna Wanka opens the ceremony 30 Years of European Cooperation in Education held by the Federal Ministry of Education and Research (BMBF).

Top left (left to right): Manuela Schwesig, Federal Minister for Family Affairs, Senior Citizens, Women and Youth; Johanna Wanka, Federal Minister of Education and Research; Susanne Eisenmann, Minister for Culture, Youth and Sport of the Federal State of Baden-Württemberg and president of the Standing Conference of the Ministers of Education and Cultural Affairs.

all, the National Agency financed 105 projects with 18.8 million euros in funding from the EU Commission.

Another extremely popular programme line is the Erasmus+ Strategic Partnerships. It promotes high-quality teaching and networking of higher education institutions amongst themselves, focusing on innovation and exchanges of good practice in higher education. The core activities of a strategic partnership include developing new joint curricula and study programmes, cooperating with companies and civic society, and promoting civic engagement and entrepreneurial spirit. Sixteen projects were supported with funding from the EU Commission and the Federal Ministry of Education and Research (BMBF); this corresponds to a success rate of around 30 percent.

A further positive result is the repeated success of German higher education institutions in the Erasmus+ funding lines managed by the Executive Agency in Brussels, known as the "centralised actions". German higher education institutions are involved in a quarter of all new Erasmus Mundus Joint Master Degrees intended to establish trans-European master's degree programmes for excellent students from around the world. Fifty-one German institutions are participating in 43 "capacity-building projects" to reform and modernise higher education institutions and higher education systems in the partner countries. Key points are new curricula, innovative teaching and learning methods, and personnel development.

Five projects by German higher education institutions received support through the Jean Monnet Actions to intensify teaching and research on the European Union and political debate on EU topics. The European Commission again awarded funding for two projects submitted by German higher education institutions in the Erasmus+ Knowledge Alliances funding line. Their aim is to increase the innovative potential between higher education institutions and companies.

Erasmus+ Policy Advisory is a new instrument for European reform processes, especially in general and vocational education. ›

GERMAN-POLISH SEMINAR – MAINTAINING A DIALOGUE

At the invitation of the Regional Office in Warsaw, around 70 attendees participated in a two-day German-Polish seminar in November 2017 to hold occasionally contentious debates on Europe, the importance of the EU and the relationship between Poland, France and Germany. Collaborating in workshops proved to be a very positive approach. "The participants got to know each other in small groups and were accordingly more open in discussions as the conference progressed", says Klaudia Knabel, director of the DAAD Warsaw Office. One of the topics was a survey which found that Polish people do in fact value the EU, in particular its freedom of movement, but are less enamoured of the euro or being forced to accept refugees. "There are reasons for the negative attitudes towards refugees and a common currency that we do not have to approve of but should first of all try to understand", says Knabel. The DAAD seminar offered an excellent opportunity to do so.

In addition to cross-sectoral cooperation, the programme focuses on interlinking national and international stakeholders and interest groups. German higher education institutions are involved in four "forward-looking cooperation projects" and in two project consortia focusing on "social inclusion".

The Europe meets School programme turns guest students into ambassadors for their home countries, facilitating intercultural exchange for German schoolchildren in the classroom. At a time when Europe faces multiple challenges to its integrity and cohesion, programmes like Europe meets School play a key role in emphasising shared values and civic engagement. The fact that the new Federal President Frank-Walter Steinmeier took over his predecessors' patronage of the programme in 2017 is further wind in the programme's sails. A total of 205 guest students participated in 197 projects at 133 schools in Germany in the 2016/2017 academic year alone. As a highlight of its eleventh year, the programme honoured its 1,500th participant.

Art installation on the grounds of the Erasmus+ annual conference in Heidelberg.

A new decade in the ASEM education process

The 6th ASEM Education Ministers' Meeting in Seoul, based on the motto "From Common Perspectives to Effective Fulfilment", set the course for the coming years in the ASEM education process. Having celebrated its tenth anniversary, the organisation is now looking to the future.

With the adoption of the "Seoul Declaration", future cooperation will focus in particular on "people-to-people connectivity". Erasmus+ is one of the funding programmes for further cooperation between the regions.

Support for the "Belarus Roadmap" for European higher education reform

The accession of Belarus to the European Higher Education Area (EHEA) is linked to the "Belarus Roadmap" that outlines important development stages of the Bologna Reform for the new member until 2018. In light of these requirements, NA DAAD conducted activities and events with funding from the BMBF to assist Belarusian decision-makers in higher education institutions and ministries with conforming more closely to the standards of the European higher education sector. In May 2017 NA DAAD organised a two-day meeting in Minsk to expand these efforts and further intensify higher education policy contacts between Germany, Belarus and other member states of the EHEA. Around 200 higher education representatives from 16 Bologna member states attended. One key point was networking Belarusian higher education institutions with international partners. «

Siegbert Wuttig (left) and Alan Smith helped get the Erasmus programme underway.

Erasmus has become synonymous with study abroad

Erasmus is a success story. With 4.4 million sponsored students in 30 years, the programme stands for a united Europe. Significantly involved in its development were Dr. Siegbert Wuttig, former head of the National Agency for Higher Education Cooperation in the DAAD, and Dr. h.c. Alan Smith, the former director of the Erasmus Office in Brussels. In the following interview, they look "back to the future".

The numbers are impressive. In 30 years, Erasmus has funded over 650,000 students in Germany alone. Before the programme was launched, however, it was the focus of heated debate. Why?
Alan Smith: Indeed, it was initially a bumpy ride. The decision was preceded by one and a half years of laborious negotiations because, for example, the British were worried about their money, the Germans – although fundamentally in favour – about the sovereignty of the federal states in matters of education. But Erasmus got off to an excellent start.

Siegbert Wuttig: More than 3,000 European students and university staff went abroad with Erasmus in its first year.

What success has the programme achieved?
Wuttig: I commissioned a study for the DAAD a few years ago that clearly showed the positive economic effects of mobility. In addition, it makes higher education institutions more international. For each individual student, participating in the programme offers significant benefits: professionally, for their personal development and for establishing long-term connections.

How do you explain this success?
Smith: Erasmus meets a genuine need. If that were not there, the programme would have shut down long ago. In addition, the idea is based on a relatively simple programme design. Integrated into academic studies, Erasmus offers the opportunity to go abroad for a reasonable period of time – generally several months.

Eurosceptic voices are nonetheless increasing. A majority in the UK voted for Brexit. What's to be done?
Wuttig: We should invest more in exchange and measures to promote a European identity.

Smith: Large parts of the higher education sector are already Europe-friendly. If we want to achieve the greatest possible effect for the European cause, we should focus additional funding on other target groups. For example, on adult education, which is extremely important for citizens' attitudes toward Europe.

Wuttig: But this must not happen at the expense of the higher education institutions, as they play a significant role in meeting societal challenges. In order to appeal to as many people as possible with Erasmus+, I recommend investing additional funds in low-threshold offerings that connect various areas of education. A good example is the programme Europe meets School, where foreign Erasmus students present their home country to German school classes, bringing the schoolchildren into contact with another European culture early on.

► eu.daad.de/de
► www.europamachtschule.de

“We must strengthen cohesion in Europe”

Dr. Dorothea Rüland, secretary general of the DAAD: “In times when countries are closing themselves off, when the exchange of ideas and scientific findings and even freedom of research itself are under threat, we need academic exchange more than ever.”

Brexit and Macron, Erasmus and outbreaks of nationalism – Europe has many faces these days. In the following, DAAD secretary general Dr. Dorothea Rüland takes a look at the future of the European higher education landscape – and remains optimistic.

Dr. Rüland, when you look at Europe, should we be worried?

With its numerous regional offices abroad, 447 lectureships, long-term higher education partnerships, well-functioning networks and successful programmes such as Erasmus+, the DAAD is excellently positioned in Europe – and around the world. At the same time, we are clearly facing immense challenges. Things we have long taken for granted are now being questioned: our cosmopolitanism, the free movement of people and ideas, and even science itself.

What is the DAAD doing to counteract this?

In times when countries are closing themselves off, when the exchange of ideas and scientific findings and even freedom of research itself are under threat, we need academic exchange more than ever. That is why we have intensified our cooperation with our European partner organisations and higher education institutions and are maintaining dialogues even with countries where political differences have become entrenched.

Alongside the US, the UK is the most important partner of the DAAD and the German higher education institutions – and it wants to turn its back on Europe.

We are bound by very close ties. More than 5,500 German researchers work in the UK, around 13,500 German students study there. Our British colleagues are also worried about the future of numerous joint projects, as Germany is the second-most popular country for academic cooperation in the UK after the US. The DAAD alone has 36 Lektors in the UK, 12 of them specialist Lektors in law, politics and history. We sponsor a Research Hub for German Studies, among other things, at the University of Cambridge, and Germany-related degree programmes at five other higher education institutions. But financial aspects also play a role, of course. After all, the British higher education landscape receives 20% more in funding from Europe than the UK pays in. That’s a lot of money for the British higher education institutions.

What will happen if the UK leaves the EU and really does drastically increase tuition fees, as announced?

The crisis has caused our relationships with our British partners to become even closer. It’s also important to consider that science is the crucial driver of innovation, and therefore, also of the economy. What politician would put that at risk? But there are indeed already fewer European researchers going to the UK, and if universities such as Cambridge or Oxford become even more expensive, they will be putting their funding model at risk. The British higher education landscape relies to a significant extent on foreign tuition. And study visits to the UK would become prohibitively expensive for European students if tuition fees were to rise significantly.

"Erasmus – an enormous gain for young people and their countries"

2017 was an anniversary year for the Erasmus programme: 30 years, four million Europeans have benefited. What does Erasmus mean for Europe in the near future?

More Europe than Erasmus is hardly possible: Erasmus is a European success story, a model for other world regions and an enormous gain for young people and their countries on a personal, cultural and societal level. But 30 years also mean that it's time to take stock and develop Erasmus further, towards an active civic society and social inclusion. This was also the background to our 2017 interactive social media campaign #MovingEurope, with which we were able to persuade over one thousand students, representatives of higher education institutions, and also politicians to express their commitment to Europe in the form of videos, cartoons or photographs.

Does Europe need more social inclusion?

Yes, definitely. And in that context Erasmus is a good example of a mobility programme that is aimed at a wide range of people. For example, in Germany we funded around 30,000 more students from socially disadvantaged families in 2014 and 2015. But we need a stronger social commitment and must achieve an even deeper impact on society with the Erasmus programme. The "Erasmus generation", who have come to take European integration for granted, also have to shoulder some responsibility here. A good example is the Europe meets School programme in which Erasmus students visit schools and introduce the next generation to Europe. The integration of refugees at higher education institutions is also going well, but overall there is still room for improvement.

Looking to the future: where do you see European academic cooperation in five years?

Europe isn't very good as marketing itself, and that's why we will have to continue advocating for an open Europe. In French President Emmanuel Macron we have a strong driver in France. We see that he isn't just paying lip service to Europe, but actively forging ahead, for example, with new initiatives against climate change, in which we as the DAAD are already participating with our MOP-GA-GRI (Make Our Planet Great Again – German Research Initiative) programme. Even in Poland there are positive trends despite all the problems. Our partners there have just formed a kind of Polish DAAD. With that in mind, I think in five years we will see very vibrant European academic cooperation that we cannot even imagine today.

International research cooperation

Successful cooperation in a global academic system

The worldwide increase in knowledge production and the development of new centres of excellent research, particularly in Asia, offer future academics and researchers unique opportunities to work on urgent technological and societal problems. However, this requires the will and the ability to cooperate internationally. Inspiring interest in and encouraging such cooperation is the central aim of the DAAD's extensive funding programmes: RISE worldwide enables students in Germany to already gain initial research experience abroad during their bachelor's phase. Demand is high, and almost 250 students were sponsored in 2017.

During the doctoral phase, the DAAD provides support for individually planned research stays abroad as well as for attending international conferences. In 2017 these programmes allowed 1,500 junior academics to enhance their research profiles and build international networks. The funding measures in the FIT worldwide programme focus on the current challenges in computer science.

Outstanding postdocs will find the P.R.I.M.E. programme especially interesting as it enables them to combine research in Germany with a stay abroad and guarantees appropriate social security through employment contracts.

Set against the urgent need for international academic cooperation are societal changes. Complicating matters further, the role and importance of research is also being questioned. The DAAD's task of initiating and advancing international research collaborations and introducing future researchers to good scientific practice is therefore more important than ever. ›

„MAKE OUR PLANET GREAT AGAIN"

DAAD sponsors Franco-German climate research initiative

Around 15,000 pageviews online and expressions of interest from over 70 countries – that was the response to a new programme announced by the DAAD and the Federal Ministry of Education and Research (BMBF) following an initiative by the French President Emmanuel Macron. The funding programme with a total budget of 15 million euros will enable international scientists to conduct top-tier research on the climate goals of the Paris Agreement at German locations.

In a second round, some 60 selected researchers are now working with German host institutions to draw up applications for specific research projects. The programme focuses on improving our understanding of the earth system, aspects of climate change and energy research. "The positive response also demonstrates the quality of our international networks", says DAAD president Prof. Dr. Margret Wintermantel. "We are pleased that it has enabled us to reach the best researchers on all continents."

Now under DAAD management – The German Centres for Research and Innovation (DWIH)

Be it the German-Japanese Symposium on autonomous driving in Tokyo or the sixth German-Brazilian academic dialogue on the bioeconomy in São Paulo, 2017 was a banner year for the five German Centers for Research and Innovation. And not just thematically – in 2017 the centres were also given a new organisational structure.

The German Centres for Research and Innovation (DWIH) in Tokyo, Moscow, New Delhi, New York and São Paulo offer German research institutes, higher education institutions and researching companies a platform, on which they can present themselves. Not only do they serve as a point of contact and a forum, but also promote exchange between scientific institutions in Germany and the respective partner countries.

"The strength of these centres is that they communicate the great diversity of the German research and science landscape to the wider world", says Dr. Christina Peters, head of the DWIH Office at the DAAD. With their events, symposia and exhibitions, they highlight new topics for bilateral academic cooperation.

New organisational structure

"The centres are successful. At the same time, they have developed very differently, not least because there were previously no clear management structures for the individual centres and the network as a whole", explains Dr. Michael Harms, director of the Communications Department in the DAAD, which oversees the DWIH. That is about to change. In 2017 the initiators of the project, led by the Federal Foreign Office and the Alliance of German Science Organisations, decided on a new organisational structure that will ensure that everyone participates in future. "The DAAD has taken on the important task of managing this worldwide network and developing it further with its international expertise", says DAAD president Prof. Dr. Margret Wintermantel. "What is important to us is that we further expand cooperation between business and science at the centres."

Under the new organisational structure, the board of trustees and the programme committee, on which stakeholders from politics, business and science are represented, will now develop strategic and thematic guidelines for all centres. This will improve cooperation among the centres. "We regularly talk via video conferencing. That generates, for example, ideas for joint formats and events", reports Dr. Nina Lemmens, director of the DAAD New York Office and director of the DWIH there.

Scientific networking across the Atlantic

An example for long-term transatlantic networking was the event "Smart Cities and Urban Development", jointly hosted by the DWIH New York and the Hochschule für Technik Stuttgart (HFT) in May 2017. The event gave rise to a joint event series, organised by HFT and the New York Urban Tech Hub (UTH), a platform for start-ups in energy, mobility and digital infrastructure.

Dr. Nina Lemmens, director of the DAAD New York Office and director of the DWIH there, coordinates strategic and thematic guidelines in consultation with all the centres.

DAAD FUNDING RECIPIENTS AT THE HLF 2017

Markus Krause launched an online platform which he hopes will network students and employers around the world. Fatma Deniz is examining how the human brain processes languages. Both are among the best junior researchers in their respective disciplines. Funded by the DAAD, they were able to attend the fifth Heidelberg Laureate Forum (HLF) in 2017. Once a year, the world's best academics and researchers in mathematics and the natural sciences – all winners of major science awards in these disciplines such as the Fields Medal, the Abel Prize or the Turing Award – meet in Heidelberg to debate with the 200 most promising junior researchers from over 50 countries. "Half of the 20 DAAD scholarship holders we recommended passed the selection procedure and attended. That's an excellent quota", says Dr. Holger Finken, head of the Research Fellowship Programmes Section at the DAAD.

Science solves urgent technological and societal problems around the world. This, however, requires the will and the ability to cooperate internationally.

Climate change knows no borders

The topics linked to the major challenges of our time pertain to the entire research spectrum, from theoretical analysis to the development and implementation of practice-relevant technologies and strategies. This creates significant potential synergies for the DAAD's many activities.

The German federal government is supporting the French initiative Make Our Planet Great Again with a new DAAD programme that aims to intensify international cooperation on research into climate change and find scientifically substantiated solutions through innovative research projects and international researcher networks (see inset p. 66).

An instrument for future junior researchers are the DAAD's Bilateral SDG Graduate Schools. The doctoral candidates' research topics are closely connected to the Sustainable Development Goals (SDGs) of the United Nations. For example, the joint graduate school between Hawassa University in Ethiopia and the University of Hohenheim examines the effects of climate change on food security. Also closely linked to these subject areas are the DAAD-funded Centres of African Excellence and the worldwide Centres of Excellence in Research and Teaching. One of these is the CEMarin centre, jointly operated by Justus Liebig University Giessen and several Colombian institutions, which examines issues related to biodiversity and the effects of environmental change.

Research needs cooperation

Scientific expertise provides an excellent basis for developing well-founded solutions to problems on the ground. Eighty-three percent of foreign doctoral candidates funded through DAAD individual scholarships come from developing countries (DAC countries). With these scholarships, the DAAD contributes significantly to enabling these countries to develop the expertise they urgently need.

However, transferring scientific expertise and launching innovations is by no means a one-way street. International junior researchers also enrich the German academic system to a significant degree. The DAAD frequently initiates this collaboration through programmes such as Strategic Partnerships and Thematic Networks or the Programme for Project-Related Personal Exchange (PPP).

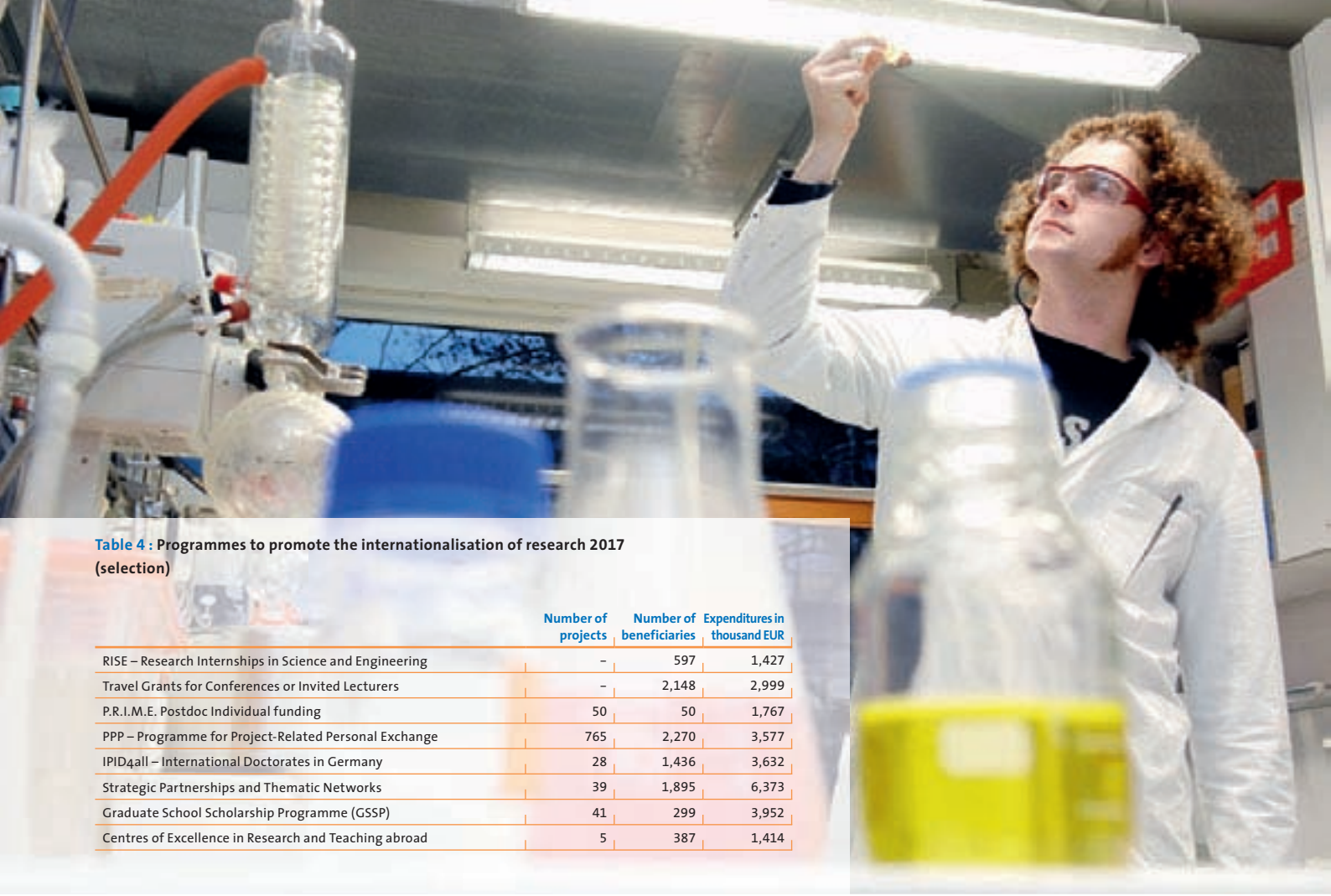


Table 4 : Programmes to promote the internationalisation of research 2017 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
RISE – Research Internships in Science and Engineering	–	597	1,427
Travel Grants for Conferences or Invited Lecturers	–	2,148	2,999
P.R.I.M.E. Postdoc Individual funding	50	50	1,767
PPP – Programme for Project-Related Personal Exchange	765	2,270	3,577
IPID4all – International Doctorates in Germany	28	1,436	3,632
Strategic Partnerships and Thematic Networks	39	1,895	6,373
Graduate School Scholarship Programme (GSSP)	41	299	3,952
Centres of Excellence in Research and Teaching abroad	5	387	1,414

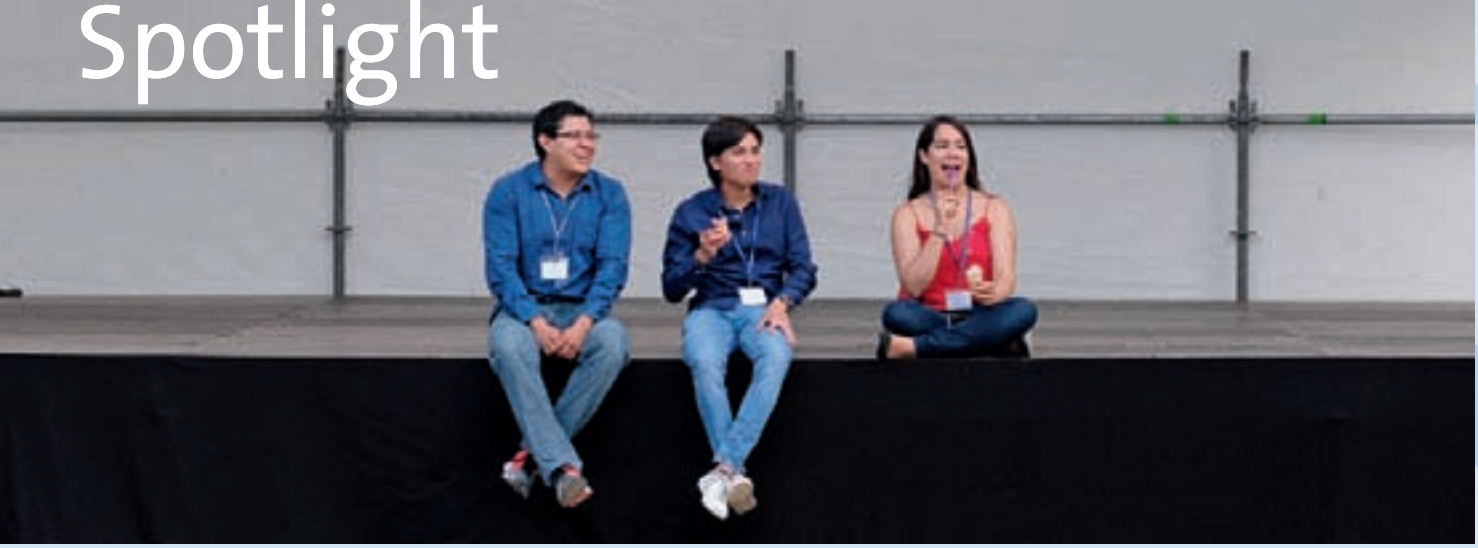
Identifying and utilising approaches for international cooperation is the aim of the annual Postdoctoral Researchers' Networking Tour, which offers a selected group of outstanding junior researchers from around the world the opportunity to visit German higher education institutions, research institutes and businesses to negotiate career options and potential collaborations. In 2017 the tour was dedicated to nanotechnology and materials science. «

THE NEXT WALL TO FALL?

On 9 November 1989, the East German regime was forced to give in to pressure from the population and opened the inner-German border in Berlin, initiating the fall of the Berlin Wall. The Falling Walls competition that takes place in Berlin every year on the anniversary of the fall of the Wall is also about groundbreaking ideas in science, politics, art and society. In 2017 participants from 53 countries around the world competed in 67 Labs to attend the finals in Berlin. The DAAD held more than one third of these national qualifying rounds at its regional offices and at the German Centres for Research and Innovation (DWIH).

Among the candidates was Kaushik Parida from Singapore. A glove that functions as a sort of second skin could enable deaf people to generate audio signals through gestures. In this way, the materials scientist hopes to break the wall of silence between hearing and non-hearing people. "We want to attract promising young scientists like him to Germany as a location for research", says Dr. Christina Peters, head of the DWIH Office at the DAAD.

▸ **www.falling-walls.com/lab**



A scholarship is just the beginning ...

For the DAAD, alumni work is an important element of maintaining lifelong contact.

For many internationally oriented German students and graduates, the Carlo Schmid Programme (CSP) for internships in international organisations and EU institutions is the first step into the world of work. For most "Carlas" and "Carlos" – as they jokingly call themselves – the internships through the CSP, which is offered by the DAAD in cooperation with the German Academic Scholarship Foundation and the Stiftung Mercator, are an important practical addition to their degree subject.

The traditional autumn meeting combines exchanges of experience with intensive discussion of a currently significant topic; in 2017 it was Populism in an International Perspective. The participants asked themselves how they could contribute to counteracting the rising tide of populism.

The ASEAN-wide alumni conference under the motto "Environment and Health" was the first of its kind in the entire region and focused on how Vietnam, Laos, Myanmar and Cambodia with their rapidly growing economies can tackle the challenges posed by environmental concerns, healthcare and climate change. "In South-East Asia economic growth often comes before environmental protection", says Anke Stahl, who organised the meeting as director of the DAAD Hanoi Office. "So this first meeting in Hanoi focused mainly on enabling former funding recipients to conduct interdisciplinary debate on the subject, on encouraging them in their commitment and giving them an opportunity to network with each other." In this sense, the DAAD has performed truly pioneering work here for the environmental researchers who study a wide range of issues such as untreated industrial waste water, overexploitation of lifelines such as the Mekong, climate change and environmental education.

A total of 235 people attended the conference – among them the well-known environmental researcher and DAAD alumna Dr. Ajantha Perera from Sri Lanka. On the third day, she announced the competition "Green Champions of South-East

Prominent Sri Lankan environmental scientist Dr. Ajantha Perera initiated a Green Champion competition at the ASEAN-wide alumni conference Environment and Health.

Berlin is the focal point of the large-scale meeting of former scholarship holders in architecture: whether by bike …

… or during discussions.

In 2017 the major alumni meeting organised by the DAAD was dedicated to former scholarship holders in architecture and urban planning. Large meetings for former German scholarship holders have been taking place alternatingly in the disciplines of law, economics and architecture since 2003. In 2017 Berlin hosted the meeting of German architecture alumni. “At regular meetings of no more than 130 attendees, expert panels, workshops and excursions give rise to specialist networks that benefit the alumni, as well as the DAAD”, says Sigrid Dossow, who organises these meetings.

Asia”, which extends beyond the meeting and will thereby place the initiated collaboration on a long-term footing. “The alumni meeting generated concrete environmental projects that we hope will serve as models for others”, sums up Anke Stahl.

Digitalisation was the focus of a dedicated specialist alumni project. Attending re:publica, Europe’s largest conference on digitalisation, brought together two groups of 15 former funding recipients each from 17 developing countries who had previously spent a week completing specialist seminars on digitalisation at the Neu-Ulm University of Applied Sciences and the University of Potsdam. In these seminars they explored digital developments and new learning approaches in various fields. “With its BMZ-funded alumni special projects, the DAAD brings researchers and practitioners from developing countries together with German and international companies”, says Arngard Leifert, team leader Alumni Projects in the Section Project Funding for German Language, Alumni Projects, Research Mobility.

The DAAD invited 30 former funding recipients from 17 developing countries to re:publica, the largest European conference on digitalisation.

Higher education and research marketing

Germany is one of the world's most attractive study locations. To make sure it stays that way, international higher education and research marketing will have to break new ground. If you want to appeal to students today, you need to tell stories, have a virtual presence and provide excellent support for international students.

"In the best case, an ad can tell a story, as the winning contributions have wonderfully shown", said Dr. Rainer Esser, managing director of the ZEIT Publishing House. The jury for the prestigious 2017 ZEIT Career Award recognised not one, but two image advertisements by the DAAD. The first prize went to a motif from the campaign "studieren weltweit - ERLEBE ES!"
(study worldwide - EXPERIENCE IT!), and the second prize was awarded to a testimonial from the campaign Study in Germany – Land of Ideas.

To interest people in living and studying outside their home countries is the aim of the DAAD's award-winning advertisements.

Presenting information in an entertaining way

Storytelling is currently in high demand. Students' viewing habits and communication styles are heavily influenced by social networks where moving images are more popular than photographs. Information should address viewers directly, be brief and presented in an entertaining fashion. On the home page of the campaign website study-in.de, a virtual blackboard provides five reasons to study in Germany. A media mix of texts, images and videos piques viewers' interest in living and studying in Germany. Authentic communication is the magic word; stories in which young people report real experiences are more credible than any PR text, no matter how perfect. An even better response is achieved by inviting target groups to interact – on social media, but also in real time
(see p. 73).

An evaluation of the campaign study-in.de has shown that addressing viewers on an emotional level via moving images is especially effective. Rather than a wealth of information, international students want tools that guide them

Identifying and overcoming obstacles

Only one in three German students completes a stay abroad during his or her degree programme. The campaign "studieren weltweit - ERLEBE ES!" (study worldwide - EXPERIENCE IT!) wants to change that. It aims to see half of all students spend a period abroad by 2020. In order to reach low-mobility target groups, the DAAD is applying new methods of communication.

"Normally we would have held a conference with higher education representatives, invited experts to speak and then put the presentations and photos of the event online", says Alexander Haridi, head of the DAAD Information on Studying Abroad Section. "This time we wanted to do something different".

The best way to address students is to reach out digitally across the entire range of social media. But to convince four extremely heterogeneous target groups like people with disabilities, students with children, members of educationally deprived groups, or future teachers to venture abroad despite the obstacles is anything but easy. "Our idea was to involve people with mobility experience from these target groups as intensively as possible and spread our services as widely as possible through their channels."

The DAAD explored the subject in cooperation with Arbeiterkind.de and dedicated individuals from higher education institutions, who served as topic sponsors and contributed their own experiences and priorities. The aim was to identify the specific obstacles to studying abroad these groups face in order to develop potential solutions.

In addition, the DAAD used its own communication channels on Facebook, Instagram, YouTube and Twitter. "We asked people to tell us about their personal experiences abroad – both positive and negative – and received 260 comments and stories in response to this query alone", says Alexander Haridi.

At a meeting in Essen, the team then worked with one hundred experts and participants – half of them students – to compile the results and formulate recommendations for higher education institutions, policymakers and funding organisations. The intensive discussion within the target group was multimedially documented.

Initial positive results of this intensive cooperation with the heterogeneous target groups are already emerging. "We spoke with the Federal Ministry of Education and Research (BMBF) to determine how we could create specific services in teacher training", says Alexander Haridi. "Currently, simply too few of the 230,000 teachers in training go abroad during their degree programmes." Peter Greisler of the BMBF got to the heart of the matter in Essen: "Teachers are expected to explain the world to our children, so they should also have seen a bit of it."

Whether first-generation students, students in wheelchairs or young parents: helping to remove obstacles convinces new target groups to take the opportunity to study abroad.

- **www.studieren-weltweit.de**
- **http://pageflow.daad.com/studentische-auslandsmobilitaet**

Virtual rather than real, but no less informative: this is what the entrance hall looks like at virtual fairs where exhibitors provide information at stands.

Travelling virtually

Virtual fairs and webinars are popular formats for marketing, but you can't forego in-person events entirely, as Dr. Katja Lasch, head of section International Research Marketing and Dr. Guido Schnieders, head of the International Higher Education Marketing Section at the DAAD, well know.

How does the DAAD use virtual communication formats?

Schnieders: We support German higher education institutions in presenting themselves to students and researchers. We do this by means of webinars and virtual fairs. A virtual fair is structured similarly to a physical fair: exhibitors have virtual stands, offer information and chat with visitors. For example, individual universities use our webinars to present themselves; participants can ask questions via chat.
Lasch: In research marketing we don't use presentations in our webinars. Instead, we organise moderated discussion panels with experts, for example, on funding for doctorates in Germany. We feed in live questions from chat participants and conduct real-time surveys. We are only beginning to explore the possibilities and limitations.

What distinguishes physical fairs from virtual formats?

Schnieders: An evaluation of international higher education fairs we recently completed has shown that personal interactions

reliably to the study place of their dreams in Germany. The redesign of the DAAD's interactive International Programmes database is just the beginning. The future belongs to digital personalised services.

The right mix makes all the difference

Webinars and virtual trade fairs are booming. What matters here is the right mix. The more effectively in-person events and virtual offerings are combined, the more they benefit users (see article at the top of this page).

Synergies also arise when events address multiple target groups. One example was the Study and Research Expo India held in New Delhi and Hyderabad in February. The fairs at the two locations attracted around 3,000 potential master's students. At the same time, the higher education institutions held individual talks with over 150 future doctoral candidates.

The event "Study and Research Expo India" drew around 3,000 master's students to its two locations in New Delhi and Hyderabad.

Study and Research Expo India was one of 500 events where German higher education institutions and research institutes presented themselves to an international audience. An evaluation of the fairs yielded valuable information on untapped potential but also confirmed the effectiveness of the proven instruments.

Marketing is more than recruitment

How attractive is Germany as a location for study? The International Student Barometer, which surveys international students around the world, paints a complex picture. 37 German higher education institutions took part. Room

influence people's study or research choices very heavily. Lasch: This is also true in research marketing – personal contact at real-world fairs is more intense and makes a stronger impression on the attendees. That's why virtual encounters can only complement, not replace real-life meetings. The right mix of the two formats is what matters.

What are the advantages of virtual formats?

Schnieders: Virtual formats have a wider reach. Higher education institutions can reach interested persons regardless of location and without having to travel. In addition, virtual formats require less effort on the part of the higher education institutions, allowing them to easily test new markets. Lasch: Webinars are also relatively cost-efficient – however, higher education institutions and research institutes have to actively maintain contact with prospective students or researchers afterwards, which requires a lot of effort from their staff.

How do you ensure that interested parties learn about your fairs and webinars?

Lasch: We use the channels of the worldwide DAAD offices and advertise online, for example, on social media. The Research Marketing Section cooperates closely with the renowned American Association for the Advancement of Science and holds "Science Online Career" webinars on its platform. These webinars allow us to specifically target qualified academics.

You recently held a series of webinars in Iran. Why?

Schnieders: Interest in Germany is high in Iran. At the same time, the country's education system is very good and the students are open. But holding a physical fair there would be very expensive. Our two-day webinar enabled us to gauge the level of interest. Over 7,000 interested people registered, and 1,800 took part in the webinars. That was really stunning.

for improvement exists with regard to digitalisation and career support. Things students want help with include visa matters, finding accommodation and social integration. Encouragingly, the evaluation results have improved significantly over the years. The same also applies to Germany's main competitors, so further work will have to be done to maintain Germany's place among the top five destination countries.

This is where GATE-Germany aims to help with its offerings for German higher education institutions. A highlight was the marketing conference in July in Bonn, which focused on digital marketing instruments, impact measurements and evaluation. The attendees also debated international developments. In view of recent populist and isolationist tendencies which challenge the idea of academic exchange, it is clear that the goal of marketing is more than recruitment. It must make international experience visible and tangible as an asset to individuals and the basis of a supportive global community.

Redefining goals

Thanks to its economic power and stability, Germany is internationally well positioned. Consequently, it remains a popular location for study and research. The target of 350,000 international students in 2020 has already been reached. It is therefore time to focus even more strongly on qualitative goals and thereby increase the long-term effectiveness of our marketing. «

The marketing conference in July 2017 in Bonn focused on digital marketing instruments, impact measurements and evaluation.

Transnational education – Higher education projects abroad

Binational higher education institutions have become a trademark of the German academic system abroad. They not only attract large numbers of students, but also serve as a model for higher education reform in the partner countries. Their influence is however not yet sufficiently researched. The British Council and the DAAD have set out to change this.

German study opportunities abroad, from degree programmes offered internationally to the founding of transnational higher education institutions, continue to be very popular among higher education institutions and students. German higher education institutions now offer degree programmes at over 60 locations in 34 countries. In 2017 the number of students in courses provided by German higher education institutions abroad increased by around 10 percent compared to the previous year, to 31,330; two-thirds of these students were enrolled in STEM subjects.

The guidelines developed for TNE projects by the DAAD in cooperation with the British Council are discussed at the Going Global conference in London.

A distinctive feature of these courses of study is their inclusion of numerous Germany-related components. Around three quarters of the students in transnational education (TNE) programmes learn German as part of their mandatory curriculum, and almost all TNE programmes offer the opportunity to spend a study phase in Germany. These students are increasingly interesting as a target group for German higher education institutions.

Binational higher education institutions – Trademark for international networking

Through the support of the DAAD, provided largely with funding from the Federal Ministry of Education and Research (BMBF) and occasionally the Federal Foreign Office (AA), binational higher education institutions abroad with German participation have become a trademark of international networking and the visibility of the German academic system. In 2017 the German University in Cairo (GUC) looked back on 15 years, and the German University of Technology (GUtech) in Muscat, Oman, on ten years of teaching activity, respectively. ›

Science for peace: with the Instituto Colombo-Alemán para la Paz (CAPAZ) Germany hopes to contribute to Colombia's long-term development, according to then foreign minister Frank-Walter Steinmeier.

Securing lasting peace

After over 50 years of civil war in Colombia, German higher education institutions led by Justus Liebig University Giessen are working with Colombian universities to establish the peace institute CAPAZ in Bogotà.

How can a society punish the crimes of a five-decade civil war that left more than 200,000 dead and several million internally displaced, and how should it handle amnesty? Should the idea of retribution become secondary, and the focus instead be on reconciliation?

These are difficult questions that the Colombian people will have to answer. Traditional criminal proceedings are not useful for reconciling previously hostile groups in society with each other.

The German government has initiated the Instituto Colombo-Alemán para la Paz (CAPAZ) in order to scientifically support the peace process. Backing CAPAZ is a network of German higher education institutions led by Justus Liebig University Giessen and renowned Colombian universities. The DAAD is funding the institute with resources provided by the Federal Foreign Office (AA).

CAPAZ began its work in October 2016. The aim is to do everything to preserve the peace, said then foreign minister Frank-Walter Steinmeier during the founding process. "Scientific policy advice is extremely important particularly for the long-term development of Colombia, and our aim with the German-Colombian Peace Institute is to contribute to this."

CAPAZ advises Colombian policymakers, among others. As a research, study and consulting organisation, the institute develops answers to important questions pertaining to peace research, the process of coming to terms with the past, commemorative culture, conflict prevention and shaping a post-war society in Colombia. In 2017 CAPAZ conducted ten exploratory studies, for example, on reforming the security sector and developing a training programme for children and adolescents in the coastal region of the Chocó Department.

"Germany's history regarding coming to terms with the past, establishing the truth, forgiveness and reconciliation in order to prevent a repetition of the crimes against humanity perpetrated during the Second World War is doubtless unique", says the former Colombian ambassador to Germany, Juan Mayr Maldonado. "The exchange of academic expertise between major universities and research centres in the two countries through the recently established CAPAZ Institute is a great success of international cooperation."

But other binational higher education institutions, such as the German-Jordanian University (GJU) in Amman, the Vietnamese-German University (VGU) in Ho Chi Minh City, the Turkish-German University (TDU) in Istanbul or the German-Kazakh University (DKU) in Almaty, have also become flagships of internationalisation. They enjoy an excellent reputation and are extremely attractive to students in their region. Over 600 students are currently enrolled at DKU, while GUC has over 12,000 – some of whom come from other countries in the region.

International guests visit binational higher education institutions

With their specifically cooperative approach, the binational higher education institutions are valued partners and stakeholders abroad. Numerous German ministers, members of parliament and high-ranking businesspeople have visited to see for themselves the diversity of the different cooperation models and the synergies for the involved German and foreign higher education institutions. ›

Table 5 : Programmes to promote transnational education in 2017 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
Transnational educational projects			
Binational higher education institutions and study programmes of German higher education institutions abroad	31	1,482	13,526
Degree Programmes in German	34	627	1,202
Funding for participants of German degree programmes abroad	154	2,217	4,250
Additional scholarship programmes			
In-Country Scholarship Programme for refugees at Transnational Education Projects in Egypt and Jordan	3	112	695
In-Country Scholarship Programme for refugees at Transnational Education Projects in Turkey	1	50	309
Cultural conservation and reconstruction (Egypt / Jordan)	2	74	633

Fifteen years of the GUC – Around 14,000 graduates and 219 doctorates

The German University in Cairo (GUC) is a private foundation university modelled on Germany's technical universities. It is also the largest German transnational education (TNE) project.

Established in 2003 the GUC focuses on engineering, law, applied sciences, art, pharmacy and technically oriented management. The DAAD has been supporting the GUC with monies provided by the Federal Ministry of Education and Research (BMBF) since 2003 and through scholarships funded by the Federal Foreign Office (AA) since 2006.

A total of 13,952 students have graduated since the university was established, and 219 have completed a doctorate. All of them studied a curriculum modelled on German examples and attended classes given by German academics. "The GUC was initially an experiment", says Prof. Dr. Ashraf Mansour, alumnus of the University of Ulm and founder of the GUC. "Today it is an outstanding university modelled on German higher education institutions. Our task now is to plan the future and preserve what we have achieved for the coming generations."

The language of instruction at GUC is English, but German courses are mandatory for all students. Partner higher education institutions in Ulm, Stuttgart and Tübingen have supported the GUC in establishing its academic profile since it was founded.

Three questions for the new president of the GUC

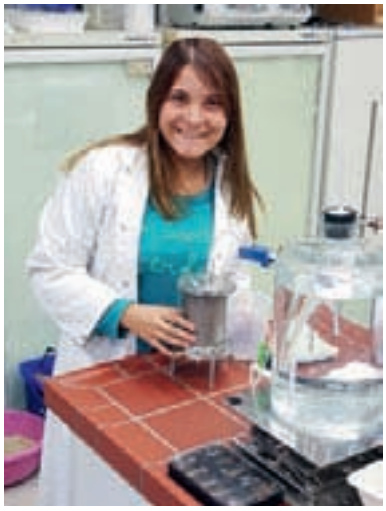
Prof. Dr. Yasser Higazi took office as GUC president in October 2017. He earned his doctorate in 1996 from the University of Waterloo in Canada, and his bachelor's and master's degrees from Ain Shams University in Cairo.

Professor Higazi, where does the GUC stand today, fifteen years after it was opened?
The GUC is definitely the number one among the higher education institutions in Egypt and the region. It is a flourishing university and an excellent example of transnational education. Our graduates' degrees are accredited, internationally recognised and compatible with the European Bologna model. The GUC has 66 long-term partnerships with German universities and research institutes, and cooperates with 19 universities in 14 countries worldwide.

Why do students come to the GUC?
Students choose the GUC mainly because of its unique ties with the German higher education landscape and German industry. The outstanding education and numerous innovative specialist degree programmes offered by the GUC mean graduates have excellent career prospects, both nationally and internationally.

You have only recently taken office. What are your goals?
Among other things, I want to develop new programmes of study in order to ensure that the GUC is ready for the future and able to keep up with advances on international markets. I also hope to strengthen the joint research projects with our German partner universities and our international research networks, and to support junior researchers.

SUCCESSFUL FUNDING MODEL



The German-Argentine Centre for Higher Education

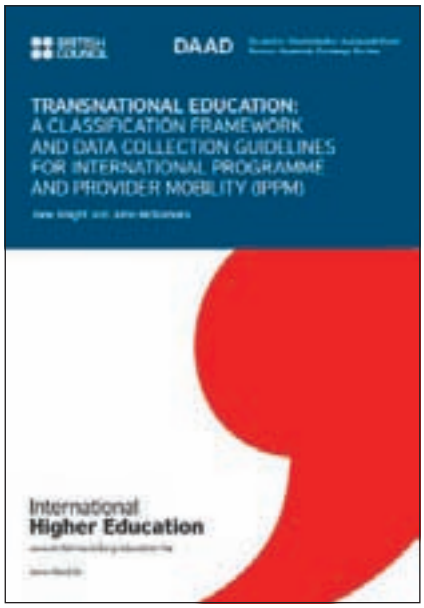
Specialists with a bicultural background are in high demand in business, especially in technical professions. The main aim of the German-Argentine Centre for Higher Education (DAHZ) founded in 2012 is to develop binational courses of study leading to double degrees. Students and doctoral candidates in such courses are trained bilingually and in both countries. "In the end, the students have degrees from both countries in their pockets and thus outstanding qualifications for the international labour market", says Daniel Zimmermann, director of the German-Argentine Centre for Higher Education overseen by the DAAD. Funding for the centre is provided by the ministries of education of both countries, the majority of which is invested in scholarships. The DAAD's commitment is paying off: in 2017 15 new programmes were added to the existing 24 exchange programmes between German and Argentinian higher education institutions.

► **www.cuaa-dahz.org**

During her academic year funded by the DAHZ, Carla Tasinazzo determined the permeability of soil samples at the Dresden Groundwater Center.

Funding for Syrian refugees

TNE projects are not only showcases for the German academic system abroad; they often also serve as models for improving higher education structures in the respective countries. In light of the humanitarian disaster in Syria and neighbouring countries, the Federal Foreign Office (AA) again provided funding in 2017 to enable displaced young persons at TNE locations in the region to attend university and thereby gain qualifications required for the rebuilding of their home countries. Over 250 young refugees have since been able to study at TDU, GJU, GUC, the TU Berlin campus in El Gouna and Helwan University in Egypt (see p. 32 ff).



In this context, GJU has developed a special master's programme titled "International Social Work with Refugees and Migrants". In cooperation with German higher education institutions and the German Archaeological Institute, Helwan University and GJU are establishing master's courses in cultural conservation.

British-German cooperation in transnational education: the DAAD and the British Council are for the first time establishing a basis to comparatively collect information on international partnerships between higher education institutions.

Recording success statistically

Despite the increasing importance of transnational education, more research is needed to understand its influence on the internationalisation of the involved higher education institutions and the education systems of the host countries. Separate statistics on the number of students in TNE programmes rarely exist at a national level, and there are currently no internationally comparable statistics. The DAAD conducts studies and surveys to scientifically accompany TNE development – some in cooperation with partners. For example, the DAAD and the British Council are working together to develop terminological and statistical standards and collect national and international data. At the invitation of the DAAD and the British Council, international higher education experts and representatives of ministries of education met in Cairo and London last year to establish a joint framework with guidelines for statistically evaluating TNE projects. «

IV.
Our funding worldwide

Western, Central and Southeast 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

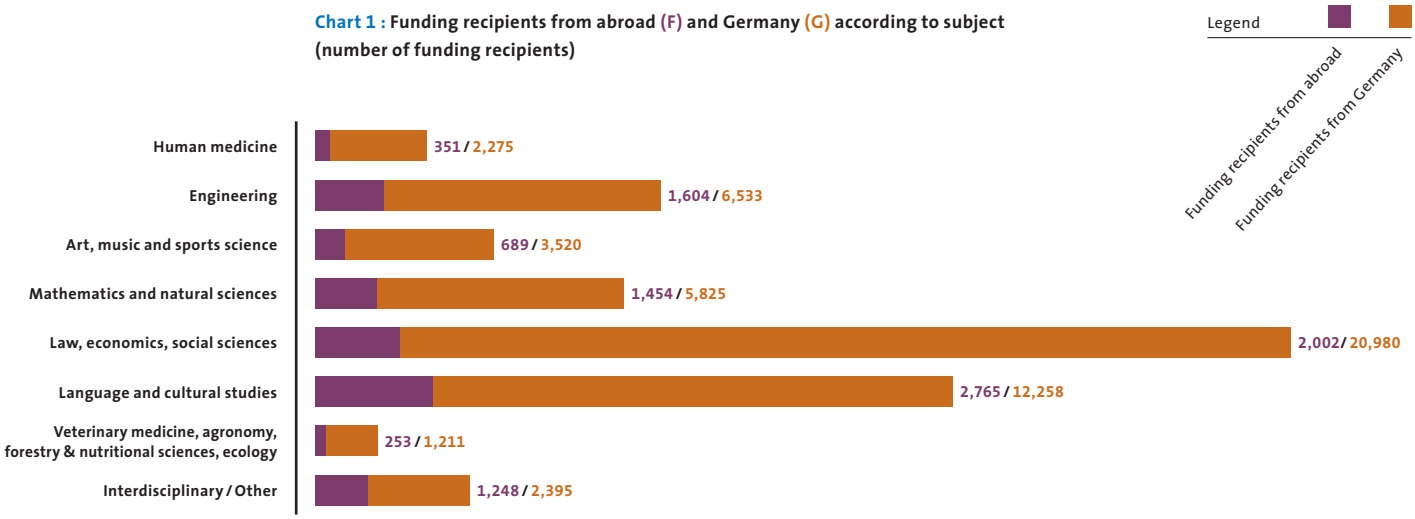
For further information on the countries named above please refer to:
▸ www.daad.de/laenderinformationen (in German)

The future of Europe was the focus of several DAAD events. On the occasion of its 20th anniversary, the DAAD Office Warsaw organised an alumni meeting on "Familiar strangers – Poland and Germany together in Europe", which met with a very positive response from our Polish alumni. At the event DAAD Dialogues with EU Embassies, DAAD colleagues in Berlin debated with embassy staff, scientists, researchers and higher education representatives from the EU member states. In Daugavpils, a three-day DAAD conference titled "We are Europe!?" brought together over 80 students from Estonia, Latvia, Lithuania, Belarus and Germany. A German-Polish-French summer school at the Willy Brandt Center in Wroclaw explored the topic "(Not) the end of Europe – Crises, conflict, solutions".

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	3,570	2,938	6,508	3,337	2,934	6,271	2,918	2,593	5,511
Project funding	6,584	5,343	11,927	6,447	6,745	13,192	6,849	7,229	14,078
EU mobility funding	51	33,893	33,944	90	40,642	40,732	599	45,175	45,774
Funding – Total	10,205	42,174	52,379	9,874	50,321	60,195	10,366	54,997	65,363

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



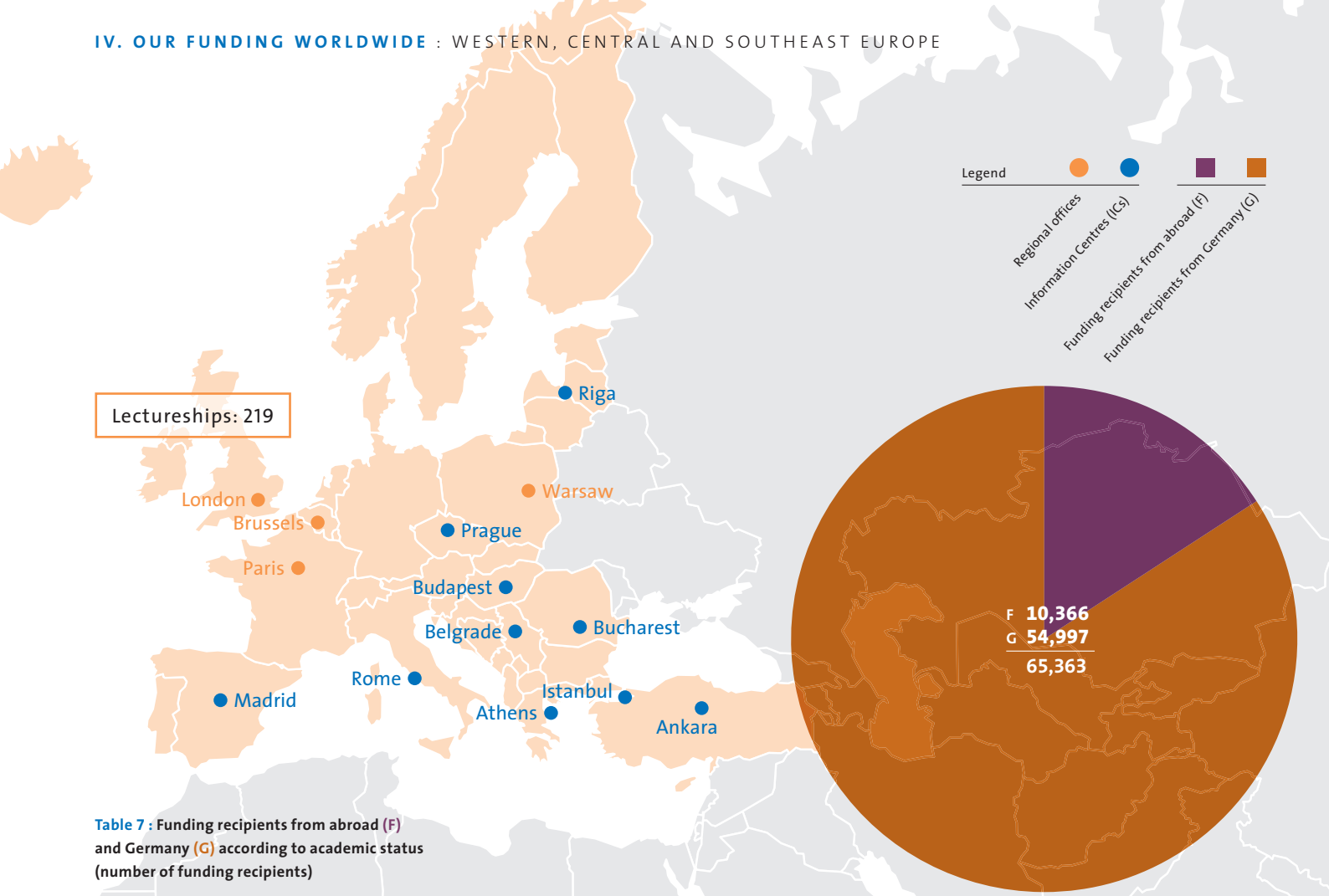
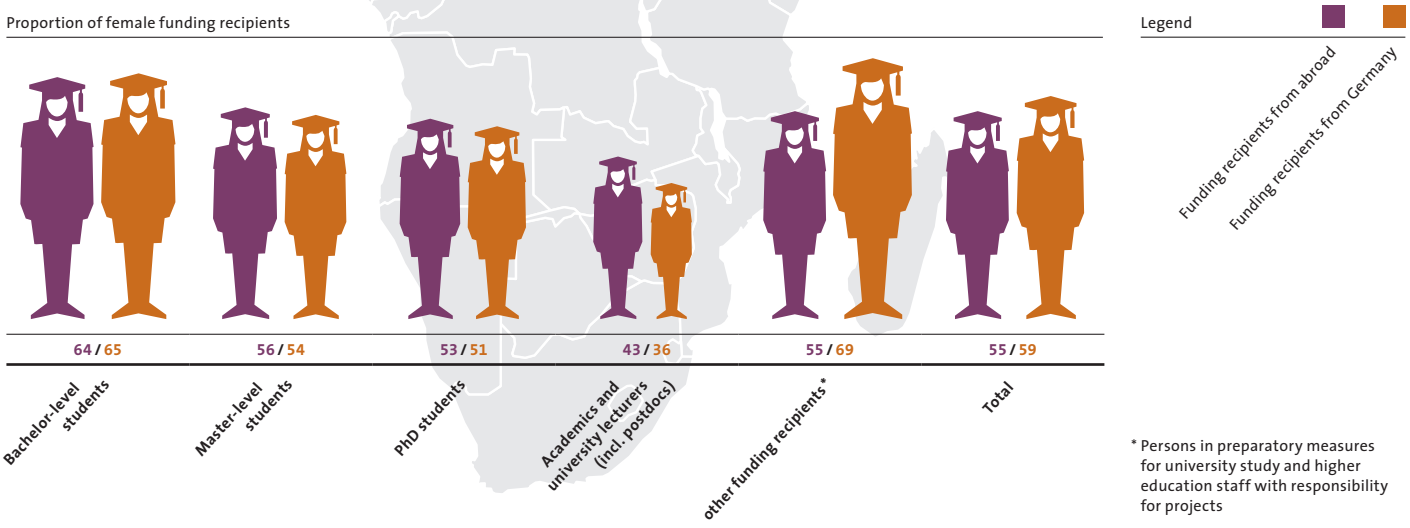


Table 7 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)

	F	G
Bachelor-level students	3,160	30,791
Master-level students	2,215	13,361
PhD students	1,417	1,794
Academics and university lecturers (incl. postdocs)	2,755	5,318
other funding recipients *	819	3,733
Total	10,366	54,997

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



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

Table 8 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2017
Western, Central and Southeast Europe

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

		Albania	Austria	Belgium	Bosnia and Herzegovina	Bulgaria	Croatia	Cyprus	Denmark	Estonia	Finland	France	Greece	Hungary	Iceland	Ireland	Italy
I. Individual funding – Total	F	59	13	15	50	75	48	5	7	20	45	207	129	123	6	24	270
	G	16	73	72	17	18	61	2	66	15	70	304	35	48	10	69	194
1. By academic status																	
Bachelor-level students	F	26	1	6	27	38	23	2	2	11	30	105	51	64		16	56
	G	15	4	32	13	10	7		11	6	7	59	2	2	1	6	26
Master-level students	F	22	4	4	19	17	12	1	1	4	4	22	46	21	3	3	39
	G		16	14		1			21	2	3	60	2	8	1	4	19
PhD students	F	8	7	2	3	11	7		1	3	2	42	14	19	1		67
	G		31	15	1		4		15	1	27	48	13	8	3	29	97
Academics und university lecturers (incl. postdocs)	F	3	1	3	1	9	6	2	3	2	9	38	18	19	2	5	108
	G	1	22	11	3	7	50	2	19	6	33	137	18	30	5	30	52
2. By duration of funding																	
< 1 month	F	19		5	13	20	17	1	3	5	36	44	34	52		17	64
	G	15	47	22	13	3	53	1	25	6	54	79	23	16	7	46	46
1–6 months	F	4	4	4	7	8	12	2	3	2	3	126	11	22	2	2	63
	G		11	40	1	7			15	4	9	82	8	3	1	6	41
> 6 months (long-term funding)	F	36	9	6	30	47	19	2	1	13	6	37	84	49	4	5	143
	G	1	15	10	3	8	8	1	26	5	7	143	4	29	2	17	107
II. Project funding – Total	F	72	102	70	93	263	136	5	38	48	91	218	414	562	1	26	254
	G	20	352	117	38	77	136	37	117	72	197	485	538	167	40	104	664
1. By academic status																	
Bachelor-level students	F	10	14	4	25	69	12	1	2	13	43	32	82	198		14	31
	G	6	185	43	3	20	37	14	76	17	60	150	232	57	6	62	257
Master-level students	F	26	20	24	21	30	21		16	12	23	77	97	142			52
	G	10	107	47	24	15	43	15	7	25	56	74	138	25	32	24	230
PhD students	F	7	29	16	12	24	26		5	7	8	50	78	39		2	71
	G		37	14	3	1	29	2	29	17	56	126	75	16	2	14	94
Academics und university lecturers (incl. postdocs)	F	6	30	17	23	88	66	2	9	12	16	42	119	141	1	7	54
	G	2	17	12	7	41	26	6	4	9	24	129	91	63		4	83
other funding recipients*	F	23	9	9	12	52	11	2	6	4	1	17	38	42		3	46
	G	2	6	1	1		1		1	4	1	6	2	6			
2. By duration of funding																	
< 1 month	F	40	82	67	83	179	127	4	30	40	89	121	359	331	1	12	178
	G	17	334	101	35	75	131	37	106	71	165	393	522	156	33	49	522
1–6 months	F	25	18	3	9	69	7	1	6	7	2	80	50	222		10	70
	G	3	14	8	3		5		11	1	14	40	12	6	7	53	65
> 6 months (long-term funding)	F	7	2		1	15	2		2	1		17	5	9		4	6
	G		4	8		2					18	52	4	5		2	77
III. EU mobility funding – Total	F	63	16	1	84	1			3		5	3		4	2	1	2
	G	28	1,533	980	36	118	203	87	1,026	350	2,115	6,216	447	910	224	1,488	2,687
1. Mobility with programme countries																	
1. Erasmus student mobility for studies	F																
	G		687	531		50	132	57	760	293	1,698	4,992	262	687	148	1,022	1,914
2. Erasmus student mobility for placements / traineeships	F																
	G		586	353		13	23	9	201	14	109	889	58	83	30	386	406
3. Erasmus staff mobility (lecturers, other staff)	F		16	1		1			3		5	3		4	2	1	2
	G		260	96		55	48	21	65	43	308	335	127	140	46	80	367
2. Mobility with partner countries																	
1. Erasmus student mobility for studies	F	20			37												
	G	7			9												
2. Erasmus staff mobility (lecturers, other staff)	F	43			47												
	G	21			27												
DAAD funding – Total (I + II)	F	194	1,958	86	227	339	184	126	48	68	141	428	543	1,125	9	51	526
	G	64		1,169	91	213	400		1,209	437	2,382	7,005	1,020		274	1,661	3,545
DAAD funding – F and G – Total (I + II)		258	1,255	1,255	318	552	584	2,523	1,257	505	2,523	7,433	1,563	195	283	1,712	4,071

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

Three areas of funding are indicated in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote structures for internationalisation at higher education institutions. As the National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding with programme countries). In addition, Project 2015 awarded funding for the first time to higher education institutions located in partner countries of the EU (EU mobility funding with partner countries). The figures on EU mobility funding shown in the table relate to Project 2015 and thus the period from 1 June 2015 to 31 May 2017.

Kosovo	Latvia	Liechtenstein	Lithuania	Luxembourg	Macedonia	Malta	Monaco	Montenegro	Netherlands	Norway	Poland	Portugal	Romania	Serbia	Slovakia	Slovenia	Spain	Sweden	Switzerland	Czech Republic	Turkey	United Kingdom	Vatican City	Total
31	31		30	1	52	10		18	23	4	278	52	145	115	57	31	216	7	9	138	352	222		2,918
1	21	1	14	4	6	2	2	1	100	51	110	54	49	16	12	15	159	83	146	52	76	548		2,593
15	15		16		24	10		11	5	4	151	29	82	30	43	19	89	2	4	91	123	133		1,354
	16		9		3				15	7	48	7	22	6	5	6	44	8	41	4	8	76		526
14	11		8		16			4	5		56	9	38	48	7	6	37	2	2	22	159	23		689
				2					43	8	10	4	1	2			16	38	60	4	7	251		597
2	2		4		8			1	8		34	5	15	27	7	4	35	2	3	11	49	22		426
		1			1		1		19	16	5	17	3			3	46	17	30	9	8	100		568
	3		2	1	4			2	5		37	9	10	10		2	55	1		14	21	44		449
1	5		5	2	2	2	1	1	23	20	47	26	23	8	7	6	53	20	15	35	53	121		902
4	10		12	1	15	8		8	7	2	160	33	61	25	33	18	83	1	1	83	52	111		1,058
	14	1	9	2	1		2		31	31	45	33	24	3		11	64	26	41	13	2	84		893
4	2		3		7	2		2	2	1	52	8	20	30	2	4	59	1	4	21	79	62		640
	3			2	3				18	8	21	8	5	8	5	1	55	11	66	5	15	104		566
23	19		15		30			8	14	1	66	11	64	60	22	9	74	5	4	34	221	49		1,220
1	4		5		2	2		1	51	12	44	13	20	5	7	3	40	46	39	34	59	360		1,134
49	70		111	4	84	1		8	157	47	1,089	114	266	293	132	50	258	45	62	518	731	367		6,849
16	104		116	5	44	25		2	231	121	698	203	129	142	55	74	531	130	203	330	188	720	1	7,229
5	20		40	1	11				52	1	302	17	87	30	17	5	98	6	5	93	308	20		1,668
8	68		59	2	16	16			106	17	291	42	40	41	8	15	311	50	91	95	33	306	1	2,841
20	30		20		28			3	49	29	210	60	51	60	18	6	60	16	7	66	115	34		1,443
5	12		30	1	13	6		1	84	35	155	32	20	20	3	12	134	51	77	50	24	163		1,800
6	2		10		10				21	3	151	14	26	63	18	9	24	8	16	78	52	79		964
	2		4	2	5	3			32	37	47	63	9	25	15	20	57	25	29	67	16	145		1,118
13	13		27	3	25	1		5	27	12	363	17	79	120	65	30	63	11	28	244	158	186		2,123
2	20		11		10			1	9	32	197	66	56	51	28	27	29	4	6	98	82	90		1,337
5	5		14		10				8	2	63	6	23	20	14		13	4	6	37	98	48		651
1	2		12								8		4	5	1					20	33	16		133
40	58		99	2	72	1		7	94	46	949	99	195	253	114	36	186	38	51	464	461	340		5,348
11	103		99	2	42	21		2	183	89	623	172	126	135	52	70	356	84	96	298	127	435		5,873
7	9		11	2	11			1	61		122	8	51	36	13	14	56	7	10	41	159	18		1,216
5	1		16	3	2	4			31	19	49	19	3	7	3	4	61	23	105	11	30	240	1	879
2	3		1		1				2	1	18	7	20	4	5		16		1	13	111	9		285
			1						17	13	26	12					114	23	2	21	31	45		477
79			2			3		22	13	1	7			253			7	1		3	3	20		599
19	317	22	310	191	2	167		4	1,757	1,638	1,473	1,105	272	60	151	231	7,159	2,765		942	2,361	5,781		45,175
	221	9	229	40		41			1,151	1,382	983	850	117		82	184	5,290	2,229		649	1,971	3,342		32,003
	20	11	5	143	1	55			423	153	103	127	53		35	19	1,200	385		131	260	1,803		8,087
			2			3			13	1	7						7	1		3	3	20		98
	76	2	76	8	1	71			183	103	387	128	102		34	28	669	151		162	130	636		4,938
47								9						135										248
4														24										44
32								13						118										253
15								4						36										103
159	101		143	5	136	14		48	193	52	1,374	166	411	661	189	81	481	53	71	659	1,086	609		10,366
36	442	23	440	200	52	194	2	7	2,088	1,810	2,281	1,362	450	218	218	320	7,849	2,978	349	1,324	2,625	7,049	1	54,997
195	543	23	583	205	188	208	2	55	2,281	1,862	3,655	1,528	861	879	407	401	8,330	3,031	420	1,983	3,711	7,658	1	65,363

Eastern Europe, Central Asia and South Caucasus

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

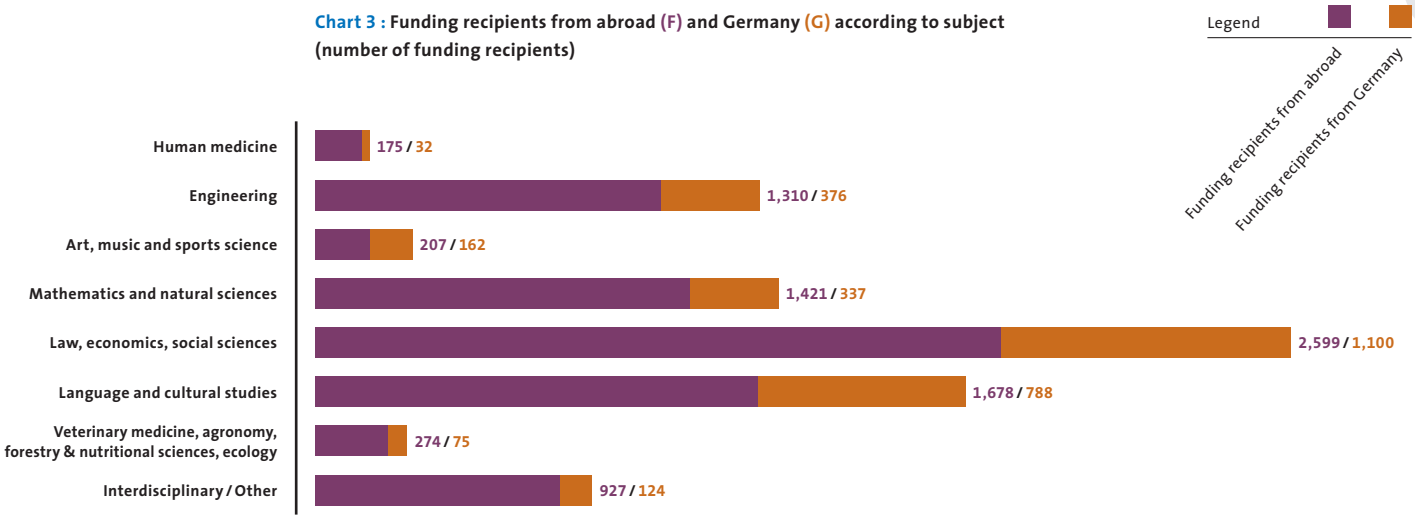
A highlight of 2017 was the event German-Ukrainian cooperative degree programmes – A step towards internationalising Ukrainian higher education institutions, which was held in Kiev with special funding from the Federal Ministry of Education and Research (BMBF). The event presented various subjects of mutual interest, e.g. double degree projects and degree programmes in German. The Ukraine is one of the countries with the highest number of students learning German. In spring 2017 the BMBF and the Russian Ministry of Education and Science (MON) agreed to develop a "German-Russian roadmap in education, science, research and innovation" in order to help strategically align bilateral cooperation. Coordinated by the DAAD, German and Russian research organisations met in November to compile a catalogue of recommendations.

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

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	3,017	632	3,649	2,720	731	3,451	2,225	673	2,898
Project funding	5,264	1,729	6,993	6,205	1,984	8,189	5,470	2,092	7,562
EU mobility funding							896	229	1,125
Funding – Total	8,281	2,361	10,642	8,925	2,715	11,640	8,591	2,994	11,585

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



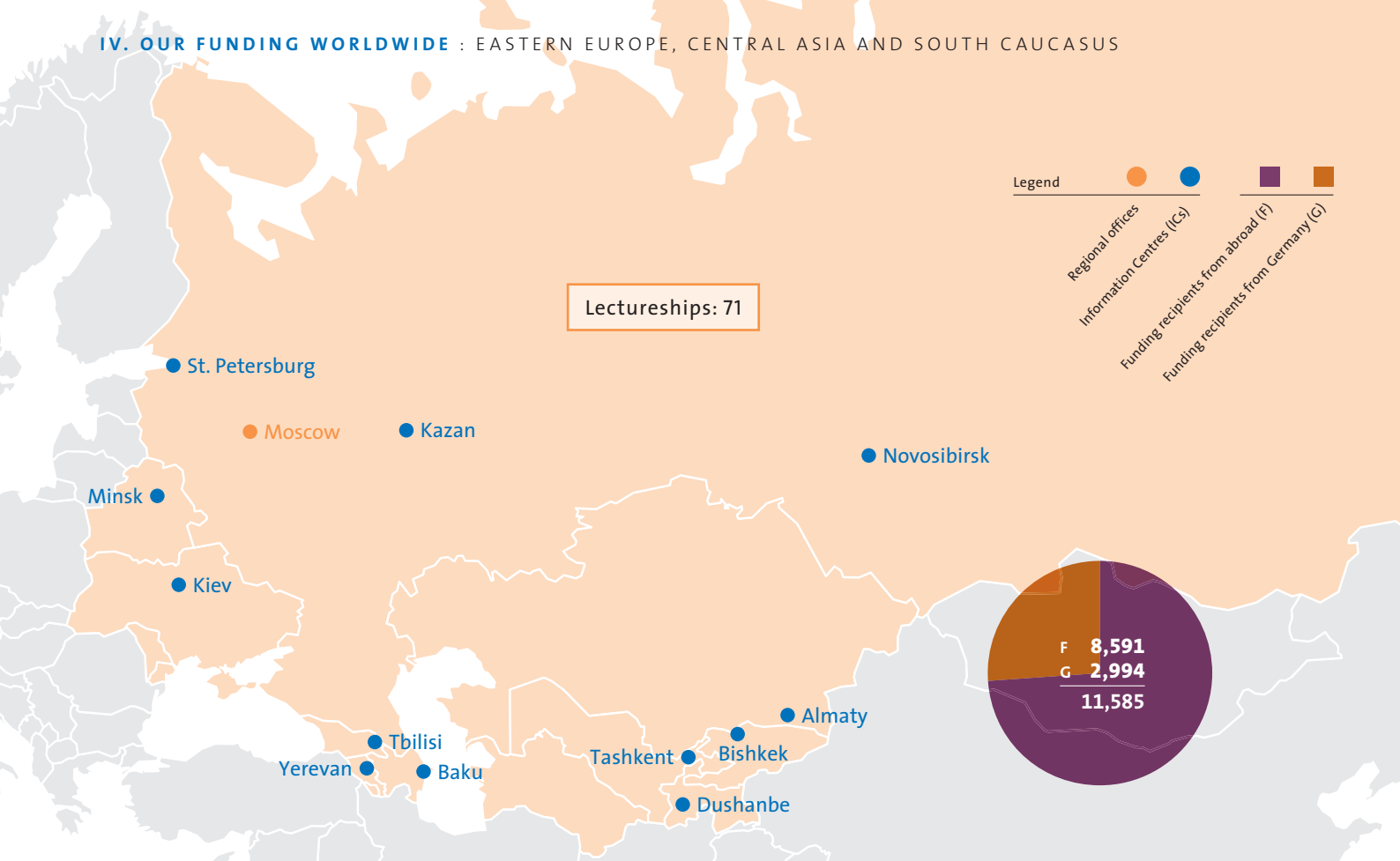
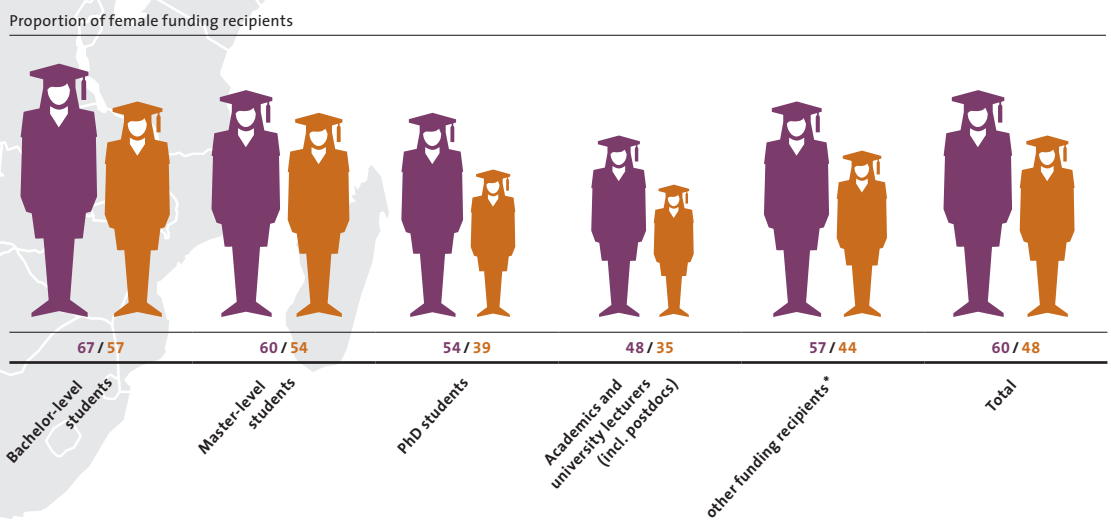


Table 10 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)

	F	G
Bachelor-level students	3,480	1,215
Master-level students	2,204	547
PhD students	878	172
Academics and university lecturers (incl. postdocs)	1,472	923
other funding recipients *	557	137
Total	8,591	2,994

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



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

Table 11 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2017
Eastern Europe, Central Asia and South Caucasus

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

		Armenia	Azerbaijan	Belarus	Georgia
I. Individual funding – Total	F	**126**	**98**	**110**	**151**
	G	**15**	**18**	**39**	**36**
1. By academic status					
Bachelor-level students	F	48	30	56	60
	G	11	13	31	19
Master-level students	F	32	49	29	33
	G				1
PhD students	F	19	13	11	29
	G				1
Academics und university lecturers (incl. postdocs)	F	27	6	14	29
	G	4	5	8	15
2. By duration of funding					
< 1 month	F	58	30	50	52
	G	11	12	32	20
1–6 months	F	15	8	9	29
	G	1	3		7
> 6 months (long-term funding)	F	53	60	51	70
	G	3	3	7	9
II. Project funding – Total	F	**148**	**116**	**241**	**157**
	G	**26**	**44**	**66**	**116**
1. By academic status					
Bachelor-level students	F	38	13	101	29
	G	7	3	32	34
Master-level students	F	29	41	55	45
	G	2	23	17	32
PhD students	F	16	16	19	34
	G	2	12	2	20
Academics und university lecturers (incl. postdocs)	F	29	16	58	33
	G	11	5	15	26
other funding recipients*	F	36	30	8	16
	G	4	1		4
2. By duration of funding					
< 1 month	F	92	55	195	95
	G	18	39	62	85
1–6 months	F	43	57	35	52
	G	8	5	4	30
> 6 months (long-term funding)	F	13	4	11	10
	G				1
III. EU mobility funding – Total	F	**24**	**4**	**19**	**191**
	G	**6**	**2**	**6**	**41**
Mobility with partner countries					
1. Erasmus student mobility for studies	F	15	3	10	146
	G	1		2	19
2. Erasmus staff mobility (lecturers, other staff)	F	9	1	9	45
	G	5	2	4	22
DAAD funding – Total (I + II)	F	**298**	**218**	**370**	**499**
	G	**47**	**64**	**111**	**193**
DAAD funding – F and G – Total (I + II)		**345**	**282**	**481**	**692**

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

Three areas of funding are indicated in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote structures for internationalisation at higher education institutions. As the National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding with programme countries). In addition, Project 2015 awarded funding for the first time to higher education institutions located in partner countries of the EU (EU mobility funding with partner countries). The figures on EU mobility funding shown in the table relate to Project 2015 and thus the period from 1 June 2015 to 31 May 2017.

Kazakhstan	Kyrgyzstan	Moldavia	Russian Federation	Tajikistan	Turkmenistan	Ukraine	Uzbekistan	Total
173	**107**	**39**	**883**	**81**	**27**	**280**	**150**	**2,225**
44	**14**	**13**	**416**	**9**	**5**	**58**	**6**	**673**
98	59	16	344	56	8	81	89	**945**
21	1	8	276	3		29		**412**
52	39	17	212	19	16	103	38	**639**
2			39			1		**43**
16	4	4	194	3	2	52	8	**355**
			8			1		**10**
7	5	2	133	3	1	44	15	**286**
21	13	5	93	6	5	27	6	**208**
79	50	17	268	44	8	66	84	**806**
22	3	8	211	4	1	26		**350**
14	9	1	277	6	1	63	12	**444**
5	2		112	2		5		**137**
80	48	21	338	31	18	151	54	**975**
17	9	5	93	3	4	27	6	**186**
483	**319**	**69**	**2,726**	**6**		**1,102**	**103**	**5,470**
81	**48**	**47**	**1,402**	**1**		**234**	**27**	**2,092**
365	216	24	1,046			366	48	**2,246**
2	17	5	596			56	11	**763**
86	25	13	679			312	32	**1,317**
16	6	23	290	1		47	8	**465**
4	12	7	234	3		110	2	**457**
1	2	2	86			23	2	**152**
21	49	21	589	1		199	12	**1,028**
58	22	16	395			87	3	**638**
7	17	4	178	2		115	9	**422**
4	1	1	35			21	3	**74**
92	141	58	1,969	3		679	79	**3,458**
75	31	47	1,049	1		212	9	**1,628**
184	106	8	641	3		344	21	**1,494**
5	17		322			19	17	**427**
207	72	3	116			79	3	**518**
1			31			3	1	**37**
26	**32**		**266**			**277**	**57**	**896**
4	**9**		**109**			**33**	**19**	**229**
17	23		178			196	15	**603**
	3		53			13	1	**92**
9	9		88			81	42	**293**
4	6		56			20	18	**137**
682	**458**	**108**	**3,875**	**87**	**27**	**1,659**	**310**	**8,591**
129	**71**	**60**	**1,927**	**10**	**5**	**325**	**52**	**2,994**
811	**529**	**168**	**5,802**	**97**	**32**	**1,984**	**362**	**11,585**

North America

Canada, United States of America

The new administration and a hostile attitude towards science in the USA have left their mark on academic exchange. The number of students enrolling in degree programmes in the USA fell by seven percent, due in part to rising tuition fees. At the DAAD, the number of applications for one-year scholarships in the USA dropped by 20 percent. However, applications from US students have also decreased.

Figures for scientists and researchers, on the other hand, have remained stable. Canada continues to see growing demand. 2016 had already marked a record number of enrolments, and this trend persisted in 2017. While the US government wants to cut research funding, Canada has significantly increased its funding for the Natural Sciences and Engineering Council.

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

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	999	2,036	3,035	891	2,241	3,132	871	1,755	2,626
Project funding	1,213	2,841	4,054	867	3,500	4,367	1,161	3,684	4,845
EU mobility funding							125	33	158
Funding – Total	2,212	4,877	7,089	1,758	5,741	7,499	2,157	5,472	7,629

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

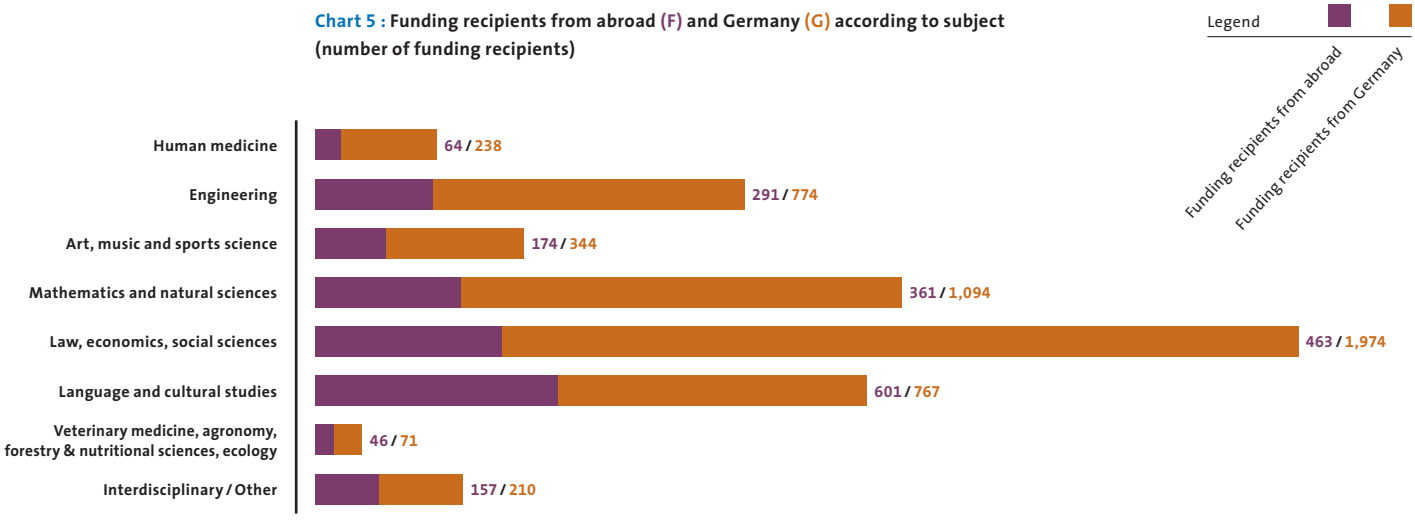
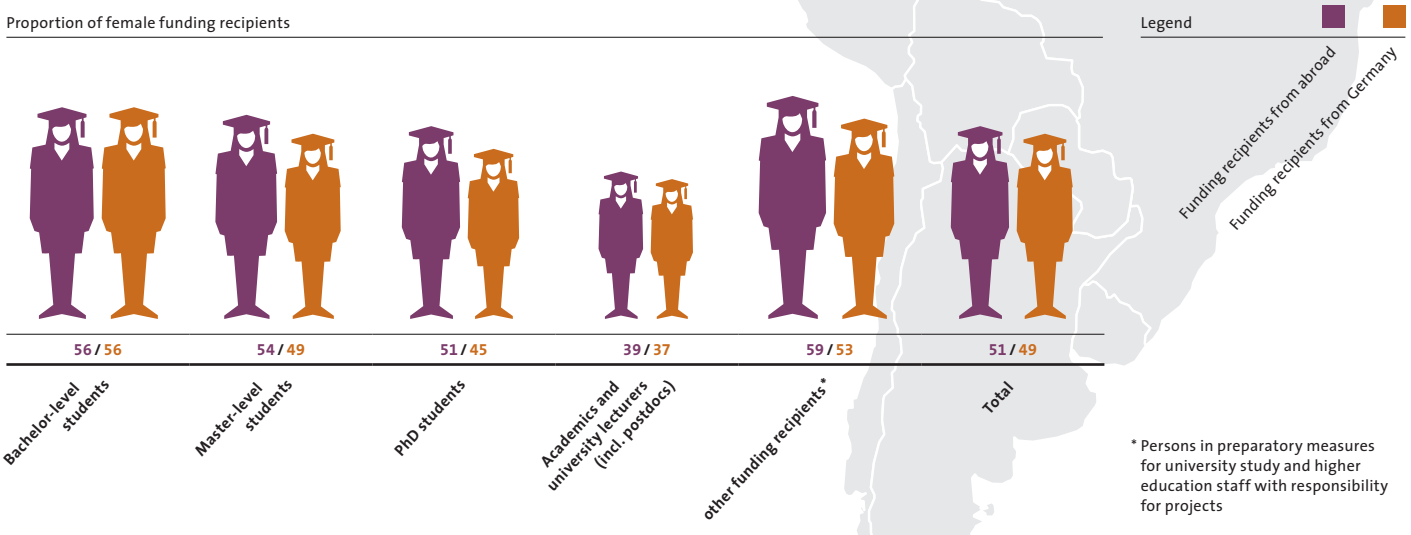


Table 13 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)

	F	G
Bachelor-level students	839	2,234
Master-level students	371	1,385
PhD students	353	957
Academics and university lecturers (incl. postdocs)	483	841
other funding recipients *	111	55
Total	2,157	5,472

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



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

Table 14 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2017
North America

F = Funding recipients from abroad
G = Funding recipients from German

		Canada	United States of America	Total
I. Individual funding – Total	F	189	682	871
	G	292	1,463	1,755
1. By academic status				
Bachelor-level students	F	102	282	384
	G	102	251	353
Master-level students	F	19	150	169
	G	10	209	219
PhD students	F	27	128	155
	G	80	502	582
Academics und university lecturers (incl. postdocs)	F	41	122	163
	G	100	501	601
2. By duration of funding				
< 1 month	F	42	108	150
	G	147	778	925
1–6 months	F	112	363	475
	G	109	336	445
> 6 months (long-term funding)	F	35	211	246
	G	36	349	385
II. Project funding – Total	F	253	908	1,161
	G	839	2,845	3,684
1. By academic status				
Bachelor-level students	F	64	349	413
	G	452	1,419	1,871
Master-level students	F	68	127	195
	G	229	929	1,158
PhD students	F	43	147	190
	G	78	297	375
Academics und university lecturers (incl. postdocs)	F	65	234	299
	G	75	162	237
other funding recipients*	F	13	51	64
	G	5	38	43
2. By duration of funding				
< 1 month	F	200	613	813
	G	233	932	1,165
1–6 months	F	50	245	295
	G	585	1,784	2,369
> 6 months (long-term funding)	F	3	50	53
	G	21	129	150
III. EU mobility funding - Total	F	78	47	125
	G	9	24	33
Mobility with partner countries				
1. Erasmus student mobility for studies	F	39	18	57
	G	4	14	18
2. Erasmus staff mobility (lecturers, other staff)	F	39	29	68
	G	5	10	15
DAAD funding – Total (I + II)	F	520	1,637	2,157
	G	1,140	4,332	5,472
DAAD funding – F and G – Total (I + II)		1,660	5,969	7,629

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

Three areas of funding are indicated in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote structures for internationalisation at higher education institutions. As the National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding with programme countries). In addition, Project 2015 awarded funding for the first time to higher education institutions located in partner countries of the EU (EU mobility funding with partner countries). The figures on EU mobility funding shown in the table relate to Project 2015 and thus the period from 1 June 2015 to 31 May 2017.

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

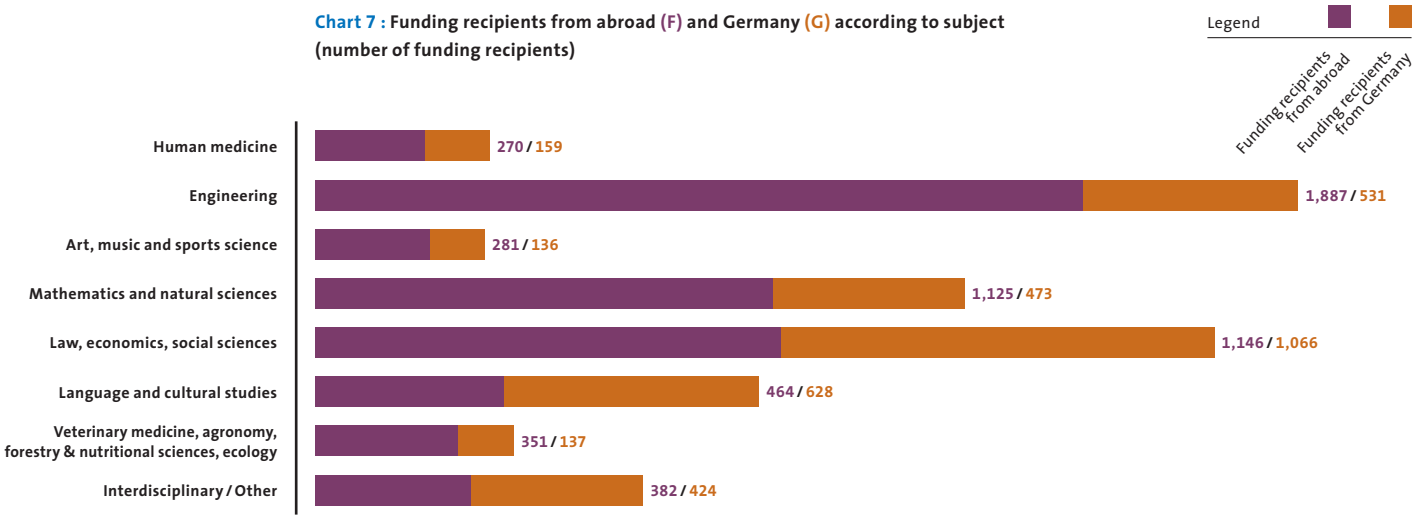
For further information on the countries named above please refer to:
▸ www.daad.de/laenderinformationen (in German)

Nineteen government scholarship programmes attest to the cooperative relationship between the DAAD and Latin America. In 2017 existing agreements were extended and new ones concluded, such as the BECAR scholarship programme for master's students and doctoral candidates, jointly launched by the DAAD and the Argentinian Ministry of Education. Despite the ongoing political and economic crisis in Brazil, cooperation with CAPES and CNPq on, among other things, funding for doctoral candidates was placed on a new footing. The "Instituto Colombo-Alemán para la Paz" (German-Colombian peace institute) established in late 2016 has also continued to develop very successfully – a further flagship of DAAD project funding in Latin America along with the centres of excellence CEMarin (also Colombia) and the Heidelberg Center (Chile).

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	3,104	829	3,933	5,946	883	6,829	2,984	813	3,797
Project funding	2,366	1,927	4,293	2,464	2,533	4,997	2,814	2,715	5,529
EU mobility funding							108	26	134
Funding – Total	5,470	2,756	8,226	8,410	3,416	11,826	5,906	3,554	9,460

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



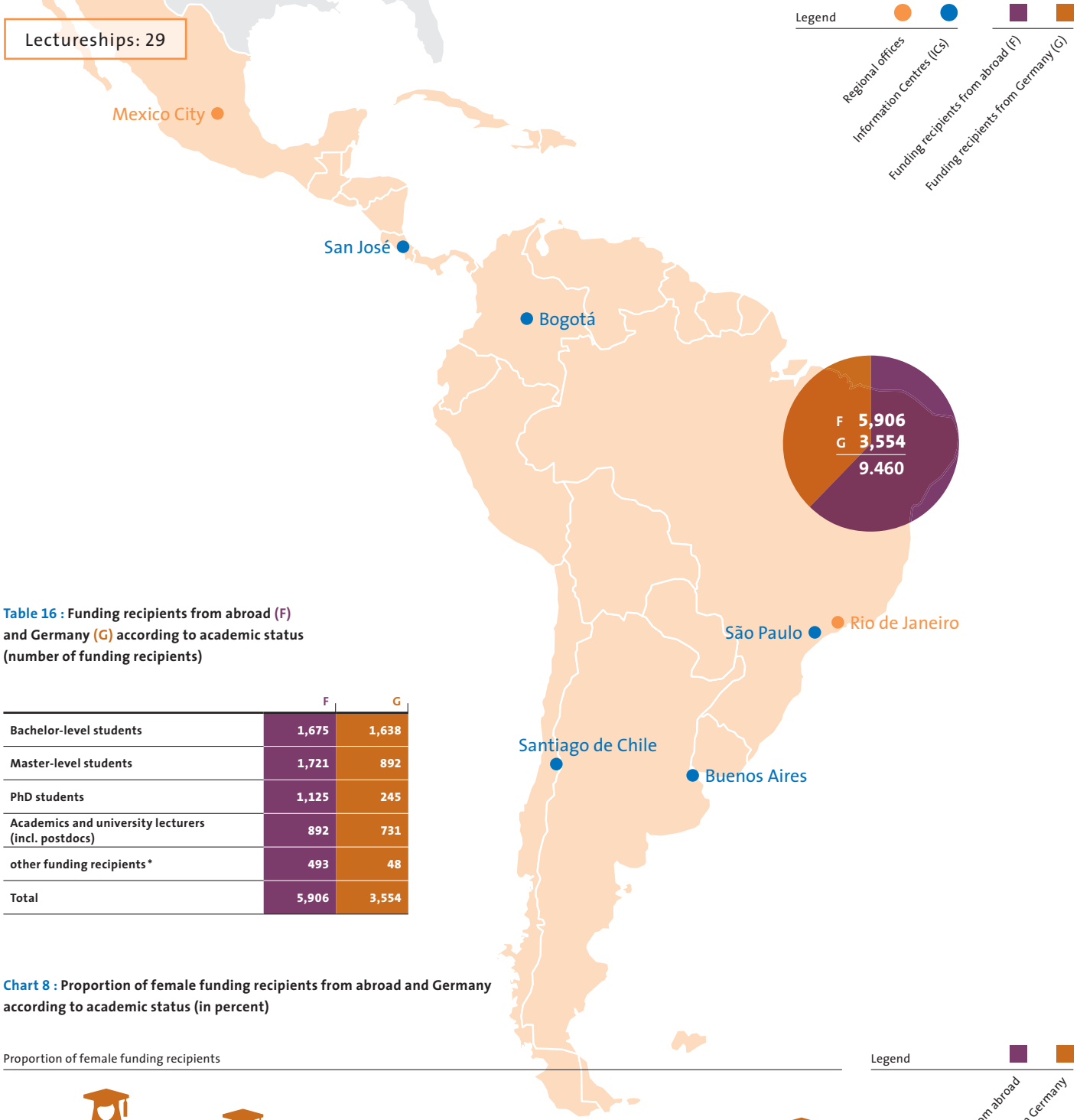


Table 16 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)

	F	G
Bachelor-level students	1,675	1,638
Master-level students	1,721	892
PhD students	1,125	245
Academics and university lecturers (incl. postdocs)	892	731
other funding recipients *	493	48
Total	5,906	3,554

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

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

Table 17 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2017
Latin America

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

		Argentina	Bahamas	Barbados	Belize	Bolivia	Brazil	Chile	Colombia	Costa Rica	Cuba	Dominica	Dominican Republic
I. Individual funding – Total	F	344				18	671	323	398	55	25	1	4
	G	68			1	18	226	75	114	23	20		3
1. By academic status													
Bachelor-level students	F	91				3	199	162	72	8	5		
	G	30				14	115	32	72	8	1		2
Master-level students	F	147				11	131	35	224	18	5		4
	G	5				2	18	6	2	2	1		1
PhD students	F	67				3	314	113	82	24	8	1	
	G	3			1		21	7	9	3	1		
Academics und university lecturers (incl. postdocs)	F	39				1	27	13	20	5	7		
	G	30				2	72	30	31	10	17		
2. By duration of funding													
< 1 month	F	18					31	12	20	9	6		
	G	19				3	40	12	15	8	12		
1–6 months	F	237				1	237	43	36	4	8		
	G	25			1	14	121	37	56	8	2		2
> 6 months (long-term funding)	F	89				17	403	268	342	42	11	1	4
	G	24				1	65	26	43	7	6		1
II. Project funding – Total	F	419	1	1	4	31	494	303	572	62	92		11
	G	370	2	2	1	28	526	315	298	93	144		11
1. By academic status													
Bachelor-level students	F	76				1	105	48	195	7	8		1
	G	109	1	1		19	140	125	141	64	75		9
Master-level students	F	142	1	1		3	123	64	158	9	10		4
	G	143	1	1	1	6	182	101	76	22	23		2
PhD students	F	78					79	13	30	4	17		1
	G	28				1	70	12	25		7		
Academics und university lecturers (incl. postdocs)	F	100			1	15	131	132	93	25	46		
	G	82				2	124	75	51	7	33		
other funding recipients*	F	23			3	12	56	46	96	17	11		5
	G	8					10	2	5		6		
2. By duration of funding													
< 1 month	F	179	1		4	27	364	240	413	47	63		11
	G	137				3	260	99	80	40	94		
1–6 months	F	141				2	116	47	120	11	19		
	G	191	2	2	1	25	250	198	194	50	50		11
> 6 months (long-term funding)	F	99		1		2	14	16	39	4	10		
	G	42					16	18	24	3			
III. EU mobility funding - Total	F	6					31	4	8	4	20		
	G	6					3	1	4		3		
Mobility with partner countries									4		8		
1. Erasmus student mobility for studies	F	4					22	3	2	1			
	G	3							4		12		
2. Erasmus staff mobility (lecturers, other staff)	F	2					9	1	2	3	3		
	G	3					3	1					
DAAD funding – Total (I + II)	F	769	1	1	4	49	1,196	630	416	121	167	1	15
	G	444	2	2	2	46	755	391		116			14
DAAD funding – F and G – Total (I + II)		1,213	3	3	6	95	1,951	1,021	237	237	29	1	29

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

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Ecuador	El Salvador	Guatemala	Guyana	Haiti	Honduras	Jamaica	Mexico	Nicaragua	Panama	Paraguay	Peru	Saint Lucia	Saint Vincent and Grenadines	Trinidad and Tobago	Uruguay	Venezuela	Total
67	**40**	**28**	**1**		**33**	**2**	**716**	**42**	**32**	**22**	**113**		**1**		**26**	**22**	**2,984**
26	**1**	**9**		**2**	**1**	**7**	**92**	**20**	**14**	**4**	**76**			**3**	**10**		**813**
21	10	5					361	5	4	10	21				8	1	**986**
14	1	5				6	49	9	8	2	54				7		**429**
28	24	19	1		27	2	202	32	20	7	70		1		1	6	**1,015**
1		1		2	1		8	1	3	1	7			1	1		**64**
15	4	2			5		142	4	7	4	22				16	11	**844**
2							7		3		4			2			**63**
3	2	2			1		11	1	1	1					1	4	**139**
9		3				1	28	10		1	11				2		**257**
6	6	4			1		25	3	4	4	7				2	1	**159**
6						4	19		1		21				1		**161**
11	1	1					10	1	1	7	7				5	1	**611**
14	1	5		2		3	40	15	11	2	41			3	7		**410**
50	33	23	1		32	2	681	38	27	11	99		1		19	20	**2,214**
6		4			1		33	5	2	2	14				2		**242**
135	**22**	**24**	**1**	**3**	**21**	**1**	**310**	**63**	**23**	**21**	**113**	**1**			**49**	**37**	**2,814**
78	**2**	**8**	**1**	**2**	**3**	**2**	**527**	**43**	**16**	**11**	**180**			**7**	**36**	**9**	**2,715**
32	3	1		1	3		75	41		3	36					15	**651**
45	2	4		1	2	1	299	28	5	10	97			3	22	6	**1,209**
42	2	7	1	2	5	1	64	3		3	28				2	11	**686**
21		4	1			1	167	10	10		40			3	11	2	**828**
4	2				1		17	4			10				4	5	**269**
2				1	1		18	1		1	7			1			**175**
18	4	6			6		65	6	14	1	21				34	2	**720**
10							39	4	1		30				3	1	**462**
39	11	10			6		89	9	9	14	18	1			9	4	**488**
							4				6						**41**
106	20	20	1		16		215	49	23	16	70	1			46	8	**1,940**
36				1	1		87	5	1		52				3	7	**906**
23	2	3		2	5	1	79	11		4	32				3	25	**646**
42	2	8	1	1	2	2	423	36	15	8	125			7	33	2	**1,681**
6		1		1			16	3		1	11					4	**228**
							17	2		3	3						**128**
8							**5**	**4**		**13**	**5**						**108**
1							**1**	**2**		**3**	**2**						**26**
							3	2		13	5						**70**
											2						**7**
							2	2									**38**
							1	2		3							**19**
210	**62**	**52**	**2**	**3**	**54**	**3**	**1,031**	**109**	**55**	**56**	**231**	**1**	**1**		**75**	**59**	**5,906**
105	**3**	**17**	**1**	**4**	**4**	**9**	**620**	**65**	**30**	**18**	**258**			**10**	**46**	**9**	**3,554**
315	**65**	**69**	**3**	**7**	**58**	**12**	**1,651**	**174**	**85**	**74**	**489**	**1**	**1**	**10**	**121**	**68**	**9,460**

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

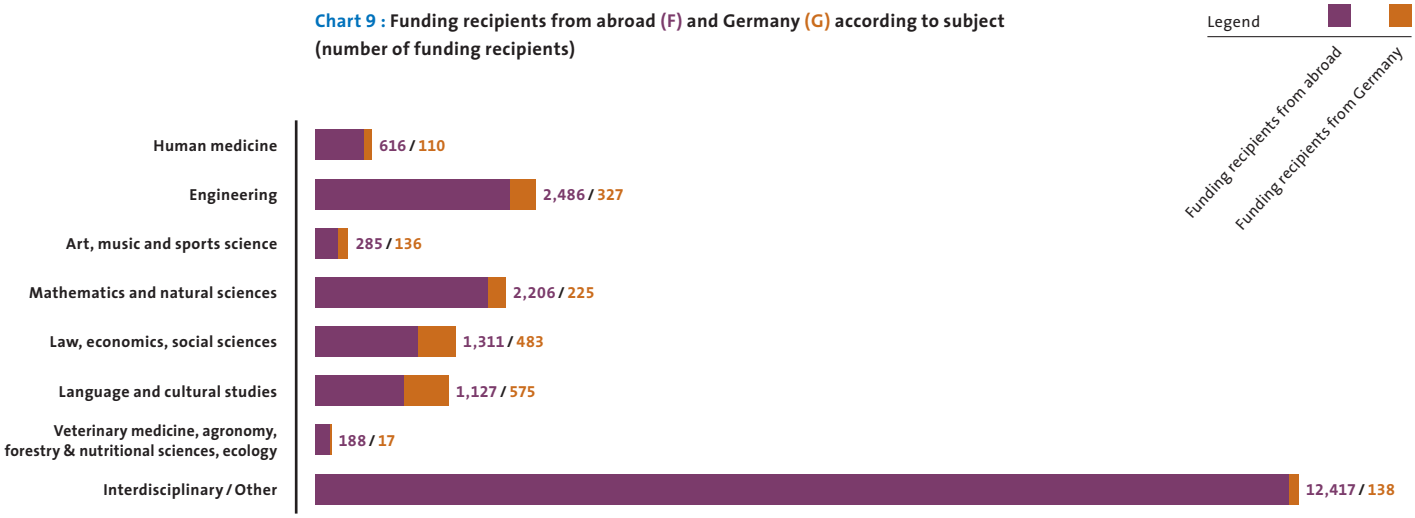
Academic cooperation with countries in the Middle East/North Africa region saw multiple anniversaries in 2017. The German University Cairo celebrated its 15th anniversary, and the German University of Technology in Oman its 10th. The German-Egyptian Year of Science also marked its 10th anniversary in 2017. Demand in the existing funding programmes remained high in 2017; cooperation lines were continued despite the many crises in the region and new topics were explored. The question of graduate employability is of central importance to the region. The newly launched Entrepreneurial Universities programme addressed this issue with a project in Tunisia.

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

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	2,601	338	2,939	2,569	363	2,932	2,886	325	3,211
Project funding	3,022	989	4,011	4,913	1,634	6,547	17,254	1,514	18,768
EU mobility funding							496	172	668
Funding – Total	5,623	1,327	6,950	7,482	1,997	9,479	20,636	2,011	22,647

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



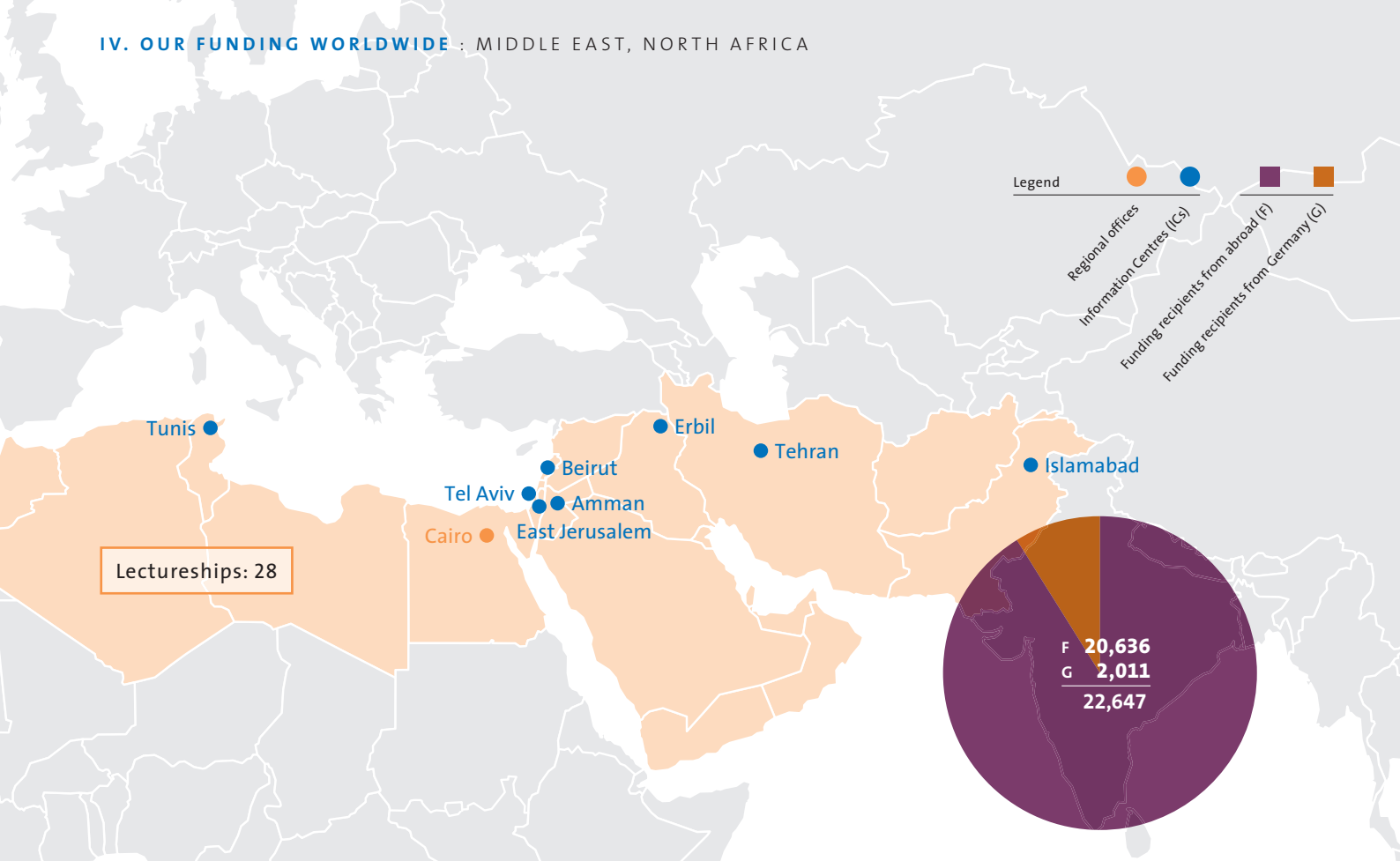
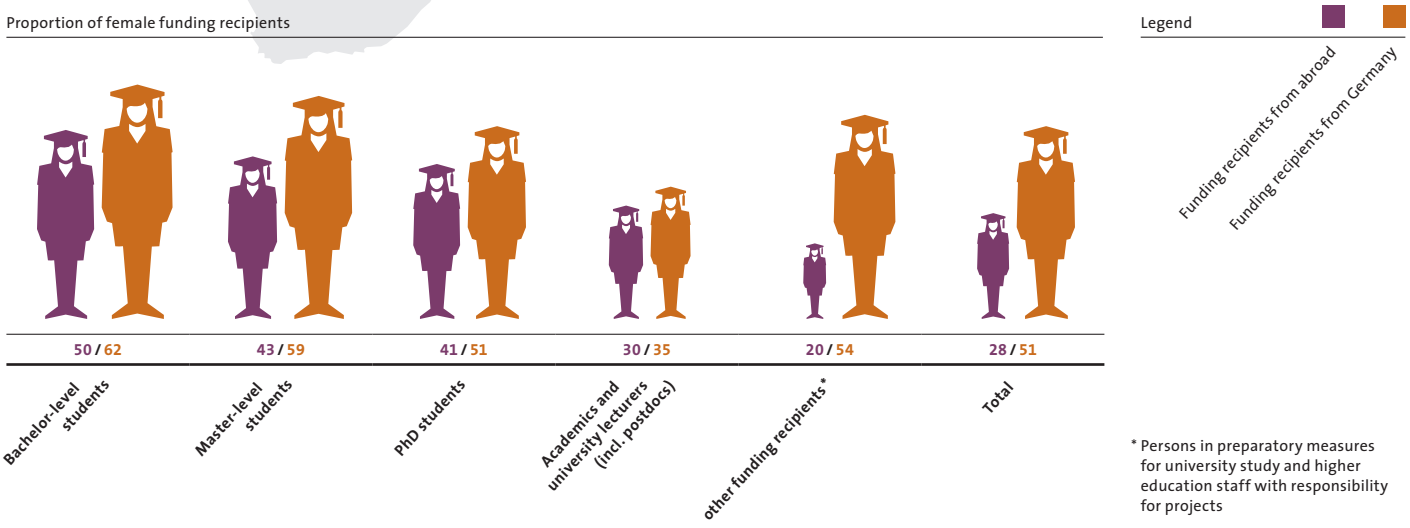


Table 19 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)

	F	G
Bachelor-level students	2,046	585
Master-level students	2,706	482
PhD students	1,600	181
Academics and university lecturers (incl. postdocs)	1,198	640
other funding recipients*	13,086	123
Total	20,636	2,011

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



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

Table 20 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2017
Middle East, North Africa

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

		Afghanistan	Algeria	Bahrain	Egypt	Iran	Iraq	Israel
I. Individual funding – Total	F	96	28		388	248	98	62
	G	1	4	1	35	56		99
1. By academic status								
Bachelor-level students	F		12		82	20	5	26
	G		2	1	4	17		54
Master-level students	F	64	2		64	30	28	13
	G				14	1		7
PhD students	F	30	11		225	164	58	15
	G					2		14
Academics und university lecturers (incl. postdocs)	F	2	3		17	34	7	8
	G	1	2		17	36		24
2. By duration of funding								
< 1 month	F	3	12		51	30	2	7
	G		3		2	33		23
1–6 months	F		3		32	36	7	30
	G			1	4	18		21
> 6 months (long-term funding)	F	93	13		305	182	89	25
	G	1	1		29	5		55
II. Project funding – Total	F	1,465	134	1	1,100	1,010	695	240
	G	4	11	1	372	143	18	323
1. By academic status								
Bachelor-level students	F	125	1		147	25	35	26
	G				66	34		143
Master-level students	F	79	88		460	168	69	103
	G		7	1	72	39	3	106
PhD students	F	16	17		120	102	55	42
	G		2		47	18		28
Academics und university lecturers (incl. postdocs)	F	47	18		247	49	129	51
	G	4	2		159	44	12	30
other funding recipients*	F	1,198	10	1	126	666	407	18
	G				28	8	3	16
2. By duration of funding								
< 1 month	F	519	120	1	676	209	257	144
	G		11		302	121	16	163
1–6 months	F	502	8		216	555	305	47
	G	2		1	61	18	2	158
> 6 months (long-term funding)	F	444	6		208	246	133	49
	G	2			9	4		2
III. EU mobility funding - Total	F		6		127			178
	G		2		22			78
Mobility with partner countries								
1. Erasmus student mobility for studies	F				66			98
	G				8			36
2. Erasmus staff mobility (lecturers, other staff)	F		6		61			80
	G		2		14			42
DAAD funding – Total (I + II)	F	1,561	168	1	1,615	1,258	793	480
	G	5	17	2	429	199	18	500
DAAD funding – F and G – Total (I + II)		1,566	185	3	2,044	1,457	811	980

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

Three areas of funding are indicated in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote structures for internationalisation at higher education institutions. As the National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding with programme countries). In addition, Project 2015 awarded funding for the first time to higher education institutions located in partner countries of the EU (EU mobility funding with partner countries). The figures on EU mobility funding shown in the table relate to Project 2015 and thus the period from 1 June 2015 to 31 May 2017.

Jordan	Kuwait	Lebanon	Libya	Morocco	Oman	Pakistan	Palestinian Territories	Qatar	Saudi Arabia	Syria	Tunisia	United Arab Emirates	Yemen	Total
115	**1**	**95**	**1**	**40**	**112**	**351**	**132**	**3**	**189**	**738**	**103**	**7**	**79**	**2,886**
45		**15**		**18**	**10**	**9**	**15**	**1**	**2**		**8**	**6**		**325**
12	1	71		21	110		11	3	159	237	83	6		**859**
26		7		6	5	3	7	1				3		**136**
72		4		3		81	75		30	409	3	1	61	**940**
4		7		2			3							**38**
28		6	1	12		255	38			90	12		18	**963**
				2							2			**20**
3		14		4	2	15	8			2	5			**124**
15		1		8	5	6	5		2		6	3		**131**
12	1	19		22		9	8			2	24	3	2	**207**
3				5		3	1					3		**76**
6		2		6	7	9	10	3	1	1	6	4	1	**164**
30		7		6	4	1	9	1			1	3		**106**
97		74	1	12	105	333	114		188	735	73		76	**2,515**
12		8		7	6	5	5		2		7			**143**
644	**8**	**81**	**61**	**263**	**174**	**317**	**214**		**27**	**10,267**	**472**	**11**	**70**	**17,254**
267		**64**		**81**	**11**	**34**	**40**				**138**	**6**	**1**	**1,514**
276		11	1	105	161	14	35			23	69	1	15	**1,070**
84		14		36	5	4	9				13	2		**410**
153		32	2	48	7	117	57		4	60	168	2	18	**1,635**
76		31		13		1	27				36	2	1	**415**
17	2	7		29	2	62	8			22	99		7	**607**
19		8		6	2	10					18	1		**159**
123		11	31	51	4	54	4		1	4	124	1	10	**959**
79		11		20	4	19	3				62	1		**450**
75	6	20	27	30		70	110		22	10,158	12	7	20	**12,983**
9				6			1				9			**80**
312	1	39	35	172	127	129	49		4	489	283	2	21	**3,589**
195		33		51	5	29	23				119	2	1	**1,071**
87	6	33	17	60	1	151	79		16	5,690	161	7	34	**7,975**
53		31		17	4	4	17				17	3		**388**
245	1	9	9	31	46	37	86		7	4,088	28	2	15	**5,690**
19				13	2	1					2	1		**55**
70		**7**		**33**		**8**	**8**				**59**			**496**
34		**2**		**11**		**3**	**8**				**12**			**172**
42				23		6	2				41			**278**
22						1					4			**71**
28		7		10		2	6				18			**218**
12		2		11		2	8				8			**101**
829	**9**	**183**	**62**	**336**	**286**	**676**	**354**	**3**	**216**	**11,005**	**634**	**18**	**149**	**20,636**
346		**81**		**110**	**21**	**46**	**63**	**1**	**2**		**158**	**12**	**1**	**2,011**
1,175	**9**	**264**	**62**	**446**	**307**	**722**	**417**	**4**	**218**	**11,005**	**792**	**30**	**150**	**22,647**

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 Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe

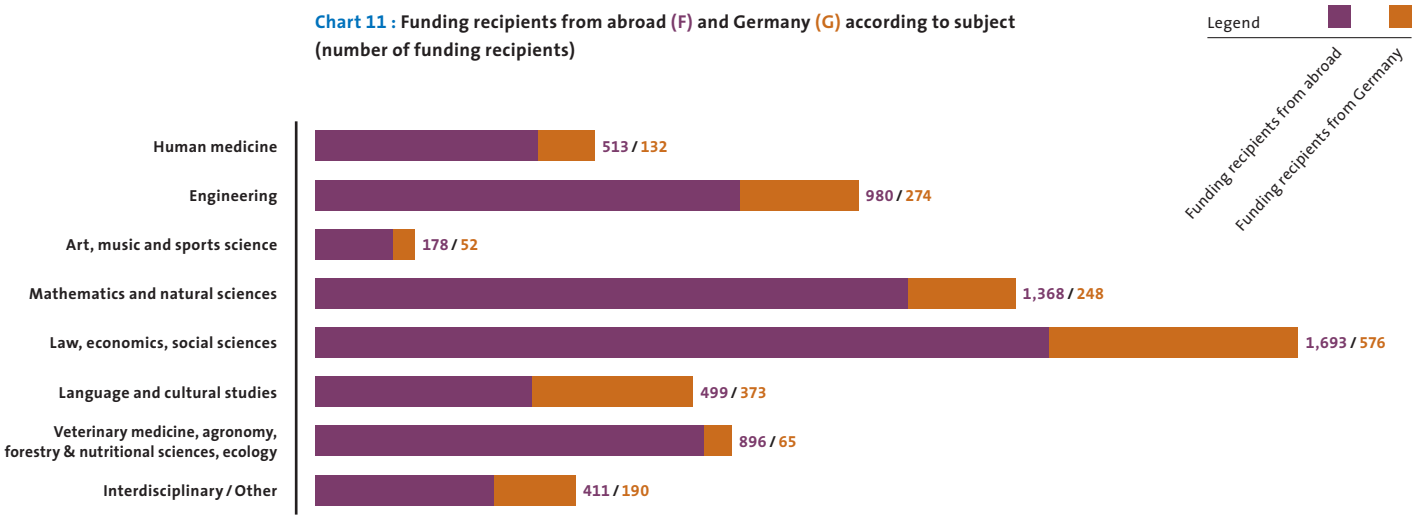
For further information on the countries named above please refer to:
▸ www.daad.de/laenderinformationen (in German)

Expanding on existing topics and exploring new ones – this combination characterises the DAAD's work in Sub-Saharan Africa in 2017. In an effort to improve training quality, three new centres of excellence were established in Senegal/Niger, Ghana/Niger and Tanzania. In Nigeria and Rwanda two new co-funded government scholarship programmes for master's students and doctoral candidates were successfully launched. Central issues for the African scientific area include increasing graduates' employability, better aligning higher education institutions with professional practice and the labour market, and qualitatively improving training for doctoral candidates. The DAAD addressed all these points in 2017 in the form of new calls for proposals, workshops and training courses.

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	1,825	496	2,321	2,005	389	2,394	2,908	351	3,259
Project funding	2,222	1,052	3,274	2,778	1,553	4,331	3,594	1,540	5,134
EU mobility funding							36	19	55
Funding – Total	4,047	1,548	5,595	4,783	1,942	6,725	6,538	1,910	8,448

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



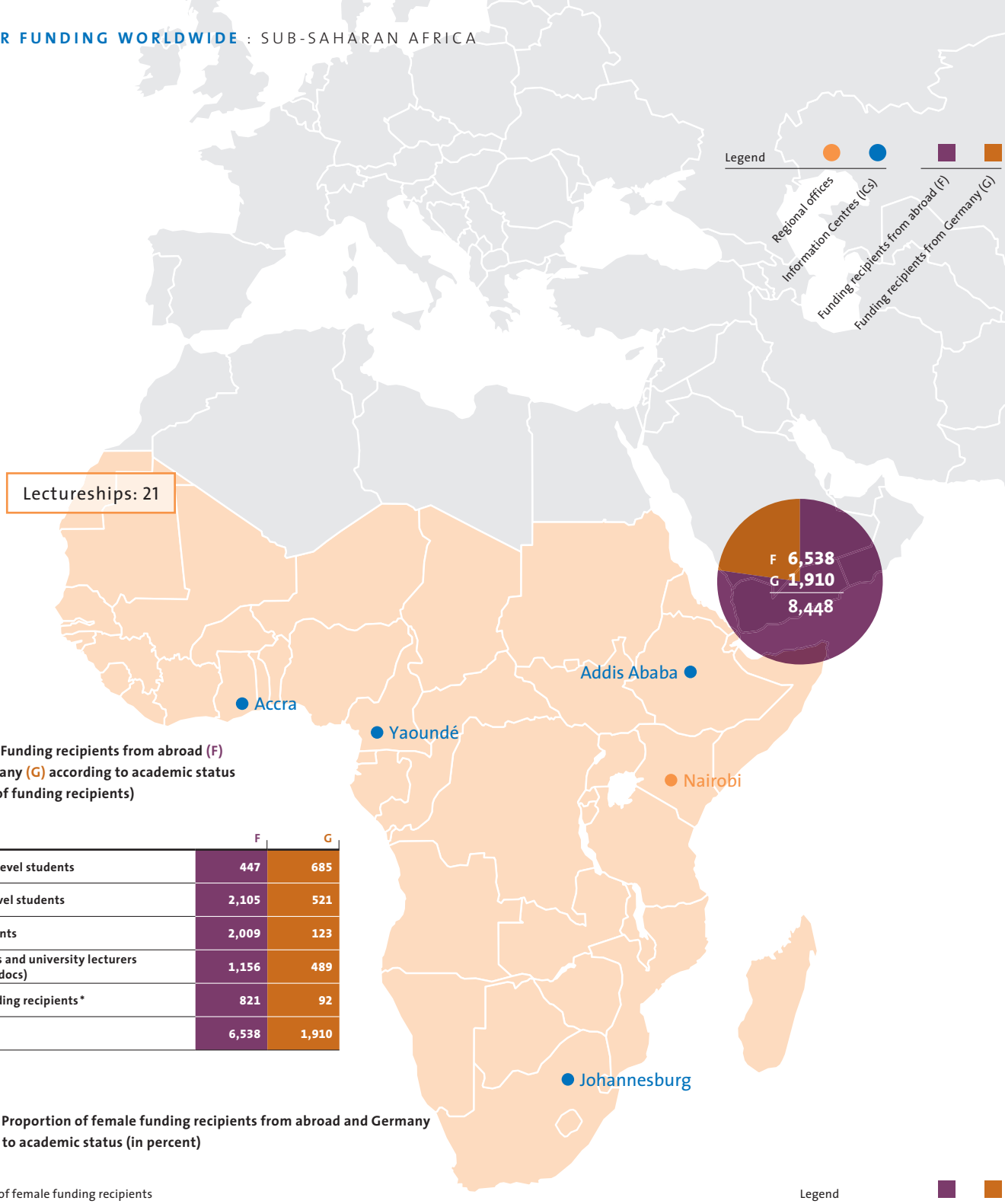
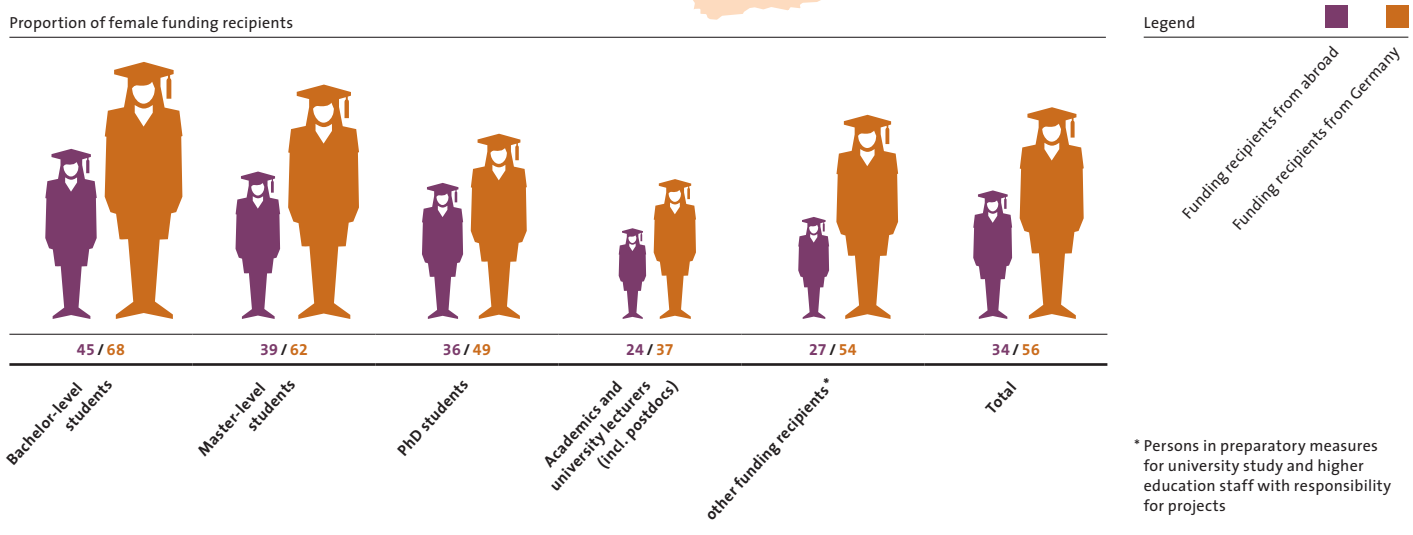


Table 22 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)

	F	G
Bachelor-level students	447	685
Master-level students	2,105	521
PhD students	2,009	123
Academics and university lecturers (incl. postdocs)	1,156	489
other funding recipients *	821	92
Total	6,538	1,910

Chart 12 : Proportion of female funding recipients from abroad and Germany according to academic status (in percent)



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

Table 23 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2017
Sub-Saharan Africa

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

		Angola	Benin	Botsuana	Burkina Faso	Burundi	Cameroon	Cape Verde	Central African Republic	Comoros	Congo	Congo, Democratic Republic	Djibouti	Eritrea	Ethiopia	Gabon	Gambia	Ghana	Guinea	Ivory Coast
I. Individual funding – Total	F		108	3	27	19	99		5	3	3	16	2	5	379	2	8	260	1	48
	G		5		3		6				1	5			17			44	1	8
1. By academic status																				
Bachelor-level students	F		4		1		3					2						36		3
	G		1									1			1			33		4
Master-level students	F		66	1	6	8	20		1		2	9	2	5	162		6	86		30
	G														3			4	1	1
PhD students	F		34	1	17	10	63		4	3	1	5			211	2	2	134	1	12
	G				1		1				1	2			3			2		
Academics und university lecturers (incl. postdocs)	F		4	1	3	1	13								6			4		3
	G		4		2		5					2			10			5		3
2. By duration of funding																				
< 1 month	F		4		2		3								4		1	11		4
	G		1				3				1				1			3		1
1–6 months	F		4	2	3		13				1				41	1		29		5
	G		1		1							5			3			34		5
> 6 months (long-term funding)	F		100	1	22	19	83		5	3	2	16	2	5	334	1	7	220	1	39
	G		3		2		3								13			7	1	2
II. Project funding – Total	F	1	56	24	46	8	384	8	2		17	83		87	389	20	14	309	32	33
	G	1	7	7	9	2	39	15			7	1			147	4	3	98	2	8
1. By academic status																				
Bachelor-level students	F		3	3	1		169				1			2	1	2		26	4	8
	G			4	3		13								26	1	2	42		6
Master-level students	F		5	4	6	3	92				4	66		5	36	4	1	76	1	2
	G					1	15				4	1			43		1	26		
PhD students	F		35	1	1	1	70	4			3	3			76	3		79		9
	G	1	2		1	1	2								8			8		
Academics und university lecturers (incl. postdocs)	F	1	10	7	29	1	31	1			2	9			139	11		77	14	10
	G		3	3	5		7	8			3				57	3		22	2	2
other funding recipients*	F		3	9	9	3	22	10	2		7	5		80	137		13	51	13	4
	G		2				2								13					
2. By duration of funding																				
< 1 month	F	1	44	18	31	4	115		1		7	16		5	232	13	4	216	16	10
	G	1	7	3	4		18	8			6	1			119	3		51	2	2
1–6 months	F		12	4	9	2	236	13			7	31		51	122	7	6	47	9	12
	G			4	5	2	21				1				25	1	3	45		6
> 6 months (long-term funding)	F			2	6	2	33	2	1		3	36		31	35		4	46	7	11
	G														3			2		
III. EU mobility funding - Total	F																			
	G																			
Mobility with partner countries																				
1. Erasmus student mobility for studies	F																			
	G																			
2. Erasmus staff mobility (lecturers, other staff)	F																			
	G																			
DAAD funding – Total (I + II)	F	1	164	27	73	27	483	8	7	3	20	99	2	92	768	22	22	569	33	81
	G	1	12	7	12	2	45	15			8	6			164	4	3	142	3	16
DAAD funding – F and G – Total (I + II)		2	176	34	85	29	528	23	7	3	28	105	2	92	932	26	25	711	36	97

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

Three areas of funding are indicated in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote structures for internationalisation at higher education institutions. As the National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding with programme countries). In addition, Project 2015 awarded funding for the first time to higher education institutions located in partner countries of the EU (EU mobility funding with partner countries). The figures on EU mobility funding shown in the table relate to Project 2015 and thus the period from 1 June 2015 to 31 May 2017.

Kenya	Lesotho	Liberia	Madagascar	Malawi	Mali	Mauritania	Mauritius	Mozambique	Namibia	Niger	Nigeria	Rwanda	Sao Tome and Principe	Senegal	Seychelles	Sierra Leone	Somalia	South Africa	South Sudan	Sudan	Swaziland	Tanzania	Togo	Tschad	Uganda	Zambia	Zimbabwe	Total
440	11	10	12	14	16		2	27	78	13	124	55	1	32		10	12	233	20	160	3	251	50	3	216	15	112	2,908
34	2		20	1	1		3	3	15		6	3	1	7	1	1		120		6		17	6		11	2	1	351
18			3		3				6		5	2						6		6		1	2		2		7	110
23	1		13	1			2		8			1		2				47		1		8			8			155
170	4	9	2	6	8		1	7	47	7	49	21		14		8	9	86	17	45	2	102	24		105	8	63	1,218
3	1		1						1			1	1	1		1		16					1					36
244	7	1	7	7	5		1	20	23	6	54	32		14		2	3	126	3	104	1	147	22	3	108	6	41	1,487
1								1	2		1				1			19				2				2		39
8				1					2		16		1	4				15		5		1	2		1	1	1	93
7			6		1		1	2	4		5	1		4				38		5		7	5		3		1	121
7			2		3						6	3		1				3		6		3	2		2		1	68
3			8				1	1			2							37		1		3	1			1		68
43			2	1				1	10		13			4				33		10		6	3		10		7	242
26	1		7	1			2		10		2	1	1	3	1			58		1		10	1		9	1		184
390	11	10	8	13	13		2	26	68	13	105	52	1	27		10	12	197	20	144	3	242	45	3	204	15	104	2,598
5	1		5		1			2	5		2	2		4		1		25		4		4	4		2		1	99
413	6	3	38	57	5	2	12	48	72	17	185	234		129	3	7	17	359	10	80	1	156	34	2	124	27	40	3,594
189			19	15	2	1	3	17	158	3	13	39	1	43	1	5		539		3		78	7		43	10	1	1,540
33			1	4		2	1		26		5	12		1				14		2		6	3		3			333
66				4			3		58		3	9		5		1		219				37	2		23	3		530
76		1	28	5	1		1	4	15	1	91	107		72		1	1	85	5	17		37	3		13	4	8	881
41			13	4		1			47	2	7	7	1	17	1	3		210				22			9	5		485
38	1		3	3	1		5	17		1	40	18		13				54		3		18	4		12	1	6	519
4			3	2					7	1	2	3		2				28				2	1		1	2	1	83
178	1		3	31	2		4	25	15	12	27	45		33		4		131	4	27		64	20		57	10	10	1,052
62			3	2	2			15	27		1	14		16				73		3		16	4		10			365
88	4	2	3	14	1		1	2	16	3	22	52		10	3	2	16	75	1	31	1	31	4	2	39	12	16	809
16				3				2	19			6		3		1		9				1						77
316	5	1	35	50	5		11	36	51	12	91	215		104	3	5		271	8	45	1	110	22	2	102	21	27	2,290
123			14	9	1			17	86		11	24		38		1		199		3		21	5		15	3	1	801
48		1	3	2		2	1	11	19	1	72	13		18			10	61	2	22		28	7		10	5	5	896
64			5	6		1	3		72	3	2	15	1	4	1	4		333				57	2		28	7		723
49	1	1		5				1	2	4	22	6		7		2	7	27		13		18	5		12	1	8	408
2					1									1				7										16
																		36										36
																		19										19
																		13										13
																		1										1
																		23										23
																		18										18
853	17	13	50	71	21	2	14	75	150	30	309	289	1	161	3	17	29	628	30	240	4	407	84	5	340	42	152	6,538
223	2		39	16	3	1	6	20	173	3	19	42	2	50	2	6		678		9		95	13		54	12	2	1,910
1,076	19	13	89	87	24	3	20	95	323	33	328	331	3	211	5	23	29	1,306	30	249	4	502	97	5	394	54	154	8,448

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, Macau (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

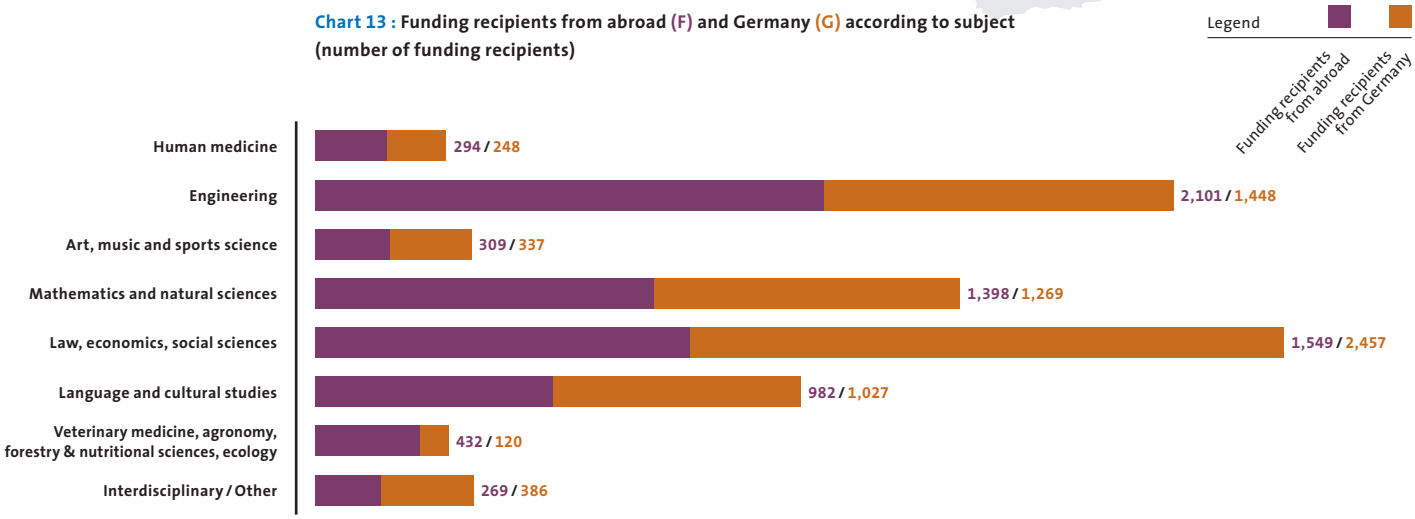
The largest groups of foreign students in Germany continue to come from China and India. After rising continuously until 2015, applicant numbers at the Academic Evaluation Center in China fell slightly in 2016 and 2017. The number of applicants from Germany wanting to study in China also saw a slight decline. Although China's scientific, political and economic importance is steadily increasing, cooperation is becoming more difficult due to the new NGO law and visa regulations. Demand in the Language and Practical Experience programme grew both for China and for Japan. Collaborations with Southeast Asia also developed very positively.

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

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	2,558	1,860	4,418	2,526	1,576	4,102	2,181	1,185	3,667
Project funding	4,109	3,508	7,617	4,496	5,149	9,645	4,698	5,949	10,646
EU mobility funding							455	158	613
Funding – Total	6,667	5,368	12,035	7,022	6,725	13,747	7,334	7,292	14,626

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



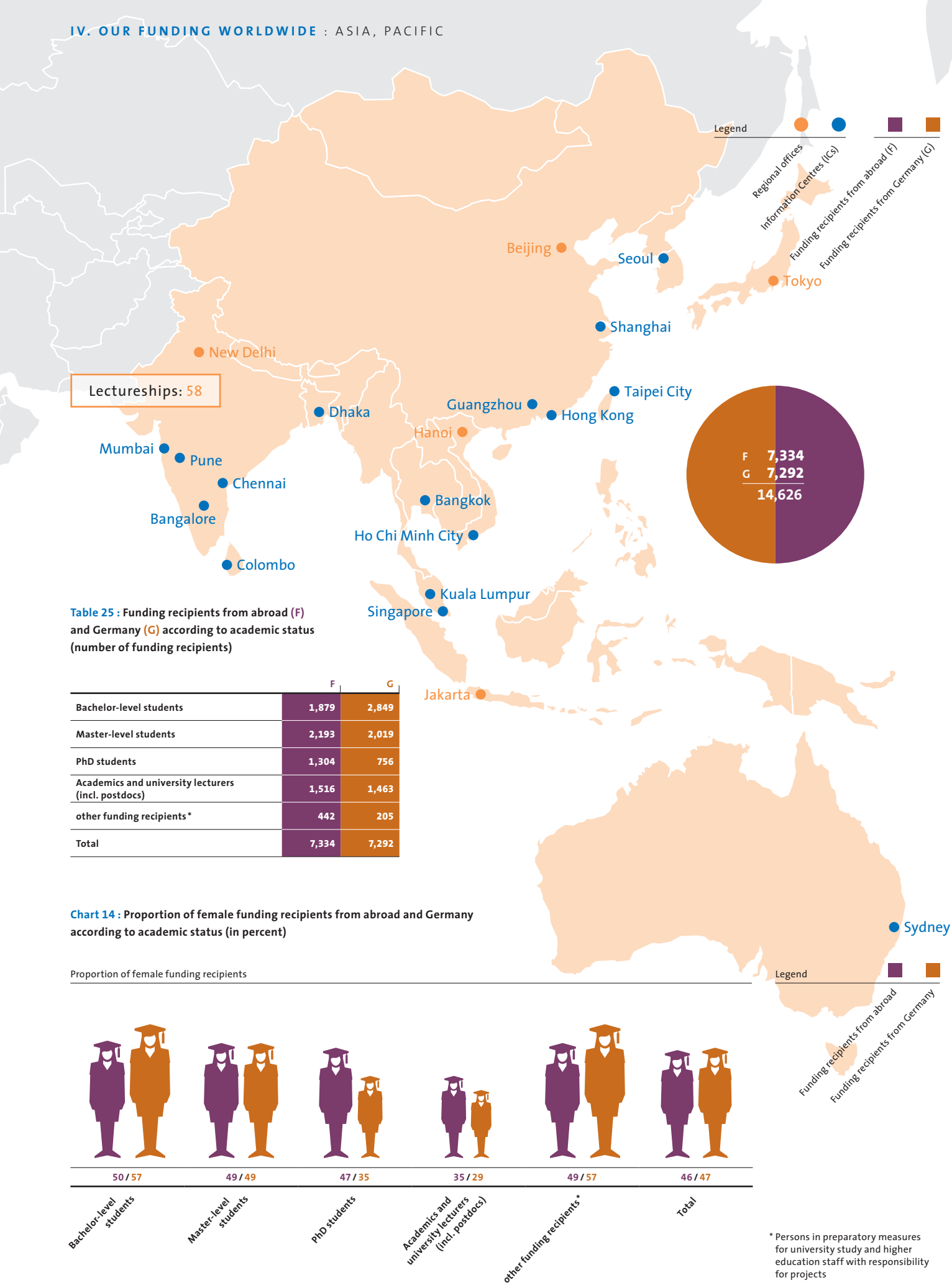


Table 25 : Funding recipients from abroad (F) and Germany (G) according to academic status (number of funding recipients)

	F	G
Bachelor-level students	1,879	2,849
Master-level students	2,193	2,019
PhD students	1,304	756
Academics and university lecturers (incl. postdocs)	1,516	1,463
other funding recipients *	442	205
Total	7,334	7,292

Chart 14 : Proportion of female funding recipients from abroad and Germany according to academic status (in percent)

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

Table 26 : Funding recipients from abroad (F) and Germany (G) according to country of origin/destination and funding area 2017

Asia, Pacific

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

		Australia	Bangladesh	Bhutan	Brunei Darussalam	Cambodia	China	Cook Islands	Fiji	Hong Kong (CN)	India	Indonesia	Japan	Korea, the Dem. People's Republic
I. Individual funding – Total	F	78	78	5		11	325		1	19	628	219	105	
	G	196	2			20	218	7		26	81	42	193	
1. By academic status														
Bachelor-level students	F	42	1				67			12	222	42	10	
	G	63				16	61	7		5	42	13	40	
Master-level students	F	12	46	4		11	36		1		189	66	16	
	G	31				2	28			2	3	1	57	
PhD students	F	12	29				71			6	185	93	29	
	G	40				1	40			9	4	6	54	
Academics und university lecturers (incl. postdocs)	F	12	2	1			151			1	32	18	50	
	G	62	2			1	89			10	32	22	42	
2. By duration of funding														
< 1 month	F	7				12	77			9	28	35	13	
	G	66	2				63			17	24	6	57	
1–6 months	F	30	2	1		6	61			4	244	14	13	
	G	91				11	50	7		4	40	20	52	
> 6 months (long-term funding)	F	41	76	4		2	187		1	6	356	170	79	
	G	39					105			5	17	16	84	
II. Project funding – Total	F	116	110	30	1	27	1,330		1	26	728	359	253	1
	G	962	16	15	1		1,473			163	547	263	704	1
1. By academic status														
Bachelor-level students	F	39	3	2		7	480			4	48	68	112	
	G	380	5		1	10	521			71	176	159	293	1
Master-level students	F	16	56	19		8	447			2	346	43	40	1
	G	301	5			14	524			33	157	57	219	
PhD students	F	15	7	1			123			4	165	31	39	
	G	135	2	3			113			24	77	7	89	
Academics und university lecturers (incl. postdocs)	F	35	29	5		11	229		1	13	151	127	58	
	G	138	4	12		1	243			35	117	30	102	
other funding recipients*	F	11	15	3	1	8	51			3	18	90	4	
	G	8				2	72				20	10	1	
2. By duration of funding														
< 1 month	F	58	52	29	1	28	529		1	19	388	290	169	1
	G	246	6	15		15	700			92	338	50	306	
1–6 months	F	56	54	1		6	598			6	314	60	61	
	G	702	10		1	12	657			69	206	212	332	1
> 6 months (long-term funding)	F	2	4				203			1	26	9	23	
	G	14					116			2	3	1	66	
III. EU mobility funding – Total	F	52					119				47	54	37	
	G	24					29				8	9	26	
Mobility with partner countries														
1. Erasmus student mobility for studies	F	26					99				38	40	8	
	G	13											9	
2. Erasmus staff mobility (lecturers, other staff)	F	26					20				9	14	29	
	G	11					29				8	9	17	
DAAD funding – Total (I + II)	F	246	188	35	1	45	1,774		2	45	1,403	632	395	1
	G	1,182	18	15	1	47	1,720	7		189	636	314	923	1
DAAD funding – F and G – Total (I + II)		1,428	206	50	2	92	3,494	7	2	234	2,039	946	1,318	2

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

Three areas of funding are indicated in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote structures for internationalisation at higher education institutions. As the National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding with programme countries). In addition, Project 2015 awarded funding for the first time to higher education institutions located in partner countries of the EU (EU mobility funding with partner countries). The figures on EU mobility funding shown in the table relate to Project 2015 and thus the period from 1 June 2015 to 31 May 2017.

Korea, the Republic of	Laos	Macao (CN)	Malaysia	Maldives	Mongolia	Myanmar	Nepal	New Zealand	Papua-New Guinea	Philippines	Samoa	Singapore	Sri Lanka	Taiwan	Thailand	Timor-Leste	Tonga	Vietnam	Total
108	**8**	**1**	**26**		**71**	**37**	**67**	**28**	**2**	**32**		**7**	**16**	**74**	**81**	**3**		**151**	**2,181**
75	**2**	**2**	**25**		**20**	**5**	**9**	**40**	**1**	**13**	**1**	**37**	**20**	**42**	**53**		**10**	**46**	**1,186**
17	2	1	1		21		2	16		4		3	3	18	34			10	**528**
13	1	2	9		1	3	5	13		11		10	17	10	23		10	19	**394**
20	3		3		32	19	52	8	2	16			5	12	13	2		42	**610**
10			1			1	1	4				4	1	18	3			3	**170**
40	3		16		11	17	13	3		11		3	6	39	25	1		87	**700**
26			8					12				11		6	3			3	**223**
31			6		7	1		1		1		1	2	5	9			12	**343**
26	1		7		19	1	3	11	1	2	1	12	2	8	24			21	**399**
23	2		5		5		1			3		3	2	23	24			16	**276**
33			11		8	1	3	12	1	3	1	19	1	11	11		1	7	**370**
19		1			17	1	2	19		1			2	11	13			5	**460**
21	2	2	10		3	3	6	21		9		12	16	16	28		9	25	**453**
66	6		21		49	36	64	9	2	28		4	12	40	44	3		130	**1,445**
21			4		9	1		7		1		6	3	15	14			14	**363**
262	**51**	**2**	**140**	**1**	**107**	**103**	**83**	**14**		**75**		**135**	**54**	**56**	**174**	**5**		**447**	**4,698**
333	**9**		**130**		**38**	**22**	**79**	**184**	**1**	**30**		**136**	**75**	**225**	**234**			**280**	**5,948**
86			46		58	15	16	3		3		40	23	22	26			94	**1,195**
180			58		7	4	22	121		19		74	45	109	139			51	**2,446**
110	10	1	26	1	13	12	18	1		12		89	9	17	54			135	**1,486**
106			46		9	3	35	58	1	6		56	22	70	68			47	**1,837**
31	1		15		5	4	8	5		15		1	3	10	33			34	**550**
28	1		2		2	4	6	3				3	1	13	6			9	**528**
33	33		40		26	49	15	2		26		2	15	6	42	2		142	**1,092**
19	8		23		10	9	6	2		4		2	7	33	19			166	**990**
2	7	1	13		5	23	26	3		19		3	4	1	19	3		42	**375**
			1		10	2	10			1		1			2			7	**147**
101	43	2	89	1	60	85	54	8		59		8	40	26	97	5		216	**2,459**
46	8		32		26	8	49	3		5		20	33	62	76			214	**2,350**
147	6		47		24	11	24	6		15		126	12	29	25			154	**1,782**
271	1		93		12	9	29	180	1	25		106	42	140	149			66	**3,326**
14	2		4		23	7	5			1		1	2	1	52			77	**457**
16			5			5	1	1				10		23	9				**272**
12			**24**				**12**			**2**				**10**	**56**			**30**	**455**
10			**7**				**3**			**1**				**5**	**18**			**18**	**158**
6			16				8							1	43			22	**307**
3														1					**26**
6			8				4			2				9	13			8	**148**
7			7				3			1				4	18			18	**132**
382	**59**	**3**	**190**	**1**	**178**	**140**	**162**	**42**	**2**	**109**		**142**	**70**	**140**	**311**	**8**		**628**	**7,334**
418	**11**	**2**	**162**		**58**	**27**	**91**	**224**	**2**	**44**	**1**	**173**	**95**	**272**	**305**		**10**	**344**	**7,292**
800	**70**	**5**	**352**	**1**	**236**	**167**	**253**	**266**	**4**	**153**	**1**	**315**	**165**	**412**	**616**	**8**	**10**	**972**	**14,626**

Global overview

Table 27 : Funding recipients from abroad and Germany according to funding area 2016/2017

	Foreigners funded		Germans funded		Total funded		newly funded
Calendar year	2016	2017	2016	2017	2016	2017	2017
I. Individual funding – Total	**18,901**	**16,973**	**7,785**	**7,696**	**26,686**	**24,669**	**14,809**
1. By academic status							
Bachelor-level students	7,109	**5,166**	2,357	**2,405**	9,466	**7,571**	6,110
Master-level students	5,194	**5,280**	1,188	**1,167**	6,382	**6,447**	2,855
PhD students	4,979	**4,930**	1,483	**1,505**	6,462	**6,435**	2,949
Academics und university lecturers (incl. postdocs)	1,619	**1,597**	2,757	**2,619**	4,376	**4,216**	2,895
2. By duration of funding							
< 1 month	3,249	**2,724**	2,873	**2,843**	6,122	**5,567**	5,437
1–6 months	2,541	**3,036**	1,952	**2,301**	4,493	**5,337**	4,907
> 6 months (long-term funding)	13,111	**11,213**	2,960	**2,552**	16,071	**13,765**	4,465
3. By selected programmes							
DAAD one-year scholarships for research and study	3,970	**3,760**	1,262	**1,212**	5,232	**4,972**	1,694
Scholarships as part of third-party-funded programmes	5,524	**3,309**	29	**27**	5,553	**3,336**	999
In-Country / In-Region Scholarship programmes	1,741	**2,165**			1,741	**2,165**	933
Lektors' Programme			582	**563**	582	**563**	116
Long-term lectureships, visiting lectureships, professorships			121	**114**	121	**114**	45
Conference travel and lecture tours			2,104	**2,147**	2,104	**2,147**	2,147
Specialist and language courses	2,132	**2,136**			2,132	**2,136**	2,136
Interns	1,405	**1,359**	1,700	**1,766**	3,105	**3,125**	3,022
Research visits for university lecturers	436	**554**	55	**44**	491	**598**	585
II. Project funding – Total	**36,700**	**41,840**	**23,127**	**24,722**	**59,827**	**66,562**	**53,296**
1. By academic status							
Bachelor-level students	7,529	**7,576**	9,744	**10,070**	17,273	**17,646**	16,157
Master-level students	7,543	**7,643**	6,035	**6,988**	13,578	**14,631**	12,877
PhD students	3,630	**3,556**	2,331	**2,590**	5,961	**6,146**	4,686
Academics und university lecturers (incl. postdocs)	8,030	**7,273**	4,480	**4,479**	12,510	**11,752**	7,413
other funding recipients*	9,968	**15,792**	537	**595**	10,505	**16,387**	12,163
2. By duration of funding							
< 1 month	20,310	**19,897**	13,725	**13,794**	34,035	**33,691**	27,545
1–6 months	10,993	**14,304**	7,860	**9,793**	18,853	**24,097**	21,227
> 6 months (long-term funding)	5,397	**7,639**	1,542	**1,135**	6,939	**8,774**	4,524
3. By selected programmes							
PROMOS – Programme to enhance mobility			10,500	**12,706**	10,500	**12,706**	12,691
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	722	**520**	1,891	**1,566**	2,613	**2,086**	1,372
Scholarship and guidance-counselling programmes (STIBET)	3,952	**4,089**			3,952	**4,089**	3,394
Project-related exchange programmes (PPP)	536	**514**	1,652	**1,756**	2,188	**2,270**	1,441
Integrating refugees in degree programmes	6,603	**10,193**			6,603	**10,193**	6,611
	Project 2014	Project 2015	Project 2014	Project 2015	Project 2014	Project 2015	Project 2015
III. EU mobility funding – Total	**146**	**2,715**	**44,563**	**45,812**	**44,709**	**48,527**	**48,527**
1. Mobility with programme countries							
1. Erasmus student mobility for studies			31,629	**32,003**	31,629	**32,003**	32,003
2. Erasmus student mobility for placements / traineeships			8,090	**8,087**	8,090	**8,087**	8,087
3. Erasmus staff mobility (lecturers, other staff)	146	**98**	4,844	**4,938**	4,990	**5,036**	5,036
2. Mobility with partner countries							
1. Erasmus student mobility for studies		**1,576**		**259**		**1,835**	1,835
2. Erasmus staff mobility (lecturers, other staff)		**1,041**		**525**		**1,566**	1,566
DAAD funding – Total (I + II + III)	**55,747**	**61,528**	**75,475**	**78,230**	**131,222**	**139,758**	**116,632**

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

Three areas of funding are indicated in the table on funding recipients. In the area of individual funding, the DAAD mainly provides support for students, academics and university teaching staff who have successfully applied for a DAAD scholarship. In the area of project funding, the DAAD primarily finances programmes to promote structures for internationalisation at higher education institutions. As the National Agency for EU Higher Education Cooperation, the DAAD provides funding to German universities that support academic mobility between Germany and other European countries (EU mobility funding with programme countries). In addition, Project 2015 awarded funding for the first time to higher education institutions located in partner countries of the EU (EU mobility funding with partner countries). The figures on EU mobility funding shown in the table relate to Project 2015 and thus the period from 1 June 2015 to 31 May 2017.

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

	2011			2014			2017		
	F	G	Total	F	G	Total	F	G	Total
Individual funding	17,674	9,129	26,803	19,994	9,117	29,111	16,973	7,695	24,669
Project funding	24,780	17,389	42,169	28,170	23,098	51,268	41,840	24,723	66,562
EU mobility funding	51	33,893	33,944	90	40,642	40,732	2,715	45,812	48,527
Funding – Total	42,505	60,411	102,916	48,254	72,857	121,111	61,528	78,230	139,758

Chart 15 : Funding recipients from abroad and Germany according to subject (number of funding recipients)

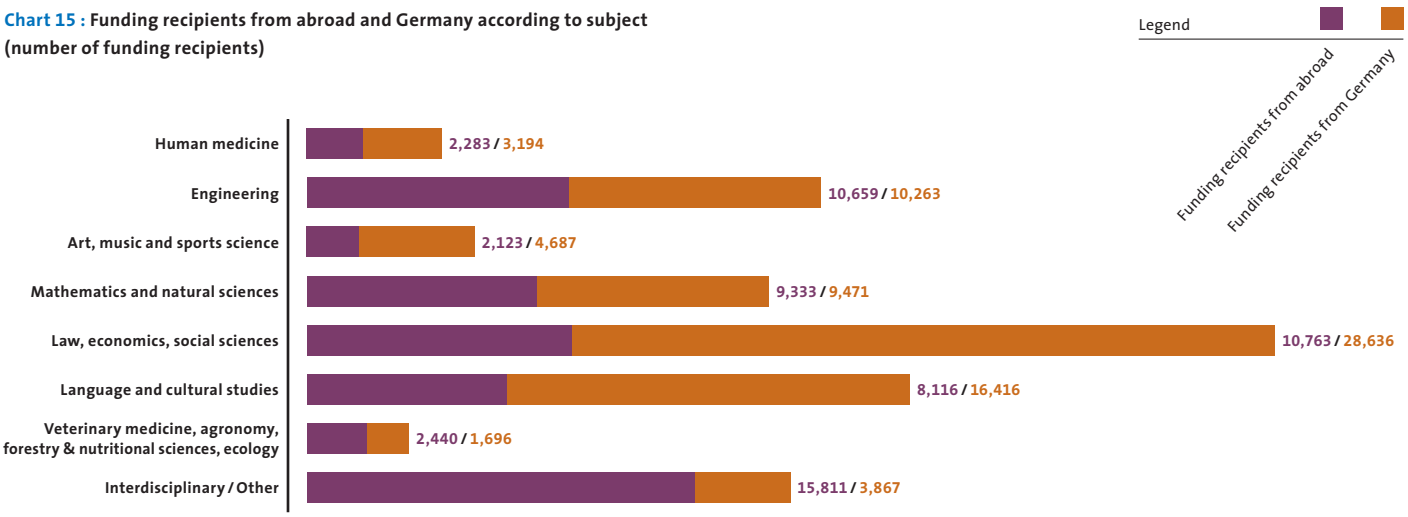
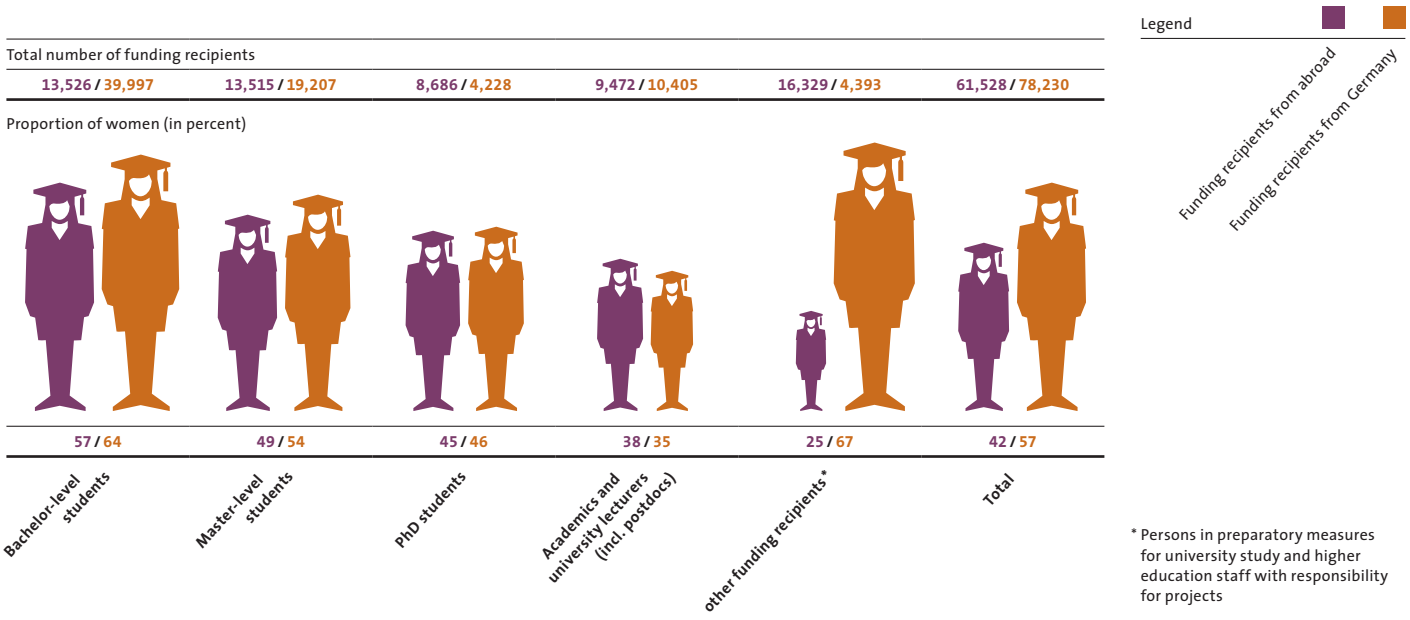


Chart 16 : Funding recipients from abroad and Germany according to academic status (number of funding recipients) and proportion of women (in percent)



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

V.
Annex

Financial statement

Table 29 : 2017 Financial Statement

	Overall funds EUR	Overall expenditure EUR
SECTION I–II – INSTITUTIONAL ADMINISTRATIVE BUDGET		
Institutional administrative budget (operation incl. investments)		
1. Domestic income		
own budget	198,725,75	198,725,75
City State of Berlin	468,000,00	468,000,00
Federal Foreign Office (AA)	25,239,580,13	24,990,194,03
Sum – Domestic income	**25,906,305,88**	**25,656,919,78**
2. Income from abroad		
own budget	1,067,340,81	1,067,340,81
Federal Foreign Office (AA)	7,716,419,87	7,716,419,87
Sum – Income from abroad	**8,783,760,68**	**8,783,760,68**
Sum – Sections I–II	**34,690,066,56**	**34,440,680,46**
SECTION III – INSTITUTIONAL OPERATING FUNDS		
Institutional operating funds (Federal Foreign Office programme budget)		
programme budget	138,115,000,00	138,115,000,00
administrative budget for projects	–	–
Sum – Section III	**138,115,000,00**	**138,115,000,00**
SECTION IV – PROJECT BUDGET / PUBLIC DONORS		
Project budget / Public donors		
1. Federal Government funding		
Federal Foreign Office (AA)		
programme budget	13,456,397,00	13,018,294,03
administrative budget for projects	1,558,477,00	1,412,001,59
Sum – AA	**15,014,874,00**	**14,430,295,62**
Federal Ministry of Education and Research (BMBF)		
programme budget	127,648,642,97	119,402,474,77
administrative budget for projects	19,071,674,16	17,981,344,98
Sum – BMBF	**146,720,317,13**	**137,383,819,75**
Federal Ministry for Economic Cooperation and Development (BMZ)		
programme budget	47,631,715,93	47,599,025,26
administrative budget for projects	6,192,123,07	6,187,873,28
Sum – BMZ	**53,823,839,00**	**53,786,898,54**
Federal Ministry of Economics and Technology (BMWi)		
programme budget	936,991,27	860,831,51
administrative budget for projects	121,808,87	111,908,09
Sum – BMWi	**1,058,800,14**	**972,739,60**
2. State funding		
State Ministers of Cultural Affairs	39,500,04	39,499,81
Berlin Senate	–	–
State of Baden-Württemberg	841,698,90	764,013,68
programme budget	617,806,39	544,698,61
administrative budget for projects	223,892,51	219,315,07
State of North Rhine-Westphalia	7,360,171,02	7,098,503,79
programme budget	6,684,238,00	6,450,280,56
administrative budget for projects	675,933,02	648,223,23
Sum – States	**8,241,369,96**	**7,902,017,28**
3. European Union (EU) funding		
programme budget	148,569,261,21	107,429,832,61
administrative budget for projects	2,522,455,84	2,548,469,38
Sum – EU	**151,091,717,05**	**109,978,301,99**
Total programme budget (1, 2 and 3)	**345,584,552,81**	**295,344,937,16**
Total administrative budget for projects (1, 2 and 3)	**30,366,364,47**	**29,109,135,62**
Sum – Section IV	**375,950,917,28**	**324,454,072,78**
Total programme budget (sections I–IV)	**483,699,552,81**	**433,459,937,16**
Total administrative budget for projects (sections I–IV)	**65,056,431,03**	**63,549,816,08**
Sum – Sections I–IV	**548,755,983,84**	**497,009,753,24**

SECTION V – PROJECT BUDGET / OWN FUNDS AND THIRD-PARTY FUNDING	Overall funds EUR	Overall expenditure EUR
A) Own funds sector		
Measures in the project and assets sector		
programme budget	–35,358,43	–
administrative budget for projects	75,315,55	39,957,12
Sum A – Own funds sector	**39,957,12**	**39,957,12**
B) Third-party funding sector		
1. Liaison and university offices		
programme budget	377,978,85	533,945,57
administrative budget for projects	–	–
Total	**377,978,85**	**533,945,57**
2. German Centres for Research and Innovation (DWIH)		
programme budget	160,88	160,88
administrative budget for projects	–	–
Total	**160,88**	**160,88**
3. GATE-Germany – Consortium for higher education marketing		
programme budget	342,638,44	342,638,44
administrative budget for projects	1,155,141,56	1,155,141,56
Total	**1,497,780,00**	**1,497,780,00**
4. International DAAD Academy (iDA)		
programme budget	25,442,04	25,442,04
administrative budget for projects	477,987,96	477,987,96
Total	**503,430,00**	**503,430,00**
5. "Deutsche Gesellschaft für Internationale Zusammenarbeit" (GIZ)		
programme budget	4,709,414,58	3,701,530,71
administrative budget for projects	1,692,536,40	1,366,331,67
Total	**6,401,950,98**	**5,067,862,38**
6. Programmes with domestic and foreign partners		
programme budget	17,285,619,25	12,402,082,52
administrative budget for projects	–312,746,30	1,871,346,19
Total	**16,972,872,95**	**14,273,428,71**
7. "Stifterverband für die Deutsche Wissenschaft"		
programme budget	1,255,880,33	888,690,77
administrative budget for projects	143,724,95	119,590,34
Total	**1,399,605,28**	**1,008,281,11**
8. Dr. Mildred Scheel Foundation for Cancer Research		
programme budget	812,194,00	879,482,17
administrative budget for projects	61,425,65	55,762,68
Total	**873,619,65**	**935,244,85**
9. Various donors		
programme budget	844,638,07	467,201,95
administrative budget for projects	418,001,52	697,694,55
Total	**1,262,639,59**	**1,164,896,50**
Sum B – Third-party funding sector	**29,290,038,18**	**24,985,030,00**
Total programme budget (A and B)	**25,618,608,01**	**19,241,175,05**
Total administrative budget for projects (A and B)	**3,711,387,29**	**5,783,812,07**
Sum – Section V	**29,329,995,30**	**25,024,987,12**
Total programme budget (sections I–V)	**509,318,160,82**	**452,701,112,21**
Total administrative budget (sections I–V)	**68,767,818,32**	**69,333,628,15**
Sum – Sections I–V	**578,085,979,14**	**522,034,740,36**

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List of abbreviations

AA Federal Foreign Office

ASEM Asia Europe Meeting

AvH Alexander von Humboldt Foundation

BMBF Federal Ministry of Education and Research

BMZ Federal Ministry for Economic Cooperation and Development

CAPAZ Instituto Colombo Alemán para la paz (German-Colombian Peace Institute)

CSP Carlo Schmid Programme

DIES Dialogue on Innovative Higher Education Strategies

DLR German Aerospace Center

DWIH German Centres for Research and Innovation

ECTS European Credit Transfer System

EPOS Development-Related Postgraduate Courses

Erasmus / Erasmus+ European Community Action Scheme for the Mobility of University Students

EU European Union

FIT International Research Stays in Information Technology for Postdocs

GATE-Germany Guide to Academic Training and Education (Germany)

GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit

GJU German Jordanian University

GSSP Graduate School Scholarship Programme

GUC German University in Cairo

GUtech German University of Technology

HRK German Rectors' Conference

IAESTE International Association for the Exchange of Students for Technical Experience

IC DAAD Information Centre

iDA International DAAD Academy

Integra Integration of Refugees in Degree Programmes

ISAP International Study and Training Partnerships

KfW Kreditanstalt für Wiederaufbau

LfS Leadership for Syria

NA DAAD National Agency for EU Higher Education Cooperation within the DAAD

PASCH Schools: Partner for the future

PPP Programme for Project-Related Personal Exchange

P.R.I.M.E. Postdoctoral Researchers International Mobility Experience

PROMOS Mobility Programme for Students and Postgraduates of German Universities

RISE Research Internships in Science and Engineering

SDG Sustainable Development Goals

STIBET Grant and Support Programme for Foreign Students and Doctoral Students

TDU Turkish-German University

TNE Transnational education

UNESCO United Nations Educational, Scientific and Cultural Organization

USAID United States Agency for International Development

VGU Vietnamese-German University

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