

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service



Annual Report
Summary

2008

Published by: Deutscher Akademischer
Austauschdienst (DAAD)
Kennedyallee 50
53175 Bonn
Germany

Editorial

Responsibility: Dr. Christian Bode (Chief Editor)
Nora Neuwinger (Assistant Editor)

Translation by: James M. Croft

Layout: Kuhn, Kammann & Kuhn AG

Typesetting: Zerres GmbH

Printed by: Moeker Merkur Druck GmbH & Co. KG

ISBN: 978-3-87 192-872-3
published in April 2009
publishing volume: 2,500

All rights reserved

© DAAD

Photo Credits:

Page 2: Rolf Wegst;

Page 4f., 10: DAAD archives;

Page 7, 39: Michael Jordan;

Page 11: Yin Jiang;

Page 40: Tobias Bohm, BMBF, Thomas Köhler/photothek.net;

Page 41: Christoph Papsch, Ulf Seegers, Tobias Bohm;

Page 42: Deutsche Botschaft Amman, Michael Jordan, César Carrion, Vijayakumar K.;

Page 43: David Ausserhofer, Eric Lichtenscheidt (2x), DAAD;

Page 47: Eric Lichtenscheidt;

Organisational Chart: Rolf Wegst, Michael Jordan, Eric Lichtenscheidt.

North America 18

Toronto

New York

San Francisco

Havana

Mexico City

San José

Bogotá

Caracas

Latin America 33

Rio de Janeiro

São Paulo

Santiago de Chile

Buenos Aires



Total

14 Foreign Branch Offices

49 Information Centres (IC)

472 Lektorships



Deutscher Akademischer Austausch Dienst
German Academic Exchange Service



This report is published amidst the turbulence of a severe world economic crisis, the long shadows of which make looking back at 2008 seem like a nostalgic review of an intact world – a bygone era in which global economic growth and falling unemployment figures coincided with streaming sources of tax revenues, finding its culmination in the spectacular staging of the Olympic Games in Beijing, until the equally spectacular collapse of Lehman Brothers signalled the end of seven “years of plenty” and the start of a meltdown which is increasingly felt not only as a financial crisis but also as a moral crisis.

In actual fact, 2008 was a good year for the internationalisation of research, lecturing and studying – making it a good year for the DAAD: in February 2008, the German federal cabinet adopted the “German Federal Government’s Strategy for Internationalising Science and Research” based on a draft submitted by the Federal Ministry of Education and Research (BMBF). In addition, Germany’s Federal Foreign Office (Auswärtiges Amt) presented new concepts for an “Außenwissenschaftspolitik” – a “Research and Academic Relations Initiative” aimed at making education and science an equally vital aspect of foreign policy alongside peacekeeping and the promotion of economic development. In October 2008, the “Education Summit” brought together the heads of federal and state government who came out in support of a continuation of the so-called “Excellence Initiative”, the “University Pact”, and the “Research Pact”, hence advocating further education and research investments running into billions. The expenditure target for education and research for the year 2015 was set at 10% of Germany’s gross national product, marking a trend reversal in the underfinancing of Germany’s education system. The first steps in this direction were taken at the end of last year, when the government passed an economic stimulus package earmarking around €11 billion for investments in schools and universities. These measures were flanked by the European Union’s decision to increase its research and education investments, marked by the adoption of its Seventh Framework Programme (FP7) for research, its establishment of the European Research Council (ERC) and the European Institute of Technology (EIT), its almost doubling of the EU’s commitment to the continuation of the ERASMUS programme until 2012 and – in adopting the ERASMUS Mundus II programme – a first worldwide partnership and exchange programme.

2008 was also a good year for the DAAD: the number of foreign and German funding recipients rose to a total of around 57,500 (including – indirectly DAAD-funded – German ERASMUS students, the figure came to approximately 87,500 and including foreign ERASMUS students in Germany the figure even climbed

above 100,000). These are impressive figures which, with umpteen times more contacts, add up to a worldwide network. The DAAD's budget, thanks to high funding increases from all sponsors, reached an all-time high of approximately €300 million and the programmatic groundwork for an even greater increase in funding the following year was also carried out. A total of 26 new programmes were launched. Many of these are partially co-financed by our foreign partners (in some cases up to 70%), which one may also see as a sign of increased interest on the part of our partners. This interest was also evident in the increasing number of so-called "offshore" projects, where German universities, mostly in cooperation with local partners, offer courses of studies and research capacities abroad. The number of such projects rose above 30 and, particularly recently, large-scale projects were developed which – both in terms of their financial and organisational dimensions – also represent a whole new challenge for the DAAD: the German University in Cairo, the German-Jordanian University in Amman, the German-Turkish University in Istanbul, and the Vietnamese-German University in Ho Chi Minh City.

On the other hand, there are unmistakable warning signs that the current speed of internationalisation of our universities is about to slow down. After years of strong growth, the number of foreign students at German universities is on the decline for the first time, whereas the matriculation figures for foreign students in the USA have long since recovered from the shock of 9/11 and are now on the up and up, as are the figures in Australia and the United Kingdom. Admissions in Germany stemming from Western Europe, including those from the ERASMUS programme, are weakening and, for the time being at least, are being counter-balanced by the unabated inflow from our eastern neighbours. Vice versa there are also some concerns: the German exchange figures, again including the ERASMUS programme, remain at a high level whereas an increasing "emigration" of students seeking complete courses of studies abroad (particularly in the United Kingdom and the Netherlands) is simultaneously to be observed. To what extent this development is related to the new Bachelor's/Master's system under the Bologna reform can only be answered after the passage of several graduate years. In any event it is clear that internationalisation does not happen automatically and indeed requires constant incentives and support.

This is why, at the start of last year – which also marked my first year as President of the DAAD and the beginning of a new term of office for the partially reshuffled Executive Committee – I named several quantitative targets we are looking to achieve over the next few years: increasing the number of foreign students matriculated in Germany by 20% to a level of 300,000, raising the volume of German students matriculated abroad from its current level of some 80,000 to a figure of 100,000, and doubling the capacity of international teaching and research personnel at German universities.

The DAAD will provide information, use advertising, and conduct corresponding programmes to support and promote these objectives. To this end we presented the general meeting of members with a very detailed action plan under the heading “Quality through Internationality”, bundling together the former DAAD action plans and continuing them in the light of the aforementioned goals. The general meeting of members unanimously adopted the plan and thus also established an orientation framework for the member universities themselves.

This first year in office at the DAAD – especially since I also stayed on as the president of a German university – called for considerable efforts and commitment from me but has also proven very enjoyable. It is with great gratification and pleasure that, when paying my first official

visits at home and abroad after taking office, I was always met by the excellent reputation of the DAAD and its outstanding network of grateful alumni that has grown through decades of sustained and committed diligence. For this I heartily thank all those involved: our sponsors, first and foremost the members of the German Bundestag and federal government representatives, and particularly our institutional sponsor, Germany’s Federal Foreign Office (Auswärtiges Amt). My thanks also go to our member universities and colleges, the members of our Executive Committee and the DAAD’s executive bodies, and the professors sitting on the selection committees who guarantee the quality of decisions made by the DAAD. Last but not least, I also extend my heartfelt thanks to the employees at the DAAD head office and our international offices whose commitment and innovative thinking, under the longstanding and successful leadership of our Secretary-General, Dr. Christian Bode, form an essential part of promoting worldwide academic exchange. It is such creativity and professionalism, efficiency and passion which is needed in these troubling times, allowing us to preserve what has





been achieved and inspiring us to do even more and do even better in keeping with our high-set goals – safe in the knowledge and conscience that this does not mean preserving vested interests but protecting and working towards the future interests of our country and upcoming generations.

Professor Dr. Stefan Hormuth
President of the German Academic Exchange Service (DAAD)

The DAAD in 2008 at a Glance

1. The DAAD as a Self-Governing Organisation of Germany's Higher Education Institutions	8
2. The DAAD as the "Mediator Organisation" of German Foreign Cultural and Educational Policy, National and European Higher Education Policy, and Development Cooperation	12
3. History of the DAAD from 1950 to 2008	13
4. Strategic Objectives and Tasks	14
5. DAAD Programmes and Projects and their Guiding Principles	18
6. Programme Policy Changes – New Programmes	23
7. Exchange Track Record	30
8. Origin and Use of Funds	32
9. The Work of the DAAD's Executive Bodies	38
10. The DAAD's Head Office	44

Appendix

Members of the Executive Committee	48
Members of the Board of Trustees	50
Action Programme	52
Selected Publications	72
Addresses in Germany and Abroad	74
Organisational Chart of the German Academic Exchange Service (DAAD)	76



I. The DAAD in 2008 At a Glance

The DAAD is a joint institution of Germany's higher education institutions and is mandated to promote international academic relations, especially through exchanges of students, academics, and scientists. It is the internationalisation agency of Germany's higher education institutions and simultaneously serves as a "mediator organisation" in the government's foreign policy, European policy, development policy, and higher education policy. Its primary objectives include

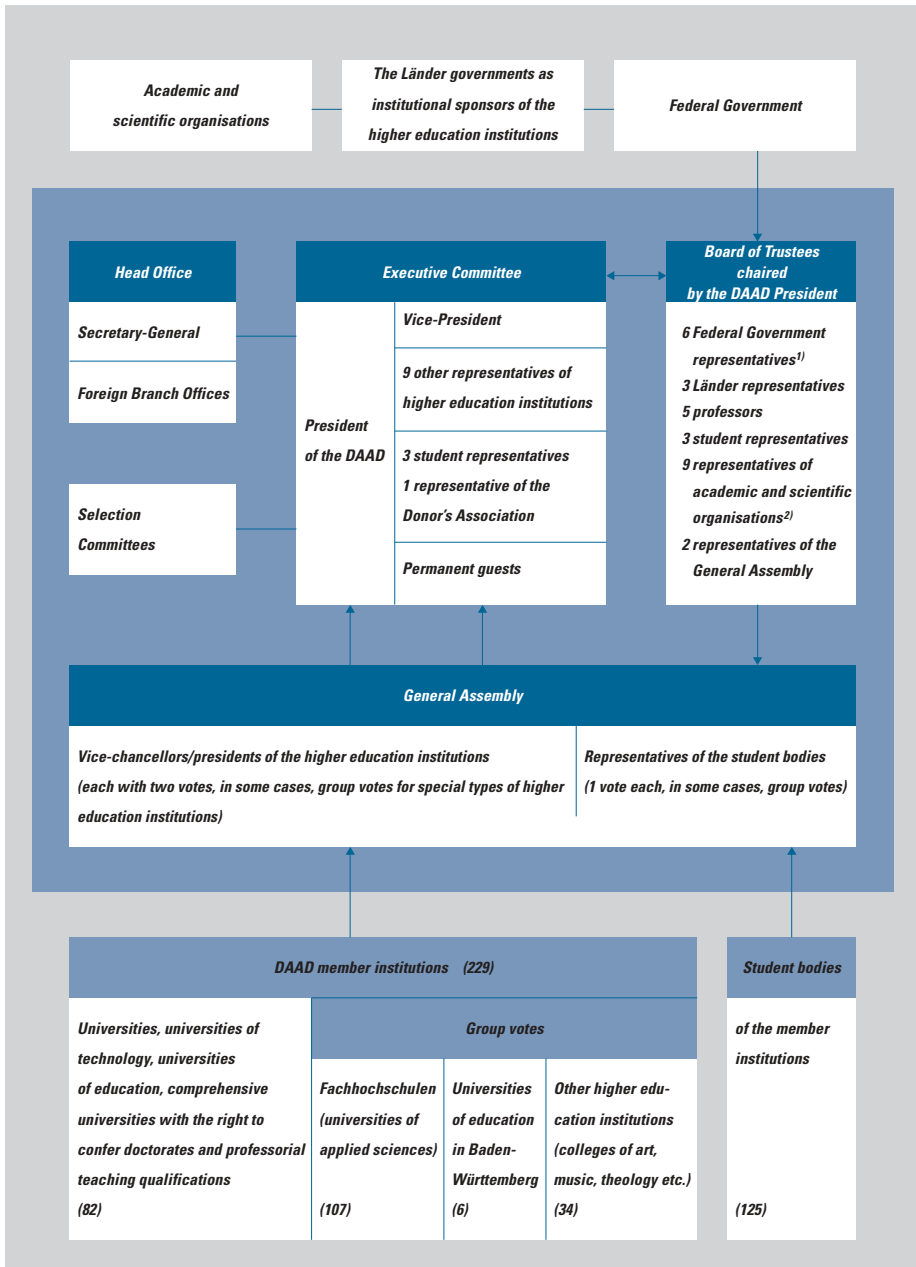
- encouraging outstanding young students and academics from abroad to come and study or conduct research in Germany while simultaneously striving to maintain contacts with them as lifelong partners,
- qualifying young German researchers and future leaders at the best institutions around the globe in the spirit of tolerance and cosmopolitanism,
- promoting the international character and appeal of Germany's higher education institutions,
- maintaining or establishing an appropriate presence of German Studies, including German language and literature and regional studies, at major foreign universities,
- helping developing countries in the southern hemisphere and Central and Eastern European transition countries to establish efficient higher education structures.

These objectives are put into effect within the scope of over 250 programmes which are predominantly funded by Germany's federal government. These programmes are generally open to all disciplines and all countries, benefiting foreigners and Germans alike. In addition, the DAAD provides a number of services in support of the international activities of Germany's higher education institutions. These include information and publication programmes, marketing, consulting, and support services, as well as programmes aimed at raising the international profile and worldwide appeal of Germany's higher education institutions. Last but not least, the DAAD plays an advisory role in shaping Germany's foreign cultural and educational policy, its international higher education policy, and its development policy.

1. The DAAD as a Self-Governing Organisation of Germany's Higher Education Institutions

The Higher Education Exchange Service (Austauschdienst der Hochschulen) was first established on the basis of an initiative started by academics in 1925, and, having been dissolved in 1945, was reborn as a registered association under private law in 1950. The DAAD's full members are – subject to application – the universities and other higher education institutions represented in the German Rectors' Conference (Hochschulrektorenkonferenz – HRK) and the corresponding student bodies of these institutions. A total of 229 higher education institutions and 125 student bodies of various types of higher education institutions were members of the DAAD at the close of 2008. Membership is not a prerequisite for participating in the DAAD's programmes; but it does give higher education institutions a say

Figure A
Structure of the DAAD



¹⁾ AA, BMBF, BMZ, BMWi, BMI, BKM

²⁾ AvH, DFG, DSW, DUK, GI, DHV, SV, SdV, DVT



820,000 Germans have seen the world

funded with:

One-year scholarships (since 1952)	64,400
One-semester and short-term scholarships (since 1950)	77,900
Study visits (since 1972)	86,800
Student placements (since 1950)	110,800
International study and exchange programmes – ISAP (since 1981)	25,500
ERASMUS/LEONARDO (since 1988)	325,200
Bilateral exchange of academics (since 1959)	11,300
University partnerships (since 1989)	39,300
Project-linked exchange of academics (since 1989)	33,700
Long-term lectureships (since 1966)	4,800
Short-term lectureships (since 1966)	14,600
DAAD Lektors (since 1950)	17,800

Looking beyond



690,000 foreigners
have experienced Germany

DAAD Total Funding 1950 – 2008

funded with

One-year scholarships (since 1952)	149,000
One-semester and short-term scholarships (since 1950)	136,500
Study visits (since 1951)	140,600
Student placements (since 1950)	106,900
Government scholarships managed by the DAAD (since 1989)	13,900
Bilateral exchange of academics (since 1959)	12,700
University partnerships (since 1989)	88,200
Study visits and re-invitations for international academics and researchers (since 1960)	38,900

the borders

in shaping the DAAD's management and constitution (election of the executive bodies, statute resolutions) and the basic principles and policies underlying the development and design of its programmes. It is also a hallmark of the DAAD as a self-governing organisation of the scientific and academic community. This philosophy is reflected in the association's constitution and is especially evident from the academically focused make-up of its executive bodies (cf. Figure A, Page 9).

One of the key self-governing features of the DAAD is that scholarship and project-funding decisions are made by independent academic selection committees. The key selection criteria are the applicant's academic qualifications and the quality of the project.

536 lecturers sitting as honorary members on 82 selection committees are appointed by the DAAD Executive Committee for a four-year term of office. They may be reappointed once only.

2. The DAAD as the “Mediator Organisation” of German Foreign Cultural and Educational Policy, National and European Higher Education Policy, and Development Cooperation

In its role as the largest German funding organisation for international higher education cooperation, the DAAD works at the interface of various policy fields, particularly Germany's foreign cultural and educational policy, its development policy, and its national higher educational policy, with the latter addressing the internationalisation of research, lecturing and studying as a primary objective (cf. “German Federal Government Strategy on the Internationalisation of Science and Research” [Strategie der Bundesregierung zur Internationalisierung von Wissenschaft und Forschung] dated February 2008). In addition, the DAAD performs a number of mediator roles in the field of European educational policy – especially with respect to the European Union's exchange and mobility programmes – and in implementing the so-called “Bologna Process”, which aims to create a “single higher education area” (meanwhile including 46 countries) by 2010.

In view of these intertwining policies, the DAAD fulfils its mediator role in several and various respects, mediating between the various federal ministries, between the German Federal Government and the Länder (state) governments (as the higher education funding entities), between higher education institutions and the state, and between the scientific and academic community and the political world. This kind of partially autonomous mediator organisation is seldom seen at international level and, in terms of its scope, is even unique. This is certainly partly attributable to Germany's troubled history (DAAD first founded in 1925, re-established in 1950, both in the aftermath of a world war) and its federalist state system, giving authority in foreign policy issues to the federal government and the authority for higher education matters to the country's state governments. However, the principle of scientific and academic self-government has meanwhile also acquired

permanent justification through its high degree of professionalism, creativity, and efficiency. Last but not least, the self-governing character of the DAAD provides room to manoeuvre even where intergovernmental relations run up against particular political difficulties. The understanding of the government and the higher education institutions in respect of these mutual dependencies, interests, and benefits generally allows both partners to communicate as equals, even in cases where scientific and academic interests do not initially coincide with political goals.

3. History of the DAAD from 1950 to 2008

The following table (Table 1) shows the development of the DAAD in key figures since 1950. Both the number of funding recipients and the remaining parameters have seen dynamic growth. In the 58 years since the re-establishment of the DAAD, over 1.5 million academics from Germany and abroad have received funding, in turn creating and maintaining a multitude of contacts that have led to a close-knit and continuously growing network whose scientific and academic significance, not forgetting its political and economic significance, cannot be rated highly enough.

No less significant than these quantitative indicators are the high-quality contributions to content and subject matter which the DAAD has accomplished by systematically improving and enhancing its programmes and by developing innovative

Table 1
Key Data on the Development of the DAAD 1950 – 2008

	1950	1960	1970	1980	1990	2000	2007	2008
DAAD funding recipients	426	4,861	10,883	21,813	33,959	46,659	56,533	57,514
of which Germans	230	1,710	2,035	7,699	11,985	20,063	21,372	21,322
of which foreigners	196	3,151	8,848	14,114	21,974	26,596	35,161	36,192
EU funding recipients (via the DAAD)					4,924	17,388	29,218	30,031
Total print-run for DAAD publications		155,000	200,000	415,000	427,000	825,000	680,000	750,000
Budget (expenditure in '000 euros)	75	4,512	26,404	69,936	134,590	218,801	280,605	303,919
Staff positions (head office, foreign branch offices, Berlin office)	8	48	142	215	309	307,5	277	271
Project and contract-funded positions		6	2	12,5	25,5	161	322,5	378
Foreign branch offices/offices in Germany/Maison Heinrich Heine		4	6	10	14	16	18	18
Member institutions	62 (pers.)	32	38	64	189	231	231	229
Member student bodies		32	37	49	99	127	126	125
Selection committee members		44	187	328	474	543	602	536

concepts to promote the quality of academic exchanges and the internal reform of Germany's higher education system. Prime examples of this include the Action Programmes adopted in 1996, 2000, 2004 and 2008 (cf. Appendix, Page 52; www.daad.de/presse/de/aktionsprogramm_englisch.pdf), aimed at strengthening Germany's international competitiveness as a centre of study, science, and research, and the institutional programmes developed on this basis. In very general terms it can be said that, given the momentum of globalisation since 1990, internationalisation has become one of the key drivers of higher education reforms.

4. Strategic Objectives and Tasks

The DAAD programmes can be broken down into five strategic objectives, as shown in Figure B (cf. Page 16f.). The overlaps serve to highlight the interdependencies and interactions between the various fields of activity.

These five key objectives are:

1) Promoting outstanding young students and academics from abroad in order to win over future leaders in education, science and research, culture, industry and commerce, politics, and the media as partners and friends of Germany.

The DAAD funds the specialist and personal training of outstanding young foreign students and academics at German higher education and research institutions by awarding them scholarships and grants that are mainly financed by resources from Germany's Federal Foreign Office (Auswärtiges Amt) and the Federal Ministry for Economic Cooperation and Development (BMZ). The target groups are students, placement students, doctoral candidates, and academics and scientists selected from a great number of applicants by the DAAD's independent academic selection committees. The DAAD provides its former scholarship holders (alumni) with follow-up and support services extending beyond the time they were funded in Germany, so helping to form a worldwide network of leadership personalities who are positively disposed towards Germany.

2) Promoting outstanding young students and academics from abroad in order to qualify them as future and cosmopolitan leaders in education, science and research, culture, industry and commerce, politics and the media, in the spirit of international and intercultural experience.

The DAAD funds the academic and personal qualification of outstanding German students, placement students, graduates and postgraduates, junior scientists and researchers chosen from among a host of applicants by its independent academic selection committees. It enables them to pursue their studies and research at the best universities around the world by awarding scholarships and grants chiefly financed by funds from the Federal Ministry of Education and Research (BMBF).

The DAAD provides on-the-spot support to its scholarship holders, as far as is possible and necessary, and maintains contact with them as alumni beyond their scholarship periods.

3) Promoting the international standing and appeal of German institutions of higher education and so preserving or re-establishing Germany's reputation as a top place for studying for young academics and researchers from all over the world.

The DAAD promotes the systematic and professional internationalisation of German higher education institutions by providing information, advice, further, institutional programmes and by actively contributing to the political opinion-forming process. The main focus is on developing and introducing internationally competitive study and research offerings with high-quality content for qualified foreign students and academics, (post)graduates and researchers. Similarly the DAAD encourages and promotes the establishment of welcoming framework conditions (law on foreigners, support and follow-up support, and other things besides) and supports the German higher education institutions with information and canvassing activities in positioning them on the international education market ("university marketing" and German "off-shore" studying projects).

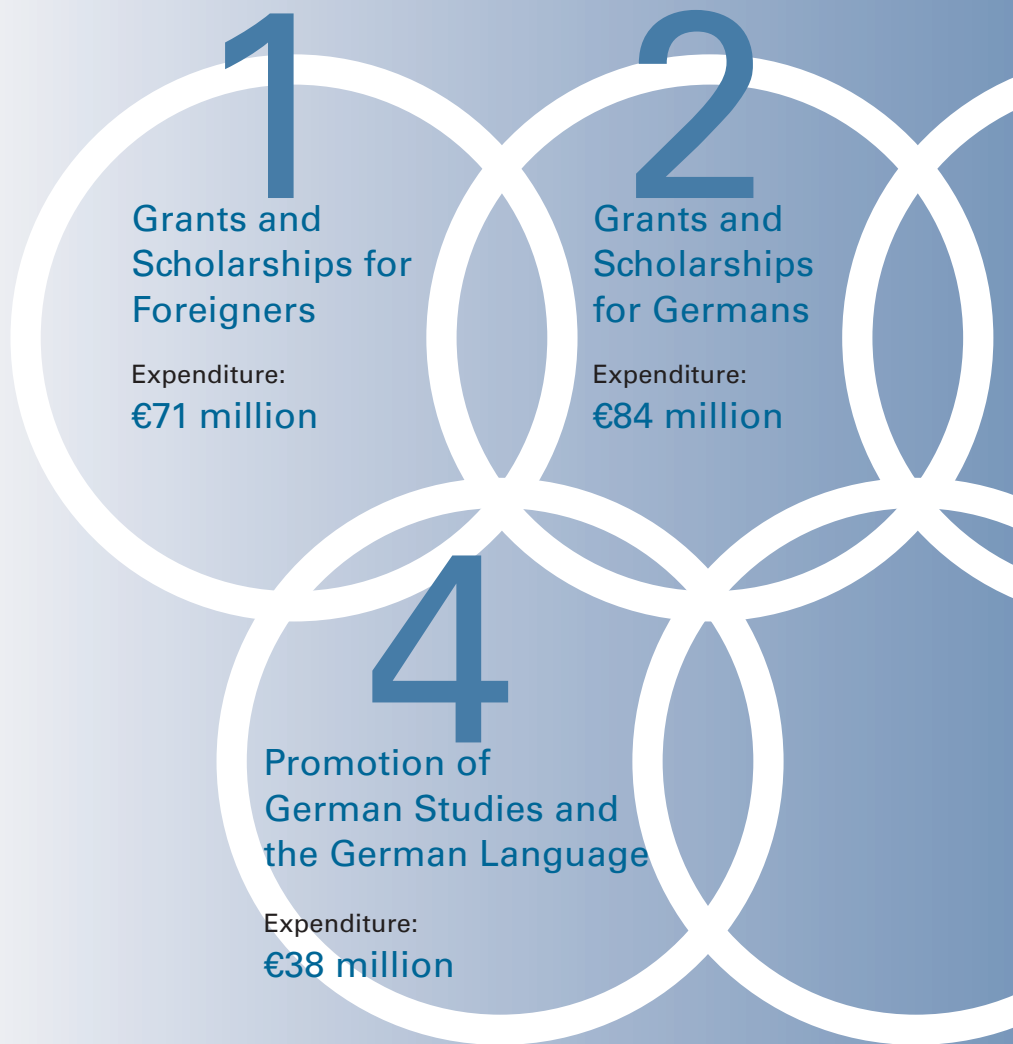
4) Promoting German Studies and the German language, including German literature and regional studies, at select foreign universities so as to strengthen German as an important academic and scientific language and as a lingua franca, and helping to disseminate knowledge about German current affairs.

This is mainly achieved by deploying currently around 470 so-called lektors (German Studies experts) around the world as well as by awarding scholarships and grants and by staging special events and promoting publications. In addition the DAAD is in the process of establishing German Studies Centres at select leading foreign universities for training future specialists on Germany (15 such centres have already been set up). At home in Germany, the DAAD views German as a foreign language ("Deutsch als Fremdsprache" or DaF) as an important topic due to the significance of language skills for foreign students seeking admission to German universities. This includes the development and deployment of a world-wide standardised German language test, the test for German as a foreign language (TestDaF), and the promotion of German language courses for foreigners studying at German universities, including the use of new media.

5) Promoting higher education development in the developing and transition countries of Central and Eastern Europe in support of their economic and democratic reform processes.

Using funds mainly provided by the Federal Ministry for Economic Cooperation and Development (BMZ), the DAAD finances the establishment of high-performance and sustainable higher education structures in developing and transition

Figure B
DAAD Objectives and Tasks



3

Internationalisation of German Universities

Expenditure:
€60 million

5

Educational Cooperation with Developing Countries

Expenditure:
€51 million

1. Grants and Scholarships for Foreigners

Funding of outstanding young foreign students and academics at German universities and research institutions

- General individual grants and scholarships for foreign students, interns, (post)graduates, scientists, academics and researchers, artists and administrators
- Promotion and placement of interns
- Short-term programmes for information trips and study visits
- Language and specialist courses
- Alumni networks

2. Grants and Scholarships for Germans

Funding of Germany's future leaders in studying and researching abroad (including ERASMUS)

- General individual grants and scholarships for German students, interns, (post)graduates, scientists, academics and researchers, artists and administrators
- EU mobility grants
- Promotion and placement of interns
- Group trips for students and academics
- Language and specialist courses

3. Internationalisation of German Universities

Increasing the appeal of German universities to foreigners and promoting the international dimension of German higher education

- University partnerships, international educational partnerships
- Bilateral university teacher exchanges, project-based exchanges of academics and researchers, funding of foreign guest lecturers
- Creation of attractive study and funding offerings: international study courses, PhD at universities in Germany
- Support services, alumni networking, improving framework conditions, further training for staff at the international offices (Akademische Auslandsämter) of the German universities and other disseminators, lobbying work (including STIBET), contact fellowships and course completion grants

- Information and campaigns for promoting studies and research in Germany, marketing, GATE-Germany, internationalisation of German study offerings, information services work, student advisory network, counselling on issues of foreign culture and educational policy

- TestAS: academic aptitude test for admitting foreign students to German universities

4. Promotion of German Studies and the German Language in Foreign Countries

To promote the German language, German Studies and German culture and society at foreign universities

- German-language study courses abroad
- Institutional partnerships for German Studies
- Placement of German scientific and academic teachers (lektors) at foreign universities
- Individual grants and scholarships for foreign and native Germanists
- Establishment and promotion of academic centres for German and European studies abroad
- Information programmes, publication programmes, event programmes, and special programmes
- TestDaF: worldwide language test for admitting foreign students to German universities

5. Educational Cooperation with Developing Countries

Promotion of scientific, academic, economic, and democratic development in developing countries and transition countries

- Promotion of developing-country-related postgraduate courses
- University partnerships, Southern Hemisphere partnerships
- Networks and alumni networks in developing countries
- Support in building up academic personnel structures through grants and scholarships and lectureships (short-term and long-term lecturers)
- Equipment donations programme
- Grant and scholarship programmes for specialists and leaders from certain countries (with cost sharing)

countries. The main focus is on the education and further training of junior university lecturers and other experts and leading personalities by awarding grants and scholarships in Germany and “on the spot” to those studying in their respective home countries, and by promoting the development of partnerships with German higher education institutions. In a broader sense, this includes efforts to increase intercultural communications and higher education reconstruction measures in the aftermath of armed conflicts or natural disasters (Balkans Stability Pact, Afghanistan, Iraq, tsunami).

5. DAAD Programmes and Projects and their Guiding Principles

The DAAD runs over 250 programmes, ranging from short-term exchanges for research or lecturing purposes to long-term doctoral scholarships for (post)graduates from developing countries and stretching from information visits from foreign delegations of university heads to long-term regional programmes aimed at establishing high-performance university structures in the Third World. These are outlined in greater depth in the 2008 Chronicle, only available in the full German version of the Annual Report (Page 47ff.) and on the DAAD website (www.daad.de). Below are hence merely the overarching principles which form the basis of most of these programmes:

a) Independent Performance-Based Selection

Even at a time when it was controversial to do so, the DAAD spoke out in favour of promoting and funding an academic elite system based purely on performance criteria and validated by independent academic selection committees, such support hence being available to anyone meeting the high standards set. A high level of intellectual skills must be accompanied by the kind of personality profile from which it may be assumed that, on becoming leaders and multipliers at a later date, the selected funding recipients will be sufficiently appreciative of the benefits they received to directly or indirectly give something back to the society which so generously funded them.

b) People before Projects, Individuals before Institutions

Born from the experience that investing in the brightest minds produces better results in the long term than funding spectacular projects, the key focus of the DAAD programmes is on the individual grant recipient or scholarship holder. Clever minds tend to behave cleverly and therefore deserve more a vote of confidence than supervision measures, making the right choice (and ultimately the quality of the selectors) the key issue. This focus on people naturally does not rule

Figure C
Information and Advice Network 2008



Total

14 Foreign Branch Offices

49 Information Centres (IC)

out the fact that higher education institutions are expected to share the responsibility (e.g. in exchange programmes) or that mobility is facilitated within the scope of a thematic or disciplinary framework (e.g. the “Carlo Schmidt Programme for Internships in International Organisations and EU Institutions”).

c) Personal Initiative and the Bottom-Up Approach

Not only in the case of its individual grants and scholarships does the DAAD expect applicants to show personal initiative when preparing for, and during, their stay abroad (or in Germany) – it expects the same of its institutional funding programmes, which are generally developed from inspirational ideas stemming from the higher education institutions or the DAAD selection committees (i.e. from the bottom up) and are then negotiated with the prospective sponsors. This approach ensures a crucial level of sustained interest and staying power on the part of the stakeholders. Given the constant flow of new applications and proposals, the discussions held in the DAAD selection committees, and the regular programme-based (assessment) meetings, the DAAD remains in very close contact with the actual stakeholders on the ground, simultaneously serving as a seismograph for new ideas and developments at home and abroad.

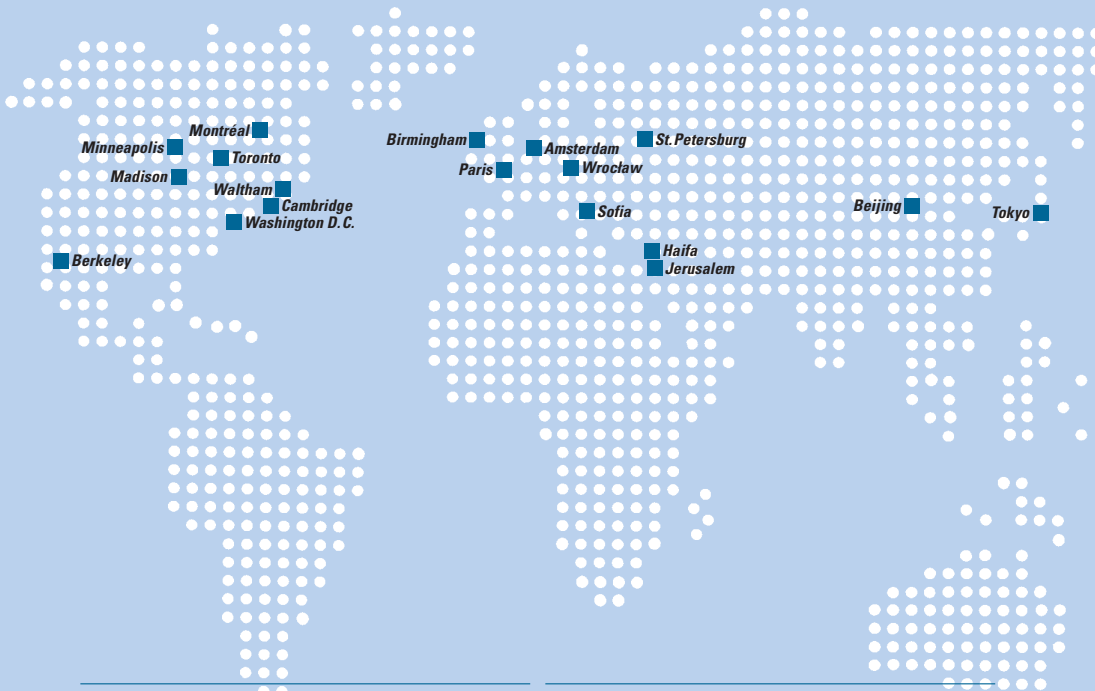
d) Balanced Distribution of Subject Funding

The DAAD programmes always strive to be equally open to all subjects and disciplines since the well-balanced development and promotion of all branches of study and young academics is the best guarantee of continuing harmony. Admittedly, this principle cannot always be upheld in the face of specific, and sometimes changeable, preferences shown by individual sponsors at home and abroad. For the DAAD, maintaining a balanced promotion of all subjects also entails making a huge commitment to budding young artists in every field; with almost 2,000 funding approvals granted to German and foreign applicants each year, the DAAD has become Germany’s biggest sponsor of young artists.

e) Appropriate Regional Distribution of Funding

As with balanced subject funding, the DAAD endeavours to achieve the broadest possible regional distribution of its funds and funding recipients across all countries, occasionally conflicting with the regional preferences of sponsors and funding providers. Admittedly, the DAAD also differentiates between countries – according to its own inherent objective necessities. The determining factors include applicant demand and the quality of applicants (many Germans wish to study in the USA – the sentiment is sadly not reciprocated to quite the same

Figure D
Promoted Centres for German Studies and European Studies 1991 – 2008



The Canadian Center for German and European Studies,
 York University, **Toronto**

Le Centre canadien d'études allemandes et européennes,
 Université de **Montréal**, Montreal

Minda de Gunzburg Center for European Studies,
Harvard University (Cambridge, Boston) (1991–2000)

Center for German and European Studies,
Brandeis University (Waltham, Boston)

BMW Center for German and European Studies,
Georgetown University (Washington D.C.) (1991–2000)

Center for German and European Studies, University of
Wisconsin, Madison

Center for German and European Studies,
 University of **Minnesota, Minneapolis**

Center for German and European Studies,
 University of California, **Berkeley** (1991–2000)

Institute for German Studies, University of **Birmingham**

Centre interdisciplinaire d'études et de recherches sur
 l'Allemagne (CIERA), **Paris**

Duitsland Instituut **Amsterdam**/Institute for German Studies
 Willy-Brandt-Centre for German and European Studies,
 University of **Wrocław**

Centre for German and European Studies (ZDES),
 State University **St. Petersburg**

Centre for German and European Studies (ZEDES) –
 Germanicum, St. Clement-Ohridski University of **Sofia**

Centre for German and European Studies in Komaba (DESK),
 University of **Tokyo** (Tōdai)

Centre for German and European Studies (ZDS),
Beijing University (Beida)

Center for German Studies, Hebrew University of **Jerusalem**

Haifa Center for German and European Studies, University of **Haifa**

extent), the traditional academic and scientific relations maintained with the respective countries (not forgetting, for example, the policy towards Vietnam inherited from former East Germany), and privileged politico-cultural relations such as those existing between Germany and France. Whereas the quotas for grants and scholarships received by foreign applicants are decided in accordance with the policies of Germany's Federal Foreign Office (Auswärtiges Amt) as funding provider, the quotas for German funding recipients are always governed by the respective applicant demand. However, this does not rule out the possibility of the DAAD occasionally developing special programmes to stimulate politico-academically desired demand (e.g. "Go East" or "Language and Professional Training in China").

f) Two-Way over One-Way Communication: the International Learning Community

The German Academic Exchange Service (DAAD), as its very name has signalled for over 80 years, is keen to promote real exchange and places great importance on two-way communication, reciprocity, and the international learning community: this is the only way of gaining the confidence and commitment of our partners and obtaining the greatest possible return on our efforts. The "return on investment" for the international learning community lies not least in a sustained willingness to adopt reforms, motivated by active experience, cross-border collaborations, and the pressure of international competition. The DAAD's motto is hence "Change by Exchange" ("Wandel durch Austausch") and explains why the DAAD has adopted a win-win approach based on cooperation, despite the increasing national and global rivalry shown in the battle for reputations, resources, and the brightest minds.

g) Continuity and Reliability

To be sustainably successful, international academic cooperation depends on continuity and reliability. This explains the DAAD's persistence in funding more modest programmes over spectacular but short-lived initiatives, even if such tenacity occasionally needs defending against the trite accusation of it being entrenched in a "vested-interest mentality".

6. Programme Policy Changes – New Programmes

Thanks to budget increases of over €20 million, the DAAD was once again able to launch many new programmes in 2008, partly co-financed together with foreign partners. They are listed below in order of their appearance from looking at the aforementioned five key objectives (cf. Page 16f.). In as far as grant and scholarship programmes are offered to German and foreign applicants alike, they are listed according to their main focus of participation; a regional breakdown is provided within the key programme fields.

1) Programmes for Foreigners

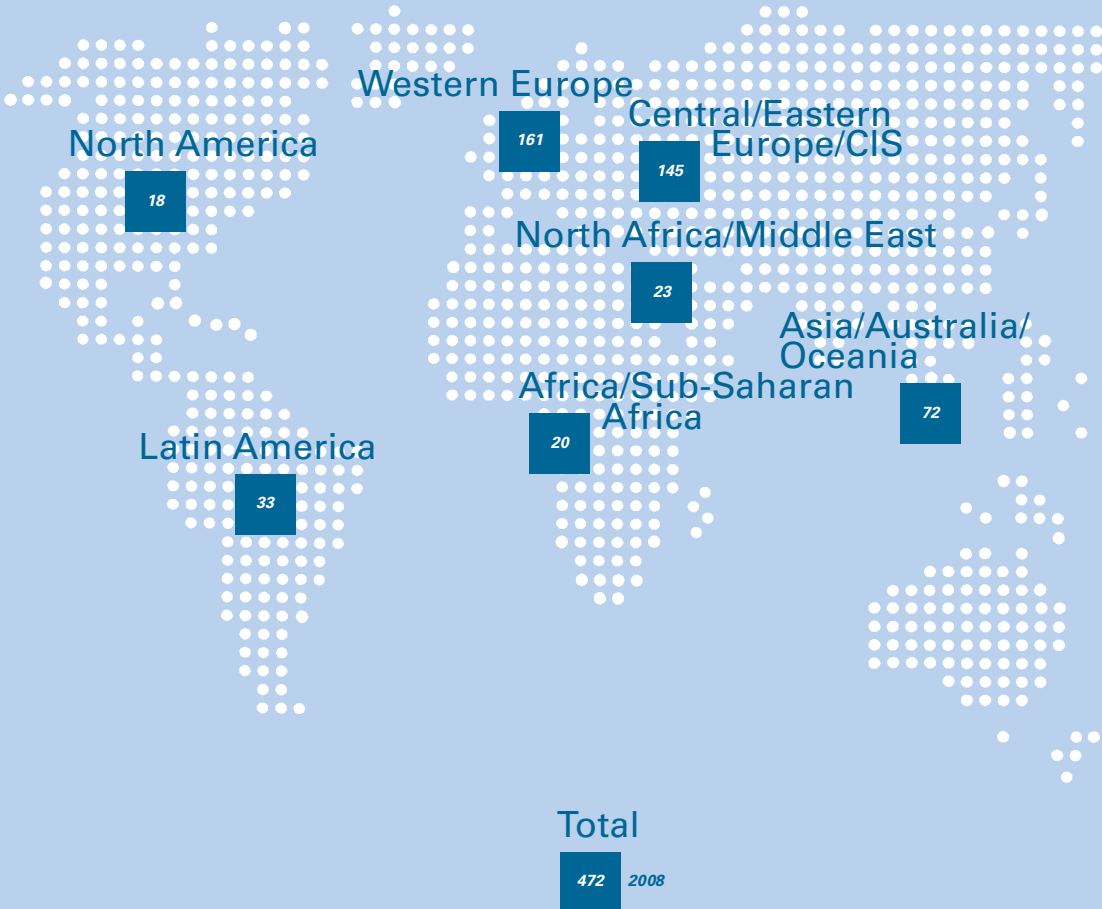
“Programmes for Foreigners” showed a significant increase, the majority of new initiatives being co-financed by foreign partners.

Near and Middle East: the great success of the “German-Egyptian Year of Science and Technology 2007”, co-hosted by the DAAD, led to the launching of two bilateral programs – the “German-Egyptian Research Long-term Scholarship Programme” (GERLS) and the “German-Egyptian Research Short-term Scholarship Programme” (GERSS). These programmes sponsor Egyptian doctoral candidates and postdoctoral fellows on research assignments taken up in Germany for up to 42 months (GERLS) or 3 to 6 months (GERSS). Graduates from all branches of study may apply, the preferences being Biotechnology, Nanotechnology, Medicine, Information and Communications Technology (ICT), Renewable Energies, Water Management, and the Social Sciences. The costs of the programmes are borne by the Egyptian side to the extent of 50% and 70% respectively. The financial volume of GERLS is projected to reach €16 million. The third programme, regarding which the DAAD has so far only assisted in an advisory capacity, is the co-financed programme for “German-Egyptian Scientific Projects” (GESP), aimed at promoting project-based collaborations between German-Egyptian research teams, especially involving young scientists and researchers.

A “Syrian Government Scholarship” programme – with almost two thirds of funding coming from Syrian resources – was likewise agreed with the Syrian government, enabling Syrian graduates to obtain a Master’s degree or PhD in Germany. Initially established for a period of five years, the programme is intended to fund at least 50 scholarship students per year.

Middle and South America: three new co-financed programmes, namely ALEBOL in cooperation with Venezuelan universities, as well as ALEVEN and ALECUA in respective collaboration with a Bolivian and an Ecuadorian university, are aimed at promoting the further education of teaching staff members via Master’s, PhD, and postdoctoral programmes in Germany. Two other new programmes are aimed at Panamanian academics seeking to extend their further education studies in Germany: DAAD-SENACYT, a cooperation with the Panamanian National Bureau

Figure E
Distribution of DAAD Lektors
at Foreign Universities in 2008, by Region



The number of lektors funded in 2008 (581) is significantly higher than the number of lektorships (472). This is because lektors are counted twice for each lektorship in years when the lektors change. There is a turnover of approx. 100–120 lektors per year.

of Science, Technology and Innovation (SENACYT) covering scholarships and language courses for (post)graduates, and ALEPAN, aimed at university teachers from Panama. A similar programme was also launched with Costa Rica (ALE-COSTA), enabling Costa Rican university teachers to take up a language course and studies in Germany.

Asia/Central Asia: within the scope of strengthening German-Indian scientific relations, an internship programme was established for Indian Institutes of Technology (IIT) students, enabling them to gather practical experience at a German research institution for one to three months maximum. The programme – which has been given the name WISE (Working Internships in Science, Technology and Engineering) and is based on the successful programme RISE (Research Internships in Science and Engineering) established in cooperation with the USA – has generated an astounding number of applicants through its first call-up alone.

“Doctoral Scholarships for Study in Germany” have been open to Central Asian graduates and doctoral candidates in the Natural Sciences, Environmental and Business Sciences, and Technology since 2008; the five-year programme is 50% co-financed by the University of Central Asia (Bishkek, Aga Khan Foundation).

A scholarship programme under the name of “Nikolai Lobachevsky Programme” was established through fifty-fifty funding in cooperation with the Republic of Tatarstan for Tatarstan university graduates of all branches of study; the five-year programme has a total volume of over €2 million.

The new “Government Scholarship Programme of the Republic of Chechnya”, with a total volume of €28 million (including administrative costs) and funded for approximately 10 years from resources provided by the Ministry of Education of the Republic of Chechnya, is aimed at Chechnyan university students reading Mathematics, the Natural Sciences and Engineering, IT, Economics, Medicine, and German as a foreign language. The programme provides individual scholarships for stays in Germany lasting up to four years (language course, Bachelor’s degree) which may possibly be extended by a further two years (Master’s degree).

Worldwide: the “DLR-DAAD Research Fellowship Programme”, established in cooperation with the German Aerospace Center (DLR), is aimed at foreign graduates, postdoctoral fellows, and senior scientists worldwide and offers highly qualified (young) scientists and researchers the opportunity to participate in research stays at DLR institutes in Germany. The DAAD is involved in the recruitment process and provides language courses to prepare the scholarship students for studying in Germany; the remaining costs are borne by the DLR institutes.

2) (Scholarship) Programmes for German Students

North America: based on the already tried and tested RISE programme, via which the DAAD offers research internships at German higher education institutions to North American students, 2008 saw the first use of funds from the Federal Ministry of Education and Research (BMBF) to also finance scholarships for

German students seeking to participate in research internships in the USA or Canada (“RISE in North America”). Over the next few years, approximately €220,000 per annum is to be made available for funding around 70 research stays a year.

Asia: the new promotion programme for German students under the name “DAAD-Korea Foundation Language and Field Research Programme”, established by the DAAD in cooperation with the Korea Foundation, is aimed at German graduates, doctoral candidates, and postdoctoral fellows and seeks to systematically induct them into the Korean research community. Initially, three 12-month scholarships are envisaged per year.

The new scholarship programme established under the name of “Modern Applications of Biotechnology”, which is co-financed by the Federal Ministry of Education and Research (BMBF) and the Chinese government, offers research grants to postdoctoral fellows from Germany and China, enabling them to spend 6 to 24 months working in research at appropriate higher education institutions or non-university research institutes in the respective partner country. Initially established for a period of five years, the programme is projected to have a total volume of around €2.3 million. A second programme also launched in 2008, named “Modern Applications of Biotechnology – Research Grants for German and Foreign Postdoctoral Students”, is projected to have a considerably larger volume and is aimed at promoting the establishment of German/Chinese or Chinese/German researcher groups of up to 6 people. The cost sharing agreement between the Federal Ministry of Education and Research (BMBF) and the Chinese Ministry of Economics is such that each side pays for its “own” researchers.

3) (Internationalisation) Programmes for German Universities

In the area “Programmes for Internationalising German Universities”, the new “Programme to Promote the Integration of International Students” (PROFIN) follows the successful “Programme to Promote Internationalisation at German Higher Education Institutions” (PROFIS) which promoted the professionalisation of university structures in a very broad manner so as to bring about the best possible level and quality of international cooperation. With PROFIN the key focus is now on the task of integrating foreign students, which has remained one of the biggest weak spots. The programme, financed by the Federal Ministry of Education and Research (BMBF), has an annual volume of approximately €1.7 million and is aimed at promoting the development and adoption of best practice integration models.

After the regrettable discontinuation of the very successful PhD programme “International Postgraduate Programmes Made in Germany – PHD”, 2008 saw the launch of its successor programme “Binational PhD Network – PhD-Net” which has three different lines of funding aimed at German universities seeking to initiate

or strengthen cooperations with foreign partner universities in respect of training doctoral candidates; in particular, this includes the agreement on joint Master's programmes leading to joint/double degrees.

Other projects were added to "German Study Programmes Abroad", bringing their current number to over 30. At the same time, several large-scale projects were developed further or newly established: the German University in Cairo (GUC) celebrated its first graduation year with 625 graduates. In January 2008, the first meeting on the establishment and conception of the German-Turkish University (DTU) took place in Istanbul. The DAAD has been commissioned with the project coordination of the planned university; the corresponding governmental agreement is currently undergoing ratification. As regards the Kazakh-German University (KGU) in Almaty, which the President of the DAAD, Prof. Dr. Stefan Hormuth, visited together with the German President, Horst Köhler, in September 2008, an agreement on the free usage of the university buildings for a period of 10 years was signed with the Kazakh government. In September 2008, the Vietnamese-German University (VGU) was opened in Ho Chi Minh City by the Minister-President of the German federal state of Hesse, Roland Koch. The university is funded via the DAAD with resources of up to €1.5 million from the Federal Ministry of Education and Research (BMBF) and is run by a German university consortium whose secretarial office is located at the DAAD.

Up to the beginning of March 2008, German universities offering study courses abroad had the opportunity to apply for "Funding of German Study Courses Abroad via Tuition Fee Scholarships, Sur-Place Scholarships, and Non-EU-Country Scholarships". The funding recipients under this programme are financially weak, outstanding students from the respective country or region who are to be given the opportunity to participate in the study courses offered. Simultaneously, the German foreign university is usually promoted via the reimbursement of tuition fees and becomes more attractive for external applicants. This scholarship programme is funded by Germany's Federal Foreign Office (Auswärtiges Amt) and has a financial volume of €1.158 million per annum.

The "Support Initiative for German Schools Abroad and Partner Schools" (BIDS) is aimed at increasing the number of foreign school leavers from German schools abroad who take up university courses in Germany. German universities with suitable structures and measures for attracting and supporting advanced-level school pupils may apply. The promotion period will initially last until the end of 2009, the sponsor being Germany's Federal Foreign Office (Auswärtiges Amt). In supplementation thereof, the DAAD considerably increased its scholarships programme for the best foreign pupils leaving these schools to take up a course of studies in Germany (from 60 to 120 new entries per annum).

In the area "International University Marketing", around 30 promotion tours were staged and trade fair participations were arranged. The DAAD foreign branch offices and information centres (IC) participated in over 200 information and

advertising events in their respective countries. Within the scope of “research marketing”, increasingly promoted by the Federal Ministry of Education and Research (BMBF), the DAAD designed the website (www.research-in-germany.de) and organised several exhibition participations, partially within the framework of industrial exhibitions and trade fairs.

The “Test for Academic Studies” (TestAS), developed for foreign students by ITB Consulting and the TestDaF Institute, has made significant progress: with the completion of development of two further specialist test modules in the year under review – for the Humanities, Cultural Sciences, and the Social Sciences as well as for Mathematics, IT, and the Natural Sciences – TestAS can be implemented as a full version as of 2009. In addition to the two new specialist modules, it includes prior language screening, the cross-discipline core test, and the specialist modules for Engineering and Economics. In April 2008, around 2,400 prospective students from 98 countries took part in the second worldwide test run. In a statement issued in the year under review, an expert body appointed by the DAAD and the German Rectors’ Conference (HRK) expressly recommended that universities take TestAS into account in selecting foreign students.

In 2008, German universities again won awards from Germany’s Federal Foreign Office (Auswärtiges Amt) for having the best help and support concept for foreign students and academics. Prizes were awarded to the Technical University of Darmstadt for its project “International Generations Meeting” (IGM) and to Heidelberg University for its project “IDeFix”, a theatre project for promoting language learning and the social integration of foreign students.

4) Promotion of German Studies and the German Language in Foreign Countries

The number of lectorships (German Studies posts) was increased once again in 2008. Furthermore, two additional centres were established for German Studies and European studies, both in Israel – at the Hebrew University of Jerusalem and the University of Haifa – which, in view of German-Jewish history, is anything but a matter of course. Correspondingly, the opening events were attended by people of high political rank, with Germany’s Federal Minister of Education and Research, Dr. Annette Schavan, attending the ceremony in Jerusalem and Germany’s Federal Foreign Minister, Frank-Walter Steinmeier, attending the ceremony in Haifa.

5) Educational Cooperation with Developing Countries

The DAAD, funded by the Federal Ministry for Economic Cooperation and Development (BMZ), has put out a call for applications for the design and execution of a Master’s course named “Renewable Energy and Energy Efficiency for the MENA

Region” (REMENA). The call for applications is directed at German universities and – analogous to already existing bicultural postgraduate courses – seeks to qualify specialists in development cooperation and intensify the level of networking between German universities and the MENA region. The projected funding volume is almost €3 million over a period of five years.

In another call for applications also put out in the period under review, the DAAD is pursuing a similar objective with its invitation to an “International Master’s Course in Environmental Protection, Resources Management, and Sustainable Energy Systems” directed at German universities in cooperation with Mexican universities. This course of studies will be trilaterally funded by the Federal Ministry for Economic Cooperation and Development (BMZ), the Federal Ministry of Education and Research (BMBF), and CONACYT (Mexico) and has a total financial volume of €3 million over a five-year period.

Within the context of the African policy of Germany’s Federal Foreign Office (Auswärtiges Amt), the DAAD issued a call for applications for the programme “African Excellence” (Establishment of Centres of Excellence for Teaching and Research to Train Future Leaders in Sub-Saharan Africa), aimed at creating modern training capacities (Master’s and PhD courses) with a high supraregional appeal at leading African universities. This call for applications is particularly directed at existing German-African university cooperations. The first of these centres was opened in Tanzania in September 2008, with four additional centres (in South Africa, Namibia, Ghana, and Congo) to follow in 2009, each centre being intended to receive funding of around €350,000 per annum.

On 11 September 2008, the new worldwide “Alumniportal Deutschland” was opened by Germany’s Federal Minister for Economic Cooperation and Development, Heidmarie Wiecek-Zeul, in cooperation with Inwent – Capacity Building International, Germany, and the DAAD. At the press of a button, 15,000 German alumni in anglophone Sub-Saharan Africa were given access to the portal which, on the one hand, receives own (information and job) offers and, on the other hand, is connected to the portals of the participating funding organisations Inwent, DAAD, Goethe Institute, German Central Placement Office (ZAV) of the German Federal Employment Agency, Working Group for Development and Qualified Staff as part of Migration and Development Cooperation Activity (AGEF), and the Alexander von Humboldt Foundation (AvH).

The many and various events staged by the DAAD in the year under review are outlined in the Appendix of the full German version of the Annual Report, also providing an overview of the DAAD’s publication activities (the latter also being available in this summary’s Appendix).

7. Exchange Track Record

The key programme performance data in 2008 is summarised and compared with the previous year's figures in Table 2. The table structure is based on the academic status of the funding recipients (students and graduates, scientists and academics) and categorises the various programmes on the basis of their duration of funding (short-term or long-term projects).

The overall track record of funding approvals granted in 2008 shows that the DAAD financed 57,514 students, scientists and academics in 2008, marking a year-on-year increase of 1,000 (3%). This rise is attributable to foreign funding recipients since the number of German funding recipients stagnated in 2008.

Furthermore, within the scope of the EU mobility programmes, a total of over 30,000 mobility grants were awarded to German students, scientists and academics, and, for the first time, to university administrators, representing an increase of almost 3%. Hence, in so-called "outgoings" (students going abroad to study), Germany once again led the field of 31 European countries participating in the EU mobility programmes. The figures for foreign students, scientists and academics coming to Germany as part of the ERASMUS programme (so-called "incomings") are not shown here since the latter were not funded by the DAAD but via the corresponding agencies in their respective home countries. The EU programmes are outlined in greater detail in the chapter on "Western Europe", only available in the full German version of the Annual Report (Page 126 ff.).

The rise in the number of DAAD foreign funding recipients is mainly attributable to the greater availability of funds from Germany's Federal Foreign Office (Auswärtiges Amt) and the new programmes outlined in the preceding chapter. The stagnation of German funding recipients financed by the Federal Ministry of Education and Research (BMBF) is due to the only slightly higher appropriation of funds. What is more, there is a visible trend towards shorter stays abroad which, with the proceeding changeover to the Bachelor's/Master's system, is likely to grow even more.

As regards the distribution of subject funding among German recipients (excluding EU programmes), the disciplines Law, Economics, and the Social Sciences lead by a small margin (26%). In second place come Linguistics and Cultural Studies (25.6%) followed by Mathematics and the Natural Sciences (20%). Engineering accounts for 15%.

Among foreign funding recipients, Engineering leads the field at almost 23%. In second place come Linguistics and Cultural Studies (22%), followed by Law, Economics, and the Social Sciences (21%), with Mathematics and the Natural Sciences (19%).

However, the distribution of subject funding in the individual programme categories differs quite substantially, as the figures in Chapter III (only available in the full German version of the Annual Report) clearly show.

Table 2
DAAD Funding for Foreigners and Germans
General Overview 2007, 2008

	Foreigners funded		Germans funded		Total funded		of whom newly funded
	2007	2008	2007	2008	2007	2008	
A Students and graduates	27,808	28,271	15,706	15,531	43,514	43,802	35,730
1. One-year and one-semester scholarships	9,559	9,930	3,583	3,888	13,142	13,818	6,937
1.1 General one-year scholarships (selected by the DAAD)	3,109	3,325	1,500	1,445	4,609	4,770	1,966
1.2 One-year "sur-place" and non-EU-country scholarships	1,669	1,590			1,669	1,590	732
1.3 Foreign government scholarships administered by the DAAD	1,488	1,740	223	395	1,711	2,135	954
1.4 Other regional and subject-specific one-year scholarships	2,760	2,725	350	381	3,110	3,106	1,345
1.5 One-semester scholarships	533	550	1,510	1,667	2,043	2,217	1,940
2. Short-term scholarships	1,759	1,393	1,225	1,223	2,984	2,616	2,312
3. Specialist and language courses	3,312	3,354	571	528	3,883	3,882	3,882
4. Promotion of student placements	1,104	1,310	4,355	4,080	5,459	5,390	5,271
5. Group programmes	1,861	1,885	2,802	2,714	4,663	4,599	4,599
6. International study and exchange programmes (ISAP)	154	165	915	887	1,069	1,052	690
7. Other partnership and university programmes	5,598	5,827	2,181	2,118	7,779	7,945	7,563
8. Scholarship and guidance-counselling programmes (STIBET)	4,461	4,407			4,461	4,407	4,398
9. Other funding programmes			74	93	74	93	78
B Academics, scientists, artists, administrators	7,353	7,921	5,666	5,791	13,019	13,712	12,827
1. Lektors			555	581	555	581	186
2. Postdoctoral programmes	153	134	286	290	439	424	247
3. Long-term lectureships, visiting lectureships, professorships	142	168	111	104	253	272	209
4. Short-term lectureships	33	26	350	353	383	379	376
5. Bilateral exchange of academics and scientists	237	229	176	125	413	354	307
6. Exchange involving projects (PPP)	505	488	1,803	1,673	2,308	2,161	2,160
7. Other partnership and university programmes	4,324	4,716	1,931	2,164	6,255	6,880	6,874
8. Research and study visits, follow-up visits (re-invitations)	921	922			921	922	772
9. Artists-in-Berlin Programme	39	50			39	50	35
10. Information visits, in-service training	999	1,188	382	435	1,381	1,623	1,623
11. Other funding programmes			72	66	72	66	38
Total (A + B): Students, graduates, academics, scientists, artists, administrators	35,161	36,192	21,372	21,322	56,533	57,514	48,557
EU mobility grants							
1. ERASMUS student mobility grants for studies abroad			23,884	23,556			
2. Student grants for placement abroad (ERASMUS and LEONARDO)	105	26	2,509	3,450			
3. Staff mobility grants (lecturers, other personnel)		8	2,720	2,991			
Total: EU mobility grants	105	34	29,113	29,997			
Participants in DAAD support and follow-up contact measures						20,240	

The proportion of women among DAAD funding recipients (excluding EU programmes) rose to 45%. There are, however, substantial differences between the various target groups and programmes: for example, the share of female students and academics receiving DAAD funding was 50% in the case of German recipients and 53% among foreign recipients. The share of female graduates and doctoral candidates receiving funding remained at 43% in the case of foreign recipients and rose to almost 48% among German recipients (previous year: 46%). In the case of foreign scientists and academics, the proportion of female recipients rose to 33%, whereas the share of German female recipients stagnated at only 25%. These figures reflect the phenomenon that the respective share of female recipients tends to drop more sharply the higher the level of academic qualification.

Figure F (Page 33) illustrates the regional distribution of DAAD funding recipients by region of origin and target region. Excluding the EU programmes once more, the region Central and Eastern Europe/CIS (33%) continues to lead the field with over 19,000 funding recipients. In second place once again (18%) is the region Asia, Australia, and Oceania. Despite dropping by only one percentage point (from 13% to 12%), the region Western Europe is back in third position. As for the remaining distribution figures, Latin America reached 11% and North America retained its 8% share of funding recipients in 2008. The regions North Africa, the Middle East, and Sub-Saharan Africa have almost equal shares.

Table 3 (Page 35) shows a breakdown by DAAD key programme of the overall figures of the seven regions, differentiating between German recipients (D) and foreign recipients (A) and showing students and graduates on the one hand and scientists, academics and researchers on the other. More detailed tables showing figures for individual countries are to be found in the regional chapters (Chapter IV of the full German version of the Annual Report) together with a detailed description and evaluation of how the individual world regions have developed.

Finally, Table 5 (Page 97 of the full German version of the Annual Report) provides more details on programmes primarily oriented to universities (“Institutional Programmes”) which are aimed at promoting internationalisation in research, lecturing and studying. These programmes embrace the individual mobility concepts integrated into the institutional strategies of the respective universities.

8. Origin and Use of Funds

Table 4 (Page 37) shows the contributions made by the various sponsors to DAAD total expenditure in 2008 with comparison figures for previous years. The total budget saw a year-on-year increase of €23.3 million in the reporting year. This growth is mainly attributable to a rise in contributions from Germany’s Federal Foreign Office (Auswärtiges Amt) (€10.5 million), the Federal Ministry of Education and Research (BMBF) (€1.8 million), the Federal Ministry for Economic

Figure F
DAAD Funded Foreigners and Germans in 2008,
by Home and Host Regions



Cooperation and Development (BMZ) (€1.7 million), the EU (€7.0 million), and other (secondary source) sponsors (€2.3 million).

The increase in funding from Germany's Federal Foreign Office (Auswärtiges Amt) is mainly down to two newly budgeted programme lines ("Schools: Partners for the Future" initiative (PASCH)) and Centres of Excellence in Africa, each with a funding volume of €2.5 million) and the additional appropriation of resources for the budget item "grants, scholarships and scientific relations" (€3 million).

The growth in expenditure at the Federal Ministry of Education and Research (BMBF) comes from an increase in the appropriation of funds for the budget item "grants, scholarships and scientist exchange programmes".

The increase in funding from the Federal Ministry for Economic Cooperation and Development (BMZ) stems from a strengthening of existing programme lines and the new programme "Anchor Country Concept" (€0.5 million).

The rise in EU expenditure is attributable to the beefing up of the new umbrella educational programme "Lifelong Learning Programme" (LLP).

The other sponsors were once again particularly affected by the considerable increase in scholarship programmes with (co-)financing from foreign partners.

In calculating the reporting year's total budget of €303.9 million, there are a number of funding contributions which come to the benefit of the DAAD's activities indirectly and are not factored into the annual budget. This especially applies to the insurance funds held in trust by the insurance office at the DAAD (€2.1 million) and third-party contributions which flow straight into the exchange programmes. These indirect third-party contributions amounted to €40.4 million in the year under review and include salary payments from foreign universities for lecturers and lektors placed by the DAAD, reciprocal scholarships funded by foreign partners, co-financing arrangements (matching funds) for academic and research exchange and project-related funding of individuals, and tuition fee waivers, etc.

Not factored in at all are the own funding contributions of Germany's universities and federal states as institutional sponsors, without which the DAAD's exchange activities would be unimaginable. The financial commitment of the universities and the federal states is quite comparable to that of the federal government, taking into account the cost of – still predominantly fee-exempt – university places for foreign grant or scholarship recipients, the guidance and support provided by university teachers and scientific and academic staff, sabbaticals and leaves of absence granted to academics and researchers, the voluntary work performed by the DAAD's selection committee members, and the administrative assistance provided by the administrative departments of the universities – in particular by every international office (Akademisches Auslandsamt).

As regards the "visible" part of the DAAD budget, by far the largest share of administrative expenses and the lion's share of programme expenditure is borne by Germany's Federal Foreign Office (Auswärtiges Amt) as the DAAD's institutional

Table 3
Standard DAAD Programmes: Funding Recipients in 2008, by Region

		Western Europe	Central/Eastern Europe/CIS	North America	Latin America	Africa/Sub-Saharan Africa	North Africa and Middle East	Asia, Australia and Oceania	Sum total	
D = Germans A = Foreigners										
A	Students and graduates	D	3,380	2,889	2,622	1,666	975	809	3,190	15,531
		A	2,387	10,569	1,497	3,485	2,434	2,809	5,090	28,271
1.	One-year and one-semester scholarships	D	1,805	229	526	247	70	109	902	3,888
		A	574	2,518	320	2,099	1,307	1,087	2,025	9,930
1.1	General one-year scholarships (selected by the DAAD)	D	584	55	366	127	37	23	253	1,445
		A	380	1,172	203	443	204	387	536	3,325
1.2	One-year "sur-place" and non-EU-country scholarships	D								
		A	1	363		170	767	98	191	1,590
1.3	Foreign government scholarships administrated by the DAAD	D	14						381	395
		A		177		571		464	528	1,740
1.4	Other regional and subject-specific one-year scholarships	D	114	59	4	49	6	48	101	381
		A	102	542	111	785	320	137	728	2,725
1.5	One-semester scholarships	D	1,093	115	156	71	27	38	167	1,667
		A	91	264	6	130	16	1	42	550
2.	Short-term scholarships	D	338	85	303	142	82	32	241	1,223
		A	210	495	345	133	42	57	111	1,393
3.	Specialist and language courses	D	105	335	1	8	31	26	22	528
		A	530	1,750	125	177	56	225	491	3,354
4.	Promotion of student placements	D	424	245	811	781	508	196	1,115	4,080
		A	210	369	202	136	46	119	228	1,310
5.	Group programmes	D	518	576	456	276	200	220	468	2,714
		A	278	938	143	110	31	208	177	1,885
6.	International study and exchange programmes (ISAP)	D		26	483	155	27	18	178	887
		A		23		62	6		74	165
7.	Other partnership and university programmes	D	158	1,388	25	50	50	204	243	2,118
		A	154	3,253	42	320	530	661	867	5,827
8.	Scholarship and guidance-counselling programmes (STIBET)	D								
		A	431	1,223	320	448	416	452	1,117	4,407
9.	Other funding programmes	D	32	5	17	7	7	4	21	93
		A								
B	Academics, scientists, artists, administrators	D	1,324	2,070	429	599	257	244	868	5,791
		A	364	3,513	236	735	893	760	1,420	7,921
1.	Lektors	D	199	183	26	39	20	31	83	581
		A								
2.	Postdoctoral programmes	D	92	2	163	3	3		27	290
		A	4	102	1	2		2	23	134
3.	Long-term lectureships, visiting lectureships, professorships	D	2	54	2	11	15	7	13	104
		A	57	24	27	7	1	4	48	168
4.	Short-term lectureships	D	1	166	23	57	15	13	78	353
		A		20				6		26
5.	Bilateral exchange of academics and scientists	D		39		25		13	48	125
		A	12	49		65	4	23	76	229
6.	Exchange involving projects (PPP)	D	894	246	105	210			218	1,673
		A	39	332		55			62	488
7.	Other partnership and university programmes	D	37	1,280	105	191	171	111	269	2,164
		A	128	2,322	110	431	670	235	820	4,716
8.	Research and study visits, follow-up visits (re-invitations)	D								
		A	92	337	35	121	62	95	180	922
9.	Artists-in-Berlin Programme	D								
		A	14	16	7	6		2	5	50
10.	Information visits, in-service training	D	86	70	3	57	32	65	122	435
		A	18	311	56	48	156	393	206	1,188
11.	Other funding programmes	D	13	30	2	6		4	10	66
		A								
Total (A+B)	Students, graduates, academics, scientists, artists, administrators	D	4,704	4,959	3,051	2,265	1,232	1,053	4,058	21,322
		A	2,751	14,082	1,733	4,220	3,327	3,569	6,510	36,192
Total number of foreigners and Germans	D + A		7,455	19,041	4,784	6,485	4,559	4,622	10,568	57,514
1.	ERASMUS student mobility grants for studies abroad	D	21,813	1,743						23,556
		A								
2.	Student grants for placement abroad (ERASMUS and LEONARDO)	D	3,202	248						3,450
		A	6	20						26
3.	Staff mobility grants (lecturers, other personnel)	D	2,058	933						2,991
		A	7	1						8

sponsor. Traditionally this particularly includes the resources for funding foreigners on study and research visits to Germany (€76.3 million), collaborative scientific and academic projects and programmes including the placement of German academics and researchers abroad (€18.2 million), and the funding of lektors (German Studies experts) on teaching assignments at foreign universities (€19.4 million). The DAAD also received special grants, for example for the “Tsunami” programme (€1.2 million) as well as renewed additional funding for the Stability Pact Programmes for South Eastern Europe (€2.8 million) and Afghanistan (€2.5 million).

The funds provided by the Federal Ministry of Education and Research (BMBF) are primarily intended to support German students and graduates abroad (€26.8 million), bilateral university lecturer exchange, “Bilateral DAAD Programmes for Co-operative Research Grants” (PPP), and “German Study Programmes Abroad” (€18.7 million), and the programme line Marketing and Information (€9.4 million). In addition, the BMBF also funded special programmes such as PROFIS (€2.2 million), PhD-Net (€1.2 million), the programme “Boosting International Marketing for Germany as a Centre of Research” (€1.8 million), and the programme “Studying and Researching for Sustainability” (€1.3 million).

Funding from the Federal Ministry for Economic Cooperation and Development (BMZ) serves to promote young scientists, academics and researchers and the further training of experts and leaders from developing countries. The key sponsoring fields are the “sur-place” non-EU-country scholarship programme, the postgraduate courses dealing with developing country issues offered at German universities, the promotion of subject-specific university partnerships, the alumni programmes offered at German universities for their graduates from developing countries, and the university management advisory and educational programme DIES (Dialogue on Innovative Higher Education Strategies).

The DAAD’s third biggest sponsor is the European Commission, especially in the form of its new “Lifelong Learning Programme” (LLP) under which the previous educational programmes COMENIUS, ERASMUS, LEONARDO, and Grundtvig were continued and partially readjusted. In this respect, the DAAD acts as the national agency in the field of higher education and distributes partial scholarships granted to German students and lecturers as well as mobility management funds to the German universities. The expenditure volume includes EU Commission funding which the DAAD received via the Federal Institute for Vocational Education and Training (BIBB) for the phase-out LEONARDO programme.

The Federal Ministry of Economics and Technology (BMWi) provides the DAAD with funding from the European Recovery Programme for promoting young students of Economics and Business Administration from Russia, Bulgaria, Romania, Kazakhstan, the Ukraine, and Belarus and for promoting individual, collaborative German-American projects (“Journalist Programme”).

Income posted under the item “Other sources” stems primarily from grant and scholarship programmes run by the following sponsors: the Open Society Institute (OSI) (€1.3 million), Siemens AG (€0.3 million), foreign governments and universities (€8.5 million), Dr. Mildred Scheel Foundation for Cancer Research (€0.7 million), the Helmholtz Association (€0.7 million), Inwent – Capacity Building International, Germany (€0.3 million), Roche Diagnostics GmbH (€0.2 million), and the Mummert Foundation (€0.3 million). This item also includes the DAAD’s own income and income from its membership fees.

Funding received from the Donor’s Association for the Promotion of Science and Humanities in Germany (Stifterverband für die Deutsche Wissenschaft) is used for individual support and pilot projects in cases where government is not (yet) available, such as the “Emeriti Programme”, the establishment of professorships at the Tongji University in Shanghai, and the competition “TOP 10 International Master’s Degree Courses – Made in Germany”. It is also used to provide infrastructural support to strengthen the DAAD’s self-governing structures. In 2008, the DAAD received a total of €1.6 million from the Stifterverband for jointly agreed programmes.

Table 4
The DAAD Budget 1995 – 2008 by Financial Sources
(in Million Euros)

	1995	2000	2005	2006	2007	2008
AA	118.4	109.4	116.9	125.5	130.7	141.2 ¹
BMBF	38.4	54.4	64.9	64.1	62.9	64.7
BMZ	9.8	19.0	23.6	23.4	24.7	26.4
BMW/ERP	0.6	1.0	1.1	1.0	1.0	1.0
Federal Institutes	0.1	0.6	0.5	0.5	0.4	0.4
Subtotal: Federal Government	167.3	184.4	207.0	214.5	219.7	233.7
Länder	0.7	0.8	0.6	0.4	0.4	0.4
EU ²	12.0	18.4	30.0	34.6	43.6	50.6
Other sources	7.3	15.2	10.2	13.8	16.9	19.2
Total	187.3	218.8	247.8	263.3	280.6	303.9

¹ Including the DAAD’s administrative budget of €21.1 million (staff, materials and investments).

² Including EU funds received via BIBB.

9. The Work of the DAAD's Executive Bodies

Among their various other tasks, the DAAD Executive Committee, the Board of Trustees, and the General Assembly are charged with the responsibility of supporting and developing the DAAD's strategic planning and new programme concepts.

The new Executive Committee, elected by the General Assembly in 2007, began its work at the start of the reporting year. Addressing a press conference in mid-January, the new DAAD President, Prof. Dr. Stefan Hormuth, declared his objectives for the next four years and also set quantitative goals: a rise in the number of foreign students studying in Germany from 250,000 to 300,000, an increase in the number of German students studying at foreign universities from 80,000 to 100,000, a doubling of the number of foreign lecturers at German universities as far as possible, and – in support of these developments – a growth in the DAAD budget from formerly around €300 million to a level of €400 million.

The new Executive Committee used the above goals as the basis for drafting and determining its work programme for its term of office until 2011. Under the motto "Quality through Internationality", the DAAD's repeatedly updated plan of action of 1998 was redrafted and submitted to the General Assembly for approval, the latter being given on 24 June 2008.

The Executive Committee repeatedly debated study courses offered by German universities abroad which the DAAD funds partly through a programme financed by the Federal Ministry of Education and Research (BMBF) and partly via special funding from the BMBF and Germany's Federal Foreign Office (Auswärtiges Amt). Of particular note in this respect are the Kazakh-German University (KGU) in Almaty, the Vietnamese-German University in Ho Chi Minh City, the Pakistani-German Technical University of Lahore, the German-Turkish University in Istanbul, and the German-Jordanian University in Amman. The DAAD's executive bodies discussed various strategies for continuing the individual projects and debated the development of the continued participation of the DAAD.

The effects of the Bologna Process on the DAAD's funding policy and funding programmes were regularly the subject of discussion and consultation in the said bodies. Even though the period of experience is still too short to allow firm conclusions, several critical trends are beginning to show which will probably also affect the DAAD programmes: the three-year Bachelor's courses make foreign mobility more difficult if the latter is not planned into the curriculum from the outset; the so-called "vertical" foreign mobility after the Bachelor's course ("BA at home, MA abroad") is seen in a critical light by many universities due to a loss of prospective Master's and PhD candidates; last but not least, there is a general tendency towards shorter (and hence also less intensive) stays abroad.

On application by the student bodies at the General Assembly in 2007, the DAAD's executive bodies debated the possibility of an increased participation of students in the work performed by the DAAD. In response to a corresponding

Newly Published in 2008





On 15 January 2008, the new DAAD President, Stefan Hormuth, and the Secretary-General of the DAAD, Christian Bode, greet numerous guest celebrities, including Germany's Foreign Minister Frank-Walter Steinmeier (from right to left), on the occasion of the DAAD reception party in Berlin.

At the start of his term of office, DAAD President, Stefan Hormuth, meets Germany's Minister of Education, Annette Schavan, in Berlin, January 2008.



On 11 September 2008, the managing director of Inwent (Capacity Building International, Germany), Bernd Schleich, together with Germany's Minister for Economic Cooperation and Development, Heidemarie Wiecezorek-Zeul, and Secretary-General of the DAAD, Christian Bode (from left to right), open the "Alumniportal Deutschland" in Berlin.



On 4 December 2008 in Bonn, DAAD Vice-President, Max Huber (right), and the Iraqi Minister for Higher Education, Science and Research, Dr. Abid Thyab Al Ajeeli, discuss, among other topics, opportunities for a closer German-Iraqi cooperation in higher education matters.



DAAD President, Stefan Hormuth, and rector Prof. Dr. W. Johann Gerlach show the German President, Horst Köhler (from left to right), the Kazakh-German University (KGU) in Almaty.



On the occasion of the press conference in Berlin on 15 January 2008, DAAD President, Stefan Hormuth (left), holds a speech outlining his hopes and aspirations for his newly begun term of office.



On the occasion of her trip to Jordan from 6 to 8 June 2008, Germany's Minister of Education, Annette Schavan, pays a visit to the German-Jordanian University in Amman in the company of DAAD President, Stefan Hormuth.



On 13 August 2008, Secretary-General of the DAAD, Christian Bode, welcomes the Kazakh National Conservatory Youth Orchestra of Almaty in Bonn.



In Bogotá, Colombian President, Alvaro Uribe (left), meets Secretary-General of the DAAD, Christian Bode (right).



8 September 2008: IIT Director, M. S. Ananth, Indian Minister for Research, Kapil Sibal, Minister of Education Schavan and DAAD Vice-President Huber (left to right) approve a Centre for Sustainability at the IIT Madras.



Annual meeting of the German universities' international offices in Bonn (12–14 November 2008): Stefan Hormuth, Martin Kobler, Head of Culture and Communication at Germany's Foreign Office, Peter Greisler, Head of the Subdivision Higher Education Institutions at the BMBF, and Christian Bode (from left to right).



Bad Honnef, April 2008: DAAD President Hormuth (left), hands over prize for TOP 10 international Master's course from the Technical University of Dresden (university reps.: Prof. Dr. Jürgen Pretsch (right) and Bernard Nsiah (centre)).



In October 2008, Secretary-General of the DAAD, Christian Bode (right), is awarded an honorary professorship by Prof. Dr. Pei Gang, President of the Tongji University.



On 10 June 2008, DAAD President, Stefan Hormuth (front right), and Syria's Higher Education Minister, H.E. Prof. Dr. Ghiat Barakat (front left), sign a joint governmental agreement on grants and scholarships.

proposal submitted by the Executive Committee, the General Assembly passed a resolution stating that a stronger participation of the student bodies was not only possible but also desirable, without this requiring a change in the DAAD's constitution; particularly the student proposals suggesting improvements for the support of foreign students at German universities should be swiftly implemented. Four student body projects are meanwhile funded by the DAAD.

The Executive Committee also debated the idea of lifting the age limits applying to DAAD grants and scholarships since age limits in funding programmes for scientists and academics have become a controversial topic of public debate. The outcome of these considerations was a lifting of stringent age limits for the entire range of DAAD funding programmes and their replacement by a newly developed career phase model which is used in a similar fashion by the German Research Foundation (DFG) and the Alexander von Humboldt Foundation (AvH).

Other topics debated at the Executive Committee meetings were the new DAAD programme proposals for 2009 submitted to Germany's Federal Foreign Office (Auswärtiges Amt), the Federal Ministry of Education and Research (BMBF), and the Federal Ministry for Economic Cooperation and Development (BMZ). These programmatic inputs have been instrumental in considerably increasing the DAAD's estimated budget for 2009. In addition, the DAAD's executive bodies were actively involved in discussing the German federal government's "Internationalisation Strategy" (February 2008) and the "Außenwissenschaftspolitik" ("Research and Academic Relations Initiative") as a new pillar of foreign policy.

A particular highlight for the Executive Committee was the speech held by the speaker of the German Bundestag, Prof. Dr. Norbert Lammert.

The DAAD's Jacob and Wilhelm Grimm Prize (international prize for German Studies) for 2008 was awarded to the internationally renowned French Germanist Prof. Dr. Jean-Pierre Lefebvre. Prof. Lefebvre has the chair for German literature at the Ecole Normale Supérieure in Paris and is the head of the German Studies department. He is one of the most prominent representatives of German literary studies abroad and is known for his wide breadth of academic topics and fields of research.

In 2008, Executive Committee members once again actively participated in numerous events and fairs to aid and support the activities of the DAAD and the joint initiative "GATE-Germany" both at home and abroad.

10. The DAAD's Head Office

The DAAD's Head Office continues to be seated in Bonn, where the Federal Ministry of Education and Research (BMBF), the Standing Conference of Ministers for Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK), the German Rectors' Conference (HRK), the German Research Foundation (DFG), the Alexander von Humboldt Foundation (AvH), the German

National Academic Foundation, Inwent (Capacity Building International, Germany), the German Development Institute (DIE), and other development cooperation organisations all have their headquarters. The DAAD also maintains an office in Berlin, in the “Wissenschaftsforum” on the Gendarmenmarkt, where the “Artists-in-Berlin Programme” (BKP) – enjoying a successful track record of over 30 years – is also based.

The DAAD has 14 foreign branch offices around the world which maintain contacts with the key partner countries and ensure that the DAAD’s programmes are run efficiently with support provided at local level. These regional offices are located (listed in order of their establishment) in London, New Delhi, Cairo, Paris, New York, Rio de Janeiro, Nairobi, Tokyo, Jakarta, Moscow, Beijing, Warsaw, Mexico City, and Hanoi. This network of foreign branch offices is supplemented by some 49 so-called information centres (cf. Figure C, Page 19) which are usually staffed by a lektor (German Studies expert) and a local employee and perform advisory, marketing, and programme work. A new office was established in Brussels (initially on a project basis) in support of maintaining the fast-growing contacts with the EU Commission and other European organisations represented there.

In addition, the DAAD is legally and administratively affiliated with the Maison Heinrich Heine in Paris, a German hall of residence run by the DAAD at the Cité Universitaire with an extensive cultural programme, which celebrated its 50th anniversary in November 2006.

The number of permanent staff members, project staff members, and external staff members in Germany and abroad came to around 649 by the end of the year under review. 536 thereof were based at the DAAD’s Head Office in Bonn, 12.5 thereof were based at the Berlin office, and the remaining 100.25 were based at the DAAD’s branch offices around the world and the Maison Heinrich Heine in Paris. The DAAD also had 15 trainees, 109 placement students, and 111 temporary staff members.

The reporting year also saw the German parliament introduce cost savings which cut permanent staff positions by a further 0.9%. Increases in collectively agreed wages and salaries also had to be mainly counterbalanced through fundamental cost savings. On the other hand, increased programme funding from third-party sponsors led to the creation of 55.5 new project staff positions.

Administrative expenses as a share of total expenditure (11.2%) remained constant compared to previous years. This calculation considers all contributions to administrative expenses made by third-party sponsors while also taking into account the expenses paid by partners in joint programmes that are not included in the DAAD budget (so-called “adjusted share of administrative expenses”). The institutional administrative budget financed by Germany’s Federal Foreign Office (Auswärtiges Amt) has remained practically frozen for a decade. In the meantime, more than half of the DAAD’s staff members are paid from project funds and third-party funds and are initially employed on a temporary basis. This is, firstly, an indication of the huge creativity and flexibility which leads to the continual

development of new programmes and corresponding sponsors and, secondly, it marks a departure from former “institutional” funding models, which also poses considerable challenges for the DAAD’s management team.

The works council, consisting of 11 employees – the works council chairman being the only member released from all other responsibilities – continued to focus mainly on the new German public service collective pay agreement (introduced in October 2005) and its implications (i.e. the corresponding transition of staff members) and the issue of “performance-related” pay. This brought considerable changes to the content of work performed by the DAAD’s employees and caused a not insubstantial amount of work both for the DAAD’s works council and its human resources management. In this respect an employer/works council agreement was concluded, covering the introduction of a performance assessment system and an annual employee appraisal.

In addition to the above, the works council also dealt with a number of other work-related issues such as employee involvement in organisational restructuring measures, job descriptions and appraisals of new and changed staff positions, compatibility of having a career and a family, non-discrimination in the workplace, safety at work and ergonomics, further training and advanced development of employees and trainees, cooperation with the representatives of severely challenged people, and cooperation with the IT department in respect of introducing an online application system and switching all IT platforms to SAP, which will ultimately lead to a review of all workflows at the DAAD’s Head Office.



Appendix

**Members of the Executive Committee
Term of Office 2008–2011****President:**

Prof. Dr. Stefan Hormuth

Vice-President:

Prof. Dr. Max G. Huber

University Representatives:

Prof. Dr. Ali Müfit Bahadır,
Technical University of Braunschweig

Prof. Dr. Gabriele Beibst,
University of Applied Sciences of Jena

Prof. Dr. Johann W. Gerlach,
Free University of Berlin

Prof. Dr. Gerhart von Graevenitz,
University of Constance

Dr. Ursula Hans,
Humboldt University of Berlin

Prof. Dr. Sabine Kunst,
University of Potsdam

Gudrun Matthies,
Technical University of Ilmenau

Prof. Dr. Eva Neuland,
University of Wuppertal

Baldur Harry Veit,
University of Applied Sciences of Reutlingen

Representatives of the Donor's Association for the Promotion of Science and Humanities in Germany (Stifterverband für die Deutsche Wissenschaft):

Dr. Andreas Schlüter

Student Representatives:

Lisa Bicknell,
University of Mainz

Johannes Dieter Glembek,
University of Ulm

Cheng Ni,
University of Stuttgart

Guest Members:

Ministerialdirektor (Head of Department) Martin Kobler,
Germany's Federal Foreign Office (Auswärtiges Amt)

Ministerialdirektor (Head of Department) Hans-Dietrich Lehmann,
Federal Ministry for Economic Cooperation and Development (BMZ)

Prof. Dr. Klaus-Dieter Lehmann,
President of the Goethe Institute

Prof. Dr. Helmut Schwarz,
President of the Alexander von Humboldt Foundation (AvH)

Prof. Dr. Erich Thies,
Secretary-General of the Standing Conference of Ministers for Education and
Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)

Ministerialdirektor (Head of Department) Dr. Christian Uhlhorn,
Federal Ministry of Education and Research (BMBF)

Prof. Dr. Margret Wintermantel,
President of the German Rectors' Conference (HRK)

Members of the Board of Trustees Term of Office 2008–2011

President:

Prof. Dr. Stefan Hormuth

Vice-President:

Prof. Dr. Max G. Huber

Federal Ministry Representatives:

Ministerialrätin (Head of Division) Johanna Bittner-Kelber,
Federal Ministry of Economics and Technology (BMWi)

Ministerialdirektor (Head of Department) Martin Kobler,
Germany's Federal Foreign Office (Auswärtiges Amt)

Ministerialdirektor (Head of Department) Hans-Dietrich Lehmann,
Federal Ministry for Economic Cooperation and Development (BMZ)

Staatsminister (Minister of State) Bernd Neumann,
State Minister for Culture and Media

Regierungsdirektor (Deputy Head of Division) Dr. Peter Pompe,
Federal Ministry for Labour and Social Affairs

Ministerialdirektor (Head of Department) Dr. Christian Uhlhorn,
Federal Ministry of Education and Research (BMBF)

Standing Conference of Ministers for Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK):

Ministerialdirigent (Head of Section) Dr. Rolf Bernhardt,
Hesse Ministry of Higher Education, Research and the Arts

Ltd. Ministerialrat (Senior Head of Division) Leo Pfennig,
Bavarian State Ministry of Sciences, Research and the Arts

Prof. Dr. Erich Thies,
Secretary-General of the Standing Conference of Ministers for Education and
Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)

German Rectors' Conference (HRK):

Prof. Dr. Christine Labonté-Roset,
Rector of the Alice Salomon University of Applied Sciences of Berlin

Prof. Dr. Dieter Lenzen,
Vice-President of the German Rectors' Conference (HRK)
President of the Free University of Berlin

Dr. Jürgen Lüthje,
Former President of the University of Hamburg

Prof. Dr. Hans Wilhelm Orth,
Former Rector of the University of Applied Sciences of Lübeck

Prof. Dr. Margret Wintermantel,
President of the German Rectors' Conference (HRK)

Elected Members:

Dr. Bärbel Kofler,
MdB (Member of the German Bundestag)

Prof. Dr. Klaus Landfried,
Former President of the German Rectors' Conference (HRK)

Student Representatives:

Eleni Andrianopulu,
University of Leipzig

Martin Menacher,
University of Bielefeld

Erick Tambo,
University of Dortmund

Institutions:

Dr. Dorothee Dzwonnek,
Secretary-General of the German Research Foundation (DFG)

Achim Meyer auf der Heyde,
Secretary-General of the German National Association for Student Affairs (DSW)

Prof. Dr. Klaus Hüfner,
German UNESCO Commission

Prof. Dr. Bernhard Kempen,
President of the German Association of University Professors and Lecturers (DHV)

Dr. Hans-Georg Knopp,
Secretary-General of the Goethe Institute

Dipl.-Pol. Jörg Maas, lawyer,
Managing Director of the German Federation of Technical and Scientific Organisations (DVT)

Dr. Volker Meyer-Guckel,
Deputy Secretary-General of the Donor's Association for the Promotion of Science and Humanities in Germany (Stifterverband für die Deutsche Wissenschaft):

Prof. Dr. Helmut Schwarz,
President of the Alexander von Humboldt Foundation (AvH)

Dr. Gerhard Teufel,
Secretary-General of the German National Academic Foundation

Quality through Internationality The DAAD Action Programme 2008–2011

Preface and Summary

Internationalising the higher education institutions means engaging in a worldwide exchange of students and teachers, means cooperating across borders to solve global challenges by conducting research and putting the results into practice in applications, and also means competing for the very best minds, the best research and greatest reputation. Where such an understanding of internationalisation is able to establish itself, this not only enhances the academic culture but also raises the creative and innovative potential that lies in research, teaching and studies. It improves their quality through competition and benchmarking. Thus, it becomes an important instrument in developing institutional profiles and, at the same time, acts as a driving force for academic reforms which, for their part, have been internationalised to a previously unknown extent (Bologna Process). It serves to ensure a continuing and secure supply of professionals and so meets the growing demand of science and research and business and industry in Germany and in the countries with which we engage in exchange and scientific cooperation. Furthermore, global educational cooperation is one of the key resources for eradicating poverty (Millennium Development Goals) and for developing viable strategies to handle cultural, ethnic and religious conflicts (Dialogue of Cultures). This is why internationality has moved from the fringes and now sits firmly in the centre of higher education development. To bring it to a point: The university of the future will either be international or will not have a future.

On the path to internationality, Germany's universities have, and above all since the mid-1990s – including with the help of the DAAD – made remarkable progress: Germany has become the third most popular host country for international students, German students are internationally more mobile than most of their fellows in comparable countries, and Germany's universities have become recognised and dedicated partners in the development and reform of universities in the transforming and developing countries of the East and the South. The topic of internationalisation meanwhile enjoys great attention in the German public, in the German government, and in the science and research organisations. For example, the Federal Cabinet, building on a draft submitted by the Federal Ministry of Education and Research (BMBWF), adopted the “German Federal Government's Strategy for Internationalising Science and Research” in February 2008 and Germany's Federal Foreign Office (Auswärtiges Amt) presented new concepts for a foreign science and research policy. The German Rectors' Conference (HRK), the German Research Foundation (DFG) and the Alexander von Humboldt Foundation (AvH) as well as the other science and research organisations represented in the “Alliance” are all pulling in the same direction.

On the other hand, the international appeal and efficiency of Germany's universities and Fachhochschulen needs to be improved, and can still be, improved, if we choose to follow the best of our competitors as models. The DAAD Action Programme from 2008 to 2011, which builds on its predecessors from 1996, 2000 and 2004, serves to pursue this goal. It aims to act as a guideline for future DAAD programmes, as well as for those currently “in progress”, and is implemented in close agreement with the public sponsors and the science and research organisations.

The Action Programme is divided into the five strategic goals of the DAAD and defines these, in a strongly abridged form, as follows:

1. We want to contribute to further improving Germany's position in the worldwide competition for bright minds. At the least, we aim to maintain our position as the third most popular host country for some 10% of all globally mobile students and, hence, strive to achieve the target of 300,000 international students by 2012. Priority in this respect needs to be given to recruiting more graduates and postgraduates. In addition – and in view of still sub-standard individual success rates for foreign students – qualitative improvements in the field of studies for foreigners are a priority. On the one hand, these affect the study and research opportunities offered by the universities (implementing the Bologna Process, structuring doctoral programmes), and on the other hand, the quality of the applicants that are admitted (TestDaF, TestAS) and academic, linguistic and social support and advice services for these (STIBET, PROFIS, DUO). On the other hand, we need more and better endowed scholarships so that we can attract and recruit highly-qualified the students and young researchers to Germany who are currently in worldwide demand, or, alternatively can open up or provide applicants who are in need, and especially those from developing countries, with real options for gaining appropriate qualifications. To enhance the sustainability of these endeavours, we will further expand and intensify our alumni work (for DAAD alumni and for the former students of German universities, regardless of their scholarship support).
2. We want to give our young professionals even stronger international and cosmopolitan qualifications and so, on the one hand, make them fit for the ever tougher global competition while, on the other, also raising their awareness for tolerance and solidarity, absolutely essential characteristics for handling and managing global problems. Our medium-term goal continues to be that one in two students gain substantial experience abroad, be it in academic studies or on internships; at present, only one in three students have such experience. This is why we should, in 2012, have more than 100,000 German students abroad, i.e. 25,000 more than today. In our capacity as a national ERASMUS Agency, we will, to this end, do our best to expand the programme from 24,000 scholarship holders at present to around 36,000. Furthermore, we will continue the “Go out” campaign and will back it up with further funding programmes (“Go East”, “Go South”); the range of scholarships offered by the DAAD should at least rise proportionally to this. Finally, the alumni work will additionally be intensified for Germans as well, not least in order to encourage German scientists and researchers working abroad to return to Germany or to retain them as partners for exchange and cooperation.
3. We want to encourage universities, science and research organisations as well as government bodies at federal and state level to develop systematic and consistent Internationalisation Strategies and also see and use these as strategies for national reform (“international learning community”). We aim to achieve this by continuing and intensifying the information, advisory, in-service training and funding programmes that we offer to enhance the professional competence in the universities in the field of international cooperation. We will increasingly support the universities in forming international networks by means of partnerships, joint degrees, study programmes abroad, and much more. We will continue to monitor and support the Bologna Process and its implementation with the aim of facilitating more mobility (“mobility windows in curricula”) and overcoming obstacles. We also want to expand the European component in the field of marketing (“European higher education fairs”) and otherwise place a greater emphasis on young researchers (“research marketing”).

4. By promoting the German language, German Studies, and a knowledge of Germany at foreign universities, we want to communicate a vibrant and attractive picture of modern Germany, want to consolidate our reputation as a cultural nation, and reaffirm the German language's status, not only as an important lingua franca, but also as a language of science and research, as well as of culture and art within a policy of multilingualism. This means stabilising the lektor programme at a high level and expanding the programme of institutional German Studies partnerships to cover the whole world. Since language skills are a key criterion in a student's academic success, the range of pre-study and study-integrated German language courses will be substantially extended – including those delivered via electronic media (DUO-online).
5. Despite all our endeavours to compete successfully in attaining leading positions, we do not want to neglect the responsibility that we, in our capacity as a rich industrial nation, share towards the developing countries. We will continue to commit ourselves to noticeably increasing the proportion of education and higher education spending earmarked for German development cooperation. We will continue to support these countries in establishing efficient and competitive higher education and science structures, which include promoting young researchers and academics, offering advice and consultation (Dialogue on Innovative Higher Education Strategies, DIES), and, increasingly, delivering German study programmes abroad, as well, in these countries. In Africa, we will establish Centres of Excellence for the Millennium Development Goals, which will radiate across the region. In the advanced “anchor countries”, we aim to develop new, complex programmes that equally pursue development policy (Federal Ministry for Economic Cooperation and Development, BMZ) and education and research policy (Federal Ministry of Education and Research, BMBF) goals, with a stronger focus on partnership and networking. To raise the visibility and high repute that the excellence of development cooperation also enjoys in the domestic field, we will, with BMZ support, launch an appropriate excellence competition through which we will be able to distinguish up to five universities in recognition of their particular commitment to this field.

To achieve these goals, the DAAD budget for the next four years needs to increase from around €300 million at present to at least €400 million, because these DAAD expenditures are investments in the future of our country.

The DAAD Action Programme 2008–2011

The DAAD Action Programme is divided into the five programme areas in accordance with the DAAD's responsibilities:

- I. Scholarships for young foreign elites
- II. Scholarships for young German elites
- III. Internationalising the universities
- IV. Promoting German Studies and the German language abroad
- V. University cooperation with developing and transition countries.

The responsibilities and programmes in these five areas occasionally overlap. For example, the DAAD promotes studies by foreigners in Germany as part of the process of internationalising Germany's universities (see III. above), while at the same time awarding study scholarships and research grants to highly qualified foreign applicants (see I. above.) that are primarily meant for the individual in question, but which naturally also have a secondary positive impact on the institution (and the same applies to the promotion of studies abroad, see III. above, and the award of scholarships and grants to young German elites, see II. above). In this respect, it is not possible to prevent a topic being duplicated.

I. Scholarships for Young International Elites to Study or Research in Germany (Grants and Scholarships for Foreigners)

The DAAD aims to provide scholarships and grants to recruit and attract highly qualified foreign students, graduates, doctoral students, young researchers and outstanding artists for a study, research, or working visit, or a study-related internship in Germany, and so to make these into long-lasting partners and friends of Germany through successful support and follow-up measures.

1. An additional and more attractive range of scholarships

To be able to keep pace in the international competition for the very best minds, Germany needs further and more attractive scholarships and grants with competitive rates and improved advice and support services for highly qualified students, graduates and, in particular, doctoral students. This means, *inter alia*:

1.1. better endowed DAAD scholarships for foreigners, i.e.:

- a general adjustment of the rates in line with higher cost of living levels to secure the continuing appeal of our scholarships vis-à-vis our international competitors (for students from €650 up to €750, for graduates from €750 up to €850, and for doctoral students from €1,000 up to €1,150);
- an increase in the flat-rate study and research allowance (for developing and transforming countries from €460 up to €1,000, for industrial countries from €260 up to €500);
- an adjustment of the scholarship payments in line with the provisions of the Federal Parenting Benefit and Parenting Time Act (supplementary child benefit, scholarship extensions in the case of childbirth, childcare supplement to cover documented costs) in accordance with the rates of the German Research Foundation (DFG);
- the introduction of a flat-rate sum for supervising doctoral students (€300 per month), which at least partly covers the additional costs borne by the supervising institutes.

1.2. more scholarships for:

- expanding the so-called “matching funds” programmes with foreign universities and governments that want to send scholarship holders to Germany at their own expense, whereby these scholarship holders can then take advantage of DAAD flanking measures, such as language courses and support and advice services;
- intensifying relations with conflict countries, such as Iraq, Iran, Afghanistan and the Caucasian countries;
- encouraging more non-German school-leavers from the German schools abroad to come and study at a university in Germany;
- creating a new scholarship programme to encourage the best foreign graduates of German universities at home and abroad to continue studying in Germany so as to prevent a brain drain in third countries;
- expanding our multiple year grants for outstanding candidates from all around the world who enrol in Master’s and doctoral programmes.

2. Extending the range of subjects for which scholarships are offered

The range of DAAD programmes has so far, and above all in the case of developing and transition countries, focused strongly on (doctoral) funding for future university teachers so as to support efficient and competitive higher education structures (institution building). This goal has indeed been achieved, and so no longer focuses directly on potential young professionals in the fields of politics, business industry, and civil society. So, an additional grant or scholarship for a Master’s programme (as a rule for two years) now seems a natural for this target group, and particularly after the implementation of the Bologna Process. Besides these, suitable programmes also need to be developed for excellent Bachelor’s students (“undergraduates”), to awaken an interest in Germany as early as possible. This means:

2.1. Extending the funding for Master’s programmes taken in Germany (expanding the range of scholarships to include more countries of origin and improving the quotas in countries with particularly high demand);

2.2. Expanding the range of funding offered for Master’s and doctoral grants, and so also covering those highly qualified applicants who gained a university degree in Germany without public funding (free movers);

2.3. Funding thematically-focused group visits to Germany by important disseminators from all regions of the world (following the present model of the “Germany Today Programme” for North Americans);

2.4. Expanding the successful RISE programme in the United States (research internships with German doctoral students for foreign undergraduate students) to include Britain, and possibly other western industrial countries and India.

3. Intensifying advice and support for scholarship holders and alumni

DAAD scholarship holders already enjoy privileged support services plus follow-up support, which contribute to their satisfaction with their studies: more than 90% of all scholarship holders stated that they were either generally satisfied or very satisfied after completing their stay. At the same time, the following additional improvements are to be introduced:

3.1. More and other scholarship holder meetings: The range of orientation seminars and meetings organised by the scholarship holders themselves are to be further expanded. Besides the five major general scholarship holder meetings currently held each year, further subject-centred scholarship holder meetings are to be held on topical occasions, such as the Year of Mathematics, major scientific conferences or international trade fairs. In addition, graduation seminars are to be organised for foreign doctoral students shortly before they return to their home country.

3.2. Language preparation: More intensive support is also to be provided to help learn the German language, including DAAD scholarship holders, with these measures, as far as possible, already starting in the home country and also using electronic media (DUO-online). These services are to be made available to foreign ERASMUS students.

3.3. Alumni services: The alumni programmes (re-invitations, alumni meetings, equipment donations, etc.) are to be expanded in line with the growing number of former students and scholarship holders. In addition, plans are being revised as to whether the success of the scholarship funding can be made more visible by publically recognising particularly successful alumni.

II. Funding young German Professionals and Managers to Study and Research Abroad (Scholarships for Germans)

In view of the increasing globalisation and Germany's stronger international networking, the DAAD actively advocates a substantial increase in the number of German students abroad. The DAAD sees this as a centrepiece in the "Internationalisation of German Universities" programme (see III. below) and supports this with a whole series of institutional programmes. In addition, the DAAD offers so-called individual scholarships for particularly capable students and graduates who, in the future, can be expected to take on leading positions in science and research, business and industry, and in government and civil society. These scholarships already aim to provide these potential young elites with an international orientation and intercultural experience at an early stage; at the same time, the scholarship holders are, through the special award of a DAAD scholarship, to be given the opportunity to concentrate on pursuing their study or research project at a university or research institution of their personal choice, albeit with a modest but adequate financial budget.

1. Expanding the scholarship and funding system

1.1. More scholarships: For the above-mentioned reasons and in view of the growing student numbers, a substantial increase in the number of scholarships for students and interns, for graduates (Master's students), and for doctoral students and postdoctoral fellows is needed.

1.2. Full-cost scholarships: Since a DAAD scholarship is a special distinction that is awarded after a highly discriminating selection process, all future scholarships, including those for students, should be awarded as full-cost scholarships. The centrepiece is provided by one-year scholarships. These give holders a free choice of university and country, while the actual term of the scholarship may be both shorter or longer than one year. Full-cost scholarships must be calculated in such a way that they truly attract the best and cover the standard costs of a stay abroad; to what extent the European Charter for Researchers calls for further social improvements for young researchers remains to be checked.

1.3. Regional diversification: Through information, advertising and, possibly, special promotional measures, stronger incentives are to be given for venturing on study and research stays to previously hardly frequented or even grossly neglected regions of the world (such as India, South-East Asia and East Asia), including outside the domain of cultural studies subjects. This will begin with the new programme "A New Passage to India".

1.4. Shorter application and selection processing times: Wherever this is possible without quality losses, the scholarship application and selection processes should be streamlined and made more "customer friendly", and the time load on the selection committee members working in an honorary capacity must certainly not be increased, but rather, as far as possible, reduced.

2. Intensifying alumni advice and support

In contrast to foreign scholarship holders, the DAAD has previously only offered few services for its German alumni. In some special programmes, such as the ENA scholarships, "Language and Professional Training in Japan", the "Carlo-Schmid Programme", and the US Lawyers Programme, alumni networks have formed, whose self-organised activities are promoted by the DAAD; this also applies to the "Tennissteiner Group", where more than one third of the members are DAAD alumni.

The demand for networking and continuing or postgraduate training extends beyond these special programmes, however. Accordingly, other academic, professional or country-specific networks are to be encouraged and supported for other alumni groups that primarily link up with the professional (in-service training) interests of former students and scholarship holders.

The Friends of the DAAD, the so-called DAAD "Freundeskreis", is a special network that does valuable support and advice work for foreign scholarship holders with its own budget and support from the DAAD, in some cases in very active regional groups; this work is to be further supported by the DAAD and, as far as possible, to be extended even further.

III. Internationalisation of German Universities

Besides the previously addressed DAAD-own scholarship and exchange programmes, the statutes of the DAAD state that the responsibilities of the DAAD include supporting the universities in advancing and improving their own internationalisation strategies, programmes and instruments. This occurs through information, advice and consultancy, and in-service training as well as through funding programmes, the international study programmes at home and abroad, university-own exchange, alumni and partnership programmes, and through international marketing. In these so-called “institutional” programmes, the DAAD collaborates closely with the German Rectors’ Conference (HRK) and in some cases also with the Standing Conference of Ministers for Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK).

1. More internationally attractive study opportunities

1.1. International study opportunities in Germany

Germany’s universities meanwhile run hundreds of international, in most cases English-instructed degree programmes at Bachelor’s, Master’s and doctoral level, some of which were originally established with many years of support from the DAAD (cf. the DAAD publication series “International Bachelor, Master and Doctoral Programmes in Germany”, 2007); their number (648 are listed in the series, and their total number is estimated at 1,000) is to be substantially increased in the medium term. The DAAD tends to promote such degree programmes indirectly via a number of various incentives, such as:

- Expanding the proven Visiting Lecturers Programme, as far as possible also by extending this to include lektors and the use of foreign doctoral students as teaching assistants;
- Funding international summer academies at home and abroad;
- Supporting binational doctoral programmes (PHD-Net);
- A package of measures aimed at improving the English (special purpose) language skills of students, scientists and researchers, and administrators (the broad range of courses offered in other foreign languages remains unaffected by this);
- Introducing a preparatory programme for successful applications to the ERASMUS-Mundus Master’s programme by German universities;
- Continuing development of the “Profile data on the internationality of universities” project (together with the German Rectors’ Conference (HRK) and the Alexander von Humboldt Foundation (AvH)), with which universities can identify how their level of internationalisation stands in comparison with other institutions;
- The renewed award of a Stifterverband-financed (Stifterverband für die deutsche Wissenschaft) prize for the ten best international Master’s programmes as well as another Stifterverband-financed internationalisation prize for exemplary institutional or individual achievements in this field.

1.2. German study programmes abroad

Germany's universities are increasingly, in most cases with DAAD support, offering degree programmes abroad as well, thus following the example of British, Australian and American universities already active in this field. The range of German study opportunities extends from individual "German-instructed degree programmes" via "German law schools" "German centres", "German postgraduate study schools" through to full "German universities", namely in Cairo, Amman, Oman and Kazakhstan. This enables the providers to reach additional, mostly highly-motivated students, to demonstrate their quality, and so to attract more candidates for later (graduate) studies at the "home university"; where successful, "beacons" are created that promote German science and research and simultaneously serve as crystallisation points for Germany's foreign cultural policy and for its export industry. This part of the international "education market" is seeing exceptionally dynamic growth, and especially so in Asia and in the Near and Middle East. This is why the range of funding for the start-up financing of German study programmes abroad is to be continued and expanded.

Besides financial support, the universities are also to be given information and advice on market and management questions that can be derived from the programme experience that has already been gained. In connection with this, the DAAD, working in cooperation with the German Rectors' Conference (HRK) as well as with selected university executives and student bodies, aims to draw up a manual for German study programmes abroad. Inter alia, this aims to ensure that – while by principle respecting the legal and cultural conditions in the host country – the fundamental values, principles and structures of German higher education institutions are appropriately considered and applied, including the active cooperation of the students in organising academic life.

The aim is, by the end of 2011, to have established at least 50 German study opportunities abroad that reach at least 20,000 students. Specifically, the plan is:

- to expand the programme "German Study Programmes Abroad" by adding pre-study preparatory components; ("Studienkollegs" (preparatory courses) abroad, with the first two years spent abroad plus a continuation in Germany; a Germany-orientated Bachelor abroad plus a Master in Germany, online Master's programmes with "blended learning", a Bachelor with preparatory courses abroad plus a doctorate subsequently taken directly in Germany);
- to introduce a new "sur-place" and non-EU-country scholarship programme for German study programmes abroad;
- to improve the range of language courses for students in projects abroad through particularly intensive DAAD funding in this field;
- to clearly expand the scholarship programme for stays in Germany by graduates and participants of the German study programmes abroad;
- to continue and expand the Herder Programme that delegates German emeritus visiting professors to such German study programmes abroad;
- to share responsibility for conceiving and organising the following "major projects":
 - German-Turkish University in Istanbul
 - German-Pakistani University in Lahore
 - Vietnamese-German University in Ho Chi Minh-City
 - German-Kazakh University in Almaty.

2. Improving the academic success rates of foreign students

Studies and surveys would have us fear that the academic success rate for foreign undergraduate students manages 50% at most, hence falling far short of the success rate for German students (70%), which is, in itself, also in need of improvement. In the medium term, therefore, efforts have to be undertaken to raise the success rate for foreigners to the present German level at least. Opportunities for this can be found, on the one hand, in establishing a quality-orientated selection process for student applicants (2.1.), in preparing students better in terms of language (2.2), academic (2.3) and social (2.4.) skills and competence, and, on the other, by structuring the degree programmes more strongly in line with the Bologna Process. While further advances can also be achieved by further intensifying and professionalising the student support and advice services.

2.1. The selection and admission of foreigners should, on the one hand, be more “customer friendly” and, on the other, be more selective and, generally, more professional. This means that:

- The applicant-friendly and efficient service offered by “uni assist”, the certification service centre for foreign student applications, should, as far as possible, be used by all DAAD member universities, because it represents the best and most cost-effective way of managing the problems posed by multiple applications and by the so-called “Nachrückverfahren” (a university admissions clearing system to fill vacancies with replacement candidates); the medium-term goal is for the number of participating universities to increase from some 100 at present to at least 150 institutions in the future.
- Foreign students should primarily be selected on the basis of their qualification in order to ensure a higher success rate in studies by foreigners. Together with this, the DAAD is supporting the development of an academic aptitude test called TestAS, which involves a general section and four specialist tests for the four main study areas: arts and humanities, natural sciences, economics and social sciences, and engineering. The test has been available worldwide since 2007, but still needs to establish itself at Germany’s universities as an important (additional) selection and consultation instrument.

2.2. The language teaching measures to prepare foreign students for their academic studies have to be improved, as far as possible whilst they are still abroad, but also by running pre-study and study-integrated courses in Germany. The DAAD will focus more attention and financial support on this topic that is so very important for a student’s academic success (see IV.3. below).

2.3. There is also a great need for revision of and improvement to the subject-specific study preparation of foreign undergraduates. On the one hand, the whole system of the Central Office for Foreign Education (ZAB) recognition rules that is based on the assumption of 13 years of schooling leading to the German school-leaving certificate “Abitur” (and so a general university admissions qualification) needs to be fundamentally revised. On the other hand, the question of an efficient pre-study preparatory phase for foreign undergraduate students that is, as far as possible, university-integrated or, at least, university-related, needs to be addressed again, and especially so since the dissolution of the state Studienkolleg institutions (preparatory courses) in North-Rhine Westphalia. Such an approach could lead to the resources that are available in the Studienkollegs benefiting a much larger group of foreign students. The DAAD is already supporting appropriate pilot projects and will, in this respect, seek discussion with both the German Rectors’ Conference (HRK) and the Standing Conference of Ministers for Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK), and will additionally introduce best practice experience from abroad.

2.4. The DAAD invests substantial resources in the general and social advice, counselling and support services for foreign students with its STIBET programme. As a rule, these services generally support appropriate initiatives taken by the international offices (Akademisches Auslandsamt) at the relevant universities. In addition, the DAAD will contribute the following measures:

- Assistance in the analysis and interpretation of the academic course pathways of foreign students (HIS manual, STIBET projects);
- Support for student initiatives and projects developed by student bodies with the goal of improving contacts between foreign students and their fellow German students (a desideratum, especially of students from developing countries);
- Evaluation of best practice examples from the STIBET pilot projects and their dissemination across the higher education sector;
- A tailor-made expansion of the in-service training programmes, especially those offered by the International DAAD Academy (IDA) to further raise the professional standards of the university international offices (Akademisches Auslandsamt), and of any other relevant administrative departments;
- Development – together with the German Rectors’ Conference (HRK) – of a “quality charter for studies by foreigners” in line with the Dutch, British, French and Australian model, and designed to serve as an orientation aid rather than as a ranking instrument.
- Cooperation with the German National Association for Student Affairs (DSW), especially to secure sufficient accommodation in large cities and other conurbations.

3. General legal frameworks for foreigners

The visa, residence and employment legislation has become more hospitable and accommodating, the support and advice services have become more professional, and the general climate is more open-minded and cosmopolitan. Compared with our key competitors, however, a great deal of potential for improvement clearly continues to exist in several areas. Hence, more universities need to have themselves accredited as the “inviting organisation” for the visa process. In some individual cases, both the application for a visa at the German Embassy and/or for a visa extension at the local foreigners authority is still characterised more by an hostility towards undesired immigration than by an interested openness towards highly qualified guests. Even DAAD scholarship holders still find that it hardly possible to get a visa to cover the (one-year) term of their scholarship.

4. Attracting and recruiting the brightest minds for studies and research

The past 10 years have seen a strong increase in the proportion of so-called “Bildungsausländer” (foreign students holding a foreign higher education entrance qualification) enrolled at Germany’s universities. The target of achieving a 10% share of foreign students set a few years ago has meanwhile been reached. This means that Germany is the third most popular host country among international students. The first goal of shifting German Studies and research more strongly into the awareness of potential foreign students and of catching up again with the leading course providers, namely the United States, Britain, and Australia, has thus been accomplished. Now, this quantitative status at least needs to be maintained, while at the same time focusing on an even stronger quality orientation (see quality-orientated selection above). The marketing will differ in line with the various target countries, target groups and providers, and will strengthen the emphasis on doctoral students, researchers and scientists. As far as the DAAD activities are concerned, which is acting here together with the German Rectors’ Conference (HRK) under the GATE (Guide to Academic Training and Education) consortium, this means:

4.1. Raising the number of foreign students: If we want to maintain our world market share of around 10% of all (2.5 million) mobile students, we have to increase the number of foreigners enrolled at Germany's universities to around 300,000 (Bildungsinländer (foreign students holding a German higher education entrance qualification) and Bildungsausländer) over the next four years in order to keep pace with the increase in the number of mobile foreigners; a similar result has to be achieved if we want to keep the proportion of foreign students as a share of the total number of students at a constant level, thereby also taking account of the strong increase in student numbers that is soon expected. This might possibly become a controversial topic due to displacement discussions in the light of ever more admissions restrictions. This is why further negotiations on the "University Pact" need to take the rising number of foreign students into account.

4.2. A greater differentiation by target groups, target countries and providers: The DAAD will continue to produce country market studies and will also differentiate its marketing activities and services by subject groups and types of higher education institutions, and will further develop new instruments for "marketing on demand"; even now, the members of the University Consortium GATE-Germany can use a wide range of support services in the fields of media, addresses and dispatch services, as well as recruitment and selection services.

4.3. Increasing importance attaches to "Promoting Research in Germany", in particular to recruit doctoral and postdoctoral students and researchers for vacancies in Germany. The growth in structured doctoral studies programmes, the creation of new research capacities (Clusters of Excellence, High-Tech-Strategy) in combination with a beginning retirement surge means, in the medium term, that there will be an enormous demand for human resources. This demand cannot be covered by Germany's universities alone and in the requisite quality by the coming generations of graduates. The DAAD, working in cooperation with the DFG and other science and research organisations, will play a supportive role at the online job exchanges, information tours and careers fairs.

4.4. Attracting and recruiting school-leavers from German schools abroad: The foreign school-leavers of the German schools abroad and of so-called "Sprachdiplomschulen" (schools that prepare and hold German language tests leading to the Deutsches Sprachdiplom certificate) are linguistically and academically very well prepared for studying in Germany and have long been a target group for Anglo-American education providers. This is why 2008 will see the "Support Initiative for German Schools Abroad and Partner Schools" (BIDS) programme start up with funds provided by the Federal Foreign Office to provide Germany's universities with opportunities for using marketing measures and scholarships to make better use of the existing potential.

4.5. Expanding and raising the professional standards of the DAAD information centres: In the last few years we have succeeded in expanding the DAAD advice and information network with centres now based in around 50 important locations; this is where so-called IC lektorats have been established, largely in the facilities of the Goethe Institutes, to complement the 14 DAAD foreign branch offices.

The aim is now to quantitatively stabilise this network (courses and in-service training, improved facilities, technical and human resources, better selection and preparation of new IC heads, integration into local and regional networks, systematic ties with foreign trade chambers, universities and schools abroad) and to enhance the professional standards.

4.6. New DAAD foreign branch offices: In view of these expanded responsibilities and the formation of new regional focuses for the DAAD's work, the network of DAAD foreign branch offices is to be gradually expanded. Besides continuing the foreign branch office in Hanoi (also in view of the Vietnamese-German University) and the long overdue establishment of the foreign branch office in Istanbul (also to support the project of a German-Turkish University) the following locations are on the list of priorities: Kiev, Bangkok, Johannesburg, Seoul, Almaty and Accra.

4.7. International Houses of German Science and Research: In the context of discussion on the "Foreign Science Policy" (AA) and the "Internationalisation Strategy" (BMBF), there are plans to establish "German Houses of Science and Research" at important locations abroad, with pilot projects in Moscow, Tokyo, New Delhi and possibly locations in North America and Latin America under discussion. The DAAD, in its capacity as running the largest network of representative offices abroad, offers its services as an intermediary and an organiser in cooperation with the German Research Foundation (DFG) and the other science and research organisations.

5. A network for all Germany alumni

Politics, business and industry, academia, science and research, have identified an ever clearer demand for intensive alumni support and advice services for all Germany alumni within the scope of globalisation and worldwide networking. This not only encompasses former students who received funding from scholarship-awarding organisations, but also all other students who spent at least three months, studying, or researching in Germany and subsequently returned to their home country. This is why appropriate opportunities and services have been created for alumni, and are to be substantially expanded in the coming years:

5.1. Locating and contacting as many Germany alumni as possible by carrying out systematic destination surveys in key countries of origin: This will involve the DAAD collaborating closely with the Alexander von Humboldt Foundation (AvH) and the German Research Foundation (DFG).

5.2. Supporting the alumni activities carried out by Germany's universities: The follow-up contact work with alumni is to be offered in cooperation with German industry and other organisations active in the field of German development cooperation. The new programmes make it possible to specifically address those university graduates who have not yet been reached by the existing follow-up contact programmes run by the intermediary and implementing organisations (government scholarship holders and free movers). In this respect, the alumni summer schools at Germany's universities have proven to be a particularly suitable instrument; this programme is to be expanded.

5.3. Creating and running the "Alumniportal Deutschland" as a social interaction and learning platform together with the other intermediary organisations: The portal provides a contact platform and a database that automatically creates and updates itself. Attracted by job offers, in-service and continuing training programmes, and online language courses, alumni, universities and colleges, regional alumni clubs, academic alumni networks, as well as companies and chambers of foreign industry and commerce, and non-governmental organisations get the opportunity to present themselves and to contact each other. Cross-organisational support and marketing events abroad aim to specifically promote this website. The goal is to create a comprehensive network of contacts by getting in touch with former students or scholarship holders, including

free movers. Besides a broad range of information services on Germany, the range of subject-specific networks also consolidates the alumni's emotional ties with Germany, hence offering added value for the alumni, the funding and training organisations, and all institutions interested in the disseminators.

5.4. Creating and expanding attractive specialist networks: Alumni and representatives of German science and industry are brought together at fairs and important conferences to discuss core topics of development cooperation.

5.5 Local support by the DAAD's regional structure through conferences, meetings and seminars.

6. "Go out" – A stay abroad for one in two students

The international mobility rate for German university graduates (some 31% of them have at least spent a semester studying abroad, on an internship or in a language course) is satisfactory when compared with other countries, but is still not good enough for a country that is as dependent on exports as Germany is. The rate already exceeds 50% at many universities at home and abroad. This is why the DAAD reaffirms its call for at least half the university graduates to have spent several months on a study, student placement or research related stay abroad (at least 20% in the form of a semester completed at a foreign university). This is an ambitious goal in view of the current disinterest in engaging in mobility, but can still be achieved. Hence, the DAAD aims to introduce the following measures:

6.1. The joint DAAD/BMBF campaign "Go out" is to be continued, as is the special programme "Go East", which may possibly be complemented by the addition of a similar programme called "Go South".

6.2. The much in demand "Joint Degree Programme" (joint Bachelor's and joint Master's degrees) is to be substantially expanded; to secure its excellence and sustainability, as many stable cooperative structures as possible are to be generated that can then be extended to include third-country partners (cf. ERASMUS Mundus) and that can also create a basis for joint structured doctoral training programmes (for more on this see PhD-Net).

6.3. The "Integrated Study and Training Partnerships" programme that includes integrated study programmes abroad without a joint degree is to be consolidated to meet the growing demand.

6.4. The DAAD will check to what extent incentives can be provided so that periods spent abroad ("Windows of mobility") can, as far as possible, also be facilitated in shorter Bachelor's and Master's programmes, if these do not already form an obligatory part of the curriculum. This also includes the option of extending the standard time to degree by a semester or a year abroad (in line with the British 3 plus 1 model) and enabling students to graduate from such degree programmes with an "International Bachelor's/Master's Degree".

6.5. In its capacity as a national agency for the ERASMUS programme, the DAAD will through advertising and promotional measures, advice and consultancy, and by raising the scholarship rates, work to ensure that the ambitious goals of the new "Lifelong Learning Programme" (LLP) – namely achieving at least a 50% increase in the mobility figures – can almost be accomplished.

6.6. The measures carried out within the scope of the “Bilateral DAAD Programmes for Co-operative Research Grants” (PPP) play a particularly important role for the international experience of Master’s candidates, doctoral students and postdoctoral fellows. This is why the DAAD plans to expand and better endow these programmes which, above all, target young researchers and are always jointly financed together with a foreign partner (raising the number of partner countries from 29 at present and increasing the volume of exchange within the individual programmes).

6.7. Good foreign language skills play an important role in the willingness to complete stays abroad, and very good English language skills are absolutely essential for international careers. This is why the DAAD, together with the German Rectors’ Conference (HRK), is examining what incentives it can provide universities to expand the range of foreign language courses (including special purpose languages) that they offer for students from all departments and to integrate foreign languages as obligatory modules, including in degree programmes without a cultural studies background (e.g. engineering or law). The DAAD will also examine whether it is feasible to expand its own range of language course scholarships to offer special purpose language courses, including English (not presently offered), and will extend the special purpose language courses offered within the scope of the International DAAD Academy (e.g. for participants of international conferences or publications in international journals).

7. Cooperating with and reintegrating German researchers working abroad

The international orientation of young German researchers is only (but then definitely) a gain for Germany if the young people advance their qualifications abroad and then either return to Germany or at least maintain active links with German partners in science and academia and business and research (and, as far as possible, with each other).

Hence, the DAAD, together with other science and research organisations, launched the GAIN Initiative (“German Academic International Network”), which establishes contacts with and between German doctoral students and postdoctoral students, primarily in the United States. The goal is to establish a network in which information and advice on the various options for returning home and on the opportunities for collaborating are communicated, thereby also facilitating a forum for exchanging opinions and experience.

In addition to the existing range of instruments, there are also plans:

7.1. to possibly extend GAIN to include Britain;

7.2. to finance information and interview trips for German scientists and researchers thinking about returning to Germany from abroad, and, if successful, offering a reintegration scholarship to bridge a period of six months between returning and taking up the new position.

IV. Promotion of German Studies and the German Language as well as German Regional Studies at Universities Around the World

The DAAD aims to promote the German language (including special purpose languages), German Studies, and German regional and cultural studies at foreign universities in such a way that Germany's culture and the German language as well as Germany-related academic disciplines are represented at foreign universities, thereby raising an interest in Germany and in the German language among young foreign elites.

Even if the German language no longer has a prominent role to play as a language of science and research, it continues to be of great significance in culture and the arts as well as in business and industry. Indeed, mastering the German language represents an important additional skill for many foreigners. In addition, German will continue to be the dominant language in Bachelor's and Master's programmes as well as in all degree programmes leading to a Staatsexamen degree at Germany's universities, even when, in graduate and postgraduate (Master's) programmes and in doctoral studies, above all, the number of English-instructed programmes will and should increase. But for English-instructed degree programmes as well, opportunities must always be provided for enabling foreign students to learn the German language, and this should even be made obligatory. Hence, the DAAD will focus greater attention and financial assistance in the future on its responsibilities in the field of "German Studies and German Language". The following goals and measures are planned in this respect:

1. The present network of 440 lektors who teach at foreign universities worldwide is to be increased to 500 lektors over the medium term, since the growing number of DAAD information centres, of specialist lektors working in fields outside the area of German Studies, and the increased assignment of lektors to German study programmes abroad is leading to an ever growing demand for lektors.
2. The global network of German and European Studies Centres will intensify its cooperation, and will possibly even occasionally see some individual new centres added. A professional-thematic system of coordination and advice is to be established, possibly including the creation of a (reference) centre for German and European studies in Germany.
3. The DAAD intends to expand the range of German language courses offered abroad and in Germany and to make the examining of language skills more professional and transparent. This includes developing new German language courses – including online courses (DUO), consolidating the successful language test TestDaF and further implementing the fully media-based test called onDaF.
4. Institutional German Studies partnerships that were previously only found in Eastern Europe have been extended to include Asia, Latin America, and Africa. Particular funding is provided for training young researchers in the methodology and didactics of language teaching, linguistics, German as a foreign language, and translation science.

5. A new special programme on “Internationalising German Studies” with German Studies master classes (summer schools), German as a foreign language Master’s programmes in countries to which degree programmes have been exported, and an invitational programme for foreign German Studies scholars as visiting lecturers is under preparation. The foreign German Studies specialists play an important role in the development and communication of the respective image of Germany, since they are generally responsible for the national training of German language teachers.

6. A proposal on a new “Language and Professional Training in Germany” programme has already been submitted to the Federal Foreign Office; this programme aims to attract future professionals and leaders from abroad by offering career-orientated stays in Germany (student placements, observation and job-shadowing visits) in combination with several months of language training in Germany. Student placements lasting between 3 and 6 months are offered, which are arranged by the German universities in the fields of Engineering and Technology, Natural Sciences, Economics and Business Administration, and Law. Links with a German university, a pre-study 2 to 4 month intensive language course, a seminar on intercultural perception, and a German regional and cultural studies excursion are also on the programme. Advanced students and graduates who completed their studies no longer than two years ago represent the target group for this programme.

7. The programmes offered by Germany’s universities in the field of “German as a Foreign Language” will be systematically collated and analysed in a study and, depending on the result, will then be extended or improved by means of appropriate DAAD incentives.

V. Educational Cooperation with Developing and Transition Countries, Dialogue and Crisis Prevention

The DAAD aims to support the developing and transition countries in the field of higher education with building up a modern education system that contributes to sustainable development, to the formation of a civil society, to democracy, and to the constitutional state by offering specifically-targeted initial and in-service training (staff development), by establishing appropriate centres (institution building), by running appropriate consultancy projects and by assigning German visiting lecturers. Furthermore, the DAAD will attempt, through exchange, dialogue and networking, to contribute to active crisis prevention (“Euro-Islamic dialogue”) or also through reconstruction (Afghanistan, Iraq, the Balkans) when military conflicts have caused major material and immaterial damage to the higher education system of the countries in question.

1. Consolidating development cooperation in the higher education sector

Education at all levels and, in particular, higher education, must (again) take on a more significant role in German development cooperation, and must be conceived and implemented in a spirit of partnership that enables both sides to benefit. Enough starting points are available for this and on which it is possible to build:

1.1. Primarily, this means gradually expanding the proven programmes in line with demand: Southern Hemisphere Partnerships, Postgraduate Programmes for Professionals, Thematic Alumni Networks, individual, country-related special programmes (engineering) and the Dialogue on Innovative Higher Education Strategies (DIES) initiated by the DAAD and German Rectors' Conference (HRK) on advice and consultancy, and in-service training in the field of higher education management. Thematically, these DAAD programmes cover all academic subject areas. Within this thematic breadth, the DAAD, however, strives to intensively network the measures in key development policy topic areas, such as water/sewage, renewable energies, food security, education, medicine, resource conservation, and university management, which can be expected to generate a direct contribution to achieving the Millennium Development Goals. This topic-related matrix also corresponds with the core areas of German development cooperation.

Besides these areas, a number of new measures have been launched or are planned:

1.2. A worldwide network of specialist research and teaching centres in developing, transition and transforming countries (and in individual industrial countries) funded by Germany's Federal Foreign Office (Auswärtiges Amt). The aim is to establish a network of "beacons" of scientific collaboration. The programme particularly targets so-called anchor or transition countries that are increasingly catching up with international standards with their rapidly expanding economic and scientific potential, and concentrates on subject areas that are each of particular interest for cooperation with Germany. The locations for these centres are to be chosen in the respective target countries following a Call for Proposals.

The programme "African Excellence" (Establishment of Centres of Excellence for Teaching and Research to Train Future Leaders in Sub-Saharan Africa) is already running (Germany's Federal Foreign Office, Auswärtiges Amt). This initiative by the Federal Foreign Office will start up in 2008 and aims to create modern training capacities for future professionals and managers at Master's and doctoral level at African universities with a strong transregional radiance, thereby creating close ties with Germany. The focus is on the core study areas of economics and business administration, social sciences, and cultural studies. Hence, future managers who will, in particular, also work outside the higher education sector, are to be introduced to cooperation in Germany and so create a network of partners with Germany working in key positions in society. This Federal Foreign Office initiative excellently complements the BMZ-financed "African Good Governance Network", of which the German Federal President is the patron and which, in its capacity as a long-term scholarship and in-service continuing training programme for students from Sub-Saharan Africa, aims to monitor and support the democratic change of leadership in the respective home countries. It remains to be wished that the funding provided by the Federal Ministry of Economic Cooperation and Development (BMZ) is also used to establish and network centres for other Millennium Development Goals.

1.3. "A New Passage to India": Under this new programme, which the Federal Ministry of Education and Research (BMBF) has included in its portfolio, the coming years will see more young German professionals and managers trained with experience of India, while, at the same time, more young Indians will be introduced to Germany by means of research internships completed at German university institutes and by stays completed in Germany within the scope of binational Master's programmes. A German Centre of Excellence in the fields of engineering and environmental sciences will be established at the Indian Institute of Technology Madras and so will showcase German research at an outstanding university in India.

1.4. New collaborative projects between universities in Germany and in developing countries will be implemented in topic areas that allow funding through development cooperation channels and through science and technology cooperation (“Anchor Country Programmes”). The German-Mexican environmental Master’s programme is seen as a pilot project for cross-ministerial cooperation between the Federal Ministry of Education and Research (BMBF) and the Federal Ministry of Economic Cooperation and Development (BMZ) in anchor countries; comparable degree programmes are planned with other countries.

1.5. There is a need to examine to what extent the DAAD can commit itself to funding Regional Studies Centres at German universities in order to make the collected knowledge and the language skills available for contacting companies in the export trade, for foreign cultural policy cooperation, and for the field of international university cooperation. In so doing, the DAAD aims to support so-called “fringe subjects”, such as Mongolian studies or Korean studies, by providing such subjects with packaged funding instruments for scholarships, visiting lectureships and conferences.

1.6. Development cooperation excellence competition for Germany’s universities: To make the particular achievements and contributions of Germany’s universities in the field of development cooperation more visible to the public and more attractive to higher education policy, on the one hand, and, on the other, to further improve them, funding of the Federal Ministry of Economic Cooperation and Development (BMZ) for the competition called “EZ² – Excellence in Development Cooperation” is planned in which the five best German universities in this field will be distinguished and will each receive €5 million for 5 years to enable them to implement their prize-winning concept. This will specifically fund Centres of Excellence in Germany for development cooperation with developing countries. The core for such a Centre of Excellence will in each case be a professorial chair (institute) in one of the Millennium Development Goals which will be appointed with alternating high-ranking scientists and researchers from developing countries. Resources will be made available to the professorial chair for the international mobility of young researchers, for carrying out teaching and research projects with partners in developing countries as well as funds for a coordinator position. The competition will invite proposals at the end of 2008.

2. Crisis prevention, dialogue, reconstruction support

2.1. For many years now the DAAD has run a special programme to fund the “Euro-Islamic” or now “German Arab/Iranian Cultural Dialogue”. The programme is based on lasting partnerships between German and Middle Eastern universities. In its projects, science and culture interact with the social setting. The programme has proven to be so successful that a specific unit on “Cultural Dialogue with the Islamic World” has been established at the DAAD. This successful work is to be continued and expanded.

2.2. Within the scope of the international stabilisation endeavours in the Balkans following the end of the Kosovo War, the DAAD in 2000 established the special programme on the “Academic Reconstruction of South Eastern Europe”. The programme concentrates on the western Balkans and on subject areas of particular relevance to the reconstruction effort, namely engineering, Mathematics, Computer Science, Agricultural and Forest Sciences, Health and Social Work, Law, Economics and Business Administration, as well as European and Regional Studies. The goals set by this programme include the quick and sustainable improvement of university teaching, the qualification of well-trained young academics and professionals for universities, business and industry, and the public administration, as well as promoting regional cooperation and so also dialogue that extends beyond ethnic and political borders. The programme is to be continued.

2.3. Following the model of the Stability Pact for South Eastern Europe, the DAAD is carrying out programmes of the kind that generally provide for the award of scholarships, mostly in the context of university cooperation projects on the reconstruction of teaching and research, including countries such as Afghanistan, Iraq and the areas of South-East Asia affected by the tsunami catastrophe. These programmes, too, are to be continued as long as and wherever needed, despite the great difficulties under which they have to operate.

The last-mentioned programmes finally provide occasion now to thank all the scientists and researchers, the students and the university staff who have dedicated themselves to the cause of internationalisation, competition and collaboration and without whom even the best funding projects of the DAAD would have had to remain ineffective.

Selected Publications***About the DAAD and its Activities**

The DAAD Annual Report (German [full report], English [summary])

Reports from the DAAD's Foreign Branch Offices

Change by Exchange (Profile of the DAAD) (German, English)

Change by Exchange (flyer) (German, English, French, Spanish, Russian, Polish)

“Wege nach Japan. DAAD-Alumni erinnern sich – Ein Lesebuch” (Ways to Japan. DAAD Alumni Share their Memories – A Storybook of Experiences)

20 Years of “Change by Exchange”. A Festschrift for Prof. Dr. Dr. h.c. mult. Theodor Berchem. President of the DAAD 1988–2007. Ed. 2007 (ISBN 978-3-87192-862-2)

“Spuren in die Zukunft. Der Deutsche Akademische Austauschdienst 1925–2000” (A Trail into the Future. The German Academic Exchange Service 1925–2000) (3-volume book edition published in celebration of the 75th anniversary of the DAAD, directly available from the DAAD Press and Public Relations Office, order No. G38384)

Educational Materials

“Wissenschaft weltoffen”. Facts and Figures on the International Nature of Studies and Research in Germany (ed. 2008: ISBN 978-3-7639-3366-2, order No. 70.04.002g, available from bookshops or directly from W. Bertelsmann Verlag, Bielefeld)

Information on Programmes and Funding Opportunities

“Studium, Forschung, Lehre im Ausland. Förderungsmöglichkeiten für Deutsche” (Studying, Researching and Lecturing Abroad. Funding Opportunities for German Students and Academics) (available from the international offices of the German universities/Akademische Auslandsämter)

DAAD Scholarships for Foreign Academics and Students (German, English)

PROFIS 2004–2008. Programm zur Förderung der Internationalisierung an den deutschen Hochschulen. Erfolge mit Potenzial – die Bilanz (PROFIS 2004 – 2008. Programme for Promoting Internationalisation at German Higher Education Institutions. Success Stories with Good Prospects – Taking Stock)

Project “MOCCA – Model for Core Curricula with Integrated Mobility Abroad”: Yes! Go! – A Practical Guide to Designing Degree Programmes with Integrated Transnational Mobility
Yes! Go! – A Practical Example of Designing a Master's Programme in Public Health with Integrated Transnational Mobility

Als Lektor ins Ausland. Das Lektorenprogramm des DAAD – Zielsetzung und Verfahren (Going Abroad as a “Lektor” [German Studies Expert]. The Lektor Programme of the DAAD – Objectives and Experience)

Study Information for Germans

General Study and Country Information for Germans

“Allgemeine Hinweise zum Auslandsstudium und zur Anerkennung im Ausland erbrachter Studienleistungen” (General Advice on Studying Abroad and on the Recognition of Credits Earned)

“Directory of Bookmarks – Internet. Studieren und forschen im Ausland. Ausgewählte WWW-Adressen zu Studium und Forschung, Bildung und akademischer Ausbildung – weltweit” (Directory of Internet Addresses. Study and Research Abroad. A List of Selected Websites on Study and Research, Education and Academic Learning Worldwide)

Internet Scout – DAAD Objectives, Tasks, Activities and Publications in the Area “Information for Germans”

“Wege ins Auslandspraktikum” (Ways to an Internship Abroad)

Study Information for Foreigners

Destination Germany – A Pocket Guide for International Students (German, English)

Summer Schools in Germany (CD-ROM with accompanying booklet; German, English)

German Summer Academies (German, English)

“Deutsche Auslands- und Sprachdiplomschulen. Informationen für die Auswahl von Studierenden” (German Schools Abroad and Language Diploma Schools. Information on Selecting Students)

Studying in Germany – A Guide for International Students (German, English)

Study and Research in Germany. Annotated Weblinks (German, English)

International Bachelor Programmes in Germany – International Master Programmes in Germany – International Doctoral Programmes in Germany (published as three, separately available brochures)

* More detailed information on DAAD printed publications is available from the DAAD information centre in Bonn.

Addresses in Germany and Abroad

Head Office in Bonn-Bad Godesberg

German Academic Exchange Service
Kennedyallee 50, 53175 Bonn, Germany
P.O. Box 2004 04, 53134 Bonn, Germany
Tel.: +49 (0) 228 882-0
Fax: +49 (0) 228 882-444
E-mail: postmaster@daad.de
Internet: <http://www.daad.de/en/>

Berlin Office

German Academic Exchange Service
Markgrafenstr. 37, 10117 Berlin, Germany
P.O. Box 240, 10106 Berlin, Germany
Tel.: +49 (0) 30 2022 08-0
Fax: +49 (0) 30 2 04 12 67
E-mail: bkp.berlin@daad.de
E-mail: info.berlin@daad.de
Internet: <http://www.daad-berlin.de>,
<http://www.berliner-kuenstlerprogramm.de>

Brussels Office

Av. des Arts 10/11
1210 Brussels, Belgium
Tel.: (00 32-2) 2 29 01 68
Fax: (00 32-2) 2 29 31 62
E-mail: daad.bxl@skynet.be

Beijing Office (since 1994)

German Academic Exchange Service
Unit 1718, Landmark Tower 2
8 North Dongsanhuan Road
Chaoyang District
100 004 Beijing, PR China
Tel.: (00 86 10) 65 90-66 56, -66 76
Fax: (00 86 10) 65 90-63 93
E-mail: postmaster@daad.org.cn
Internet: <http://www.daad.org.cn>

Hanoi Office (since 2003)

German Academic Exchange Service
The Vietnamese-German Centre
at the Technical University of Hanoi
1 Dai Co Viet/Hanoi, Vietnam
Tel.: (008 44) 8 68 37 73, 8 68 37 81
Fax: (008 44) 8 68 37 72
E-mail: daad@daadvn.org
Internet: <http://www.daadvn.org>

Jakarta Office (since 1990)

German Academic Exchange Service
Jl. Jend. Sudirman, Kav. 61-62
Summitmas I, Lt. 19
Jakarta 12190, Indonesia
Tel.: (00 62 21) 5 20 08 70 and 5 25 28 07
Fax: (00 62 21) 5 25 28 22
E-mail: info@daadjkt.com
Internet: <http://jakarta.daad.de>

Cairo Office (since 1960)

German Academic Exchange Service
11 Sharia Saleh Ayoub
Cairo-Zamalek, Egypt
Tel.: (00 20-2) 27 35 27 26
Fax: (00 20-2) 27 38 41 36
E-mail: info@daadcairo.org
Internet: <http://cairo.daad.de>

London Office (since 1952)

German Academic Exchange Service
34, Belgrave Square
London, SW1X 8QB, United Kingdom
Tel.: (00 44 20) 72 35 17 36
Fax: (00 44 20) 72 35 96 02
E-mail: info@daad.org.uk
Internet: <http://london.daad.de>

Mexico Office (since 2000)

Servicio Alemán de Intercambio Académico
Calle Kepler 157
Col. Nueva Anzures
Del. Miguel Hidalgo
C.P. 11590, Ciudad de México, Mexico
Tel.: (00 52 55) 52 50 18 83
Fax: (00 52 55) 52 50 18 04
E-mail: info@daadmex.org
Internet: <http://daadmex.org>

Moscow Office (since 1993)

German Academic Exchange Service
Leninskij Prospekt, 95a
119313 Moscow, Russian Federation
Tel.: (00 74 99) 1 32 24 29 and 1 32 23 11
Fax: (00 74 99) 1 32 49 88
E-mail: daad@daad.ru
Internet: <http://www.daad.ru>

Nairobi Office (since 1973)

German Academic Exchange Service
Regional Office for Africa
Visitor address
Madison Insurance House, 3rd floor
Upper Hill Road
(off Ngong Road-Community)
Postal address
P.O. Box 14050 (Westlands 00800), Nairobi,
Kenya
Tel.: (0 02 54-20) 2 72 26 60
Fax: (0 02 54-20) 2 71 67 10
E-mail: info@daadafrica.org
Internet: <http://nairobi.daad.de>

New Delhi Office (since 1960)

German Academic Exchange Service
Regional Office for
Bangladesh, India, Nepal, Sri Lanka
72 Lodhi Estate
New Delhi 110003, India
Tel.: (00 91 11) 24 61 50 09 and 24 61 51 48
Fax: (00 91 11) 24 69 09 19
E-mail: info@daaddelhi.org
Internet: <http://newdelhi.daad.de>

German Centre for Research and
Higher Education
German Academic Exchange Service
2, Nyaya Marg, Chanakyapuri
New Delhi 110021, India
Tel.: (00 91 11) 24 61 50 09 and 24 61 51 48
Fax: (00 91 11) 41 68 03 29
E-mail: info@daaddelhi.org
Internet: <http://www.daaddelhi.de>

New York Office (since 1971)

German Academic Exchange Service
871 United Nations Plaza
New York, NY 10017, USA
Tel.: (00 12 12) 7 58 32 23
Fax: (00 12 12) 7 55 57 80
E-mail: daadny@daad.org
Internet: <http://www.daad.org>

Paris Office (since 1963)

Office Allemand d'Echanges Universitaires
24, rue Marbeau
75116 Paris, France
Tel.: (0 03 31) 44 17 02 30
Fax: (0 03 31) 44 17 02 31
E-mail: info@daad.asso.fr
Internet: <http://paris.daad.de>

Rio de Janeiro Office (since 1972)

Serviço Alemão de Intercâmbio Acadêmico
Rua Presidente Carlos de Campos, 417
22231-080 Rio de Janeiro, Brazil
Tel.: (00 55 21) 25 53 32 96
Fax: (00 55 21) 25 53 92 61
E-mail: daad@daad.org.br
Internet: <http://rio.daad.de>

Tokyo Office (since 1978)

German Academic Exchange Service
Akasaka 7-5-56, Minato-ku
Tokyo 107-0052, Japan
Tel.: (0 08 13) 35 82 59 62
Fax: (0 08 13) 35 82 55 54
E-mail: daad-tokyo@daadjp.com
Internet: <http://tokyo.daad.de>

Warsaw Office (since 1997)




Niemiecka Centrala Wymiany Akademickiej
Przedstawicielstwo w Warszawie
ul. Czeska 24
03-902 Warszawa, Poland
Tel.: (00 48 22) 6 17 48 47 and 6 16 13 08
Fax: (00 48 22) 6 16 12 96
E-mail: daad@daad.pl
Internet: <http://www.daad.pl>

Organisational Chart

of the German Academic Exchange Service (DAAD)

as per 31 December 2008

www.daad.de/organigramm

	President <i>Prof. Dr. Stefan Hormuth</i>	216
	Vice-President <i>Prof. Dr. Max G. Huber</i>	103
	Secretary-General <i>Dr. Christian Bode</i>	215
	Deputy Secretary-General <i>Dr. Wilfried Bergmann/ Ulrich Grothus</i>	


General Assembly

Board of Trustees

Executive Committee

Selection Committees

001 Office of the Executive Committee and Senior Management <i>Dr. Dorothea Jecht</i>	581
002 Press Work and Public Relations, Communications <i>Francis Hugenroth</i>	454
003 Internal Auditing <i>Jürgen Stricker</i>	705
Works Council <i>Chair: Christa Sülzen</i>	426

	011 Berlin Office <i>Dr. Annette Julius</i> Deputies: <i>Daniel Zimmermann (Education/Research)</i> <i>Katharina Narbutovič (Head of Artists-in-Berlin Programme)</i>
---	---

013 Paris Office <i>Dr. Klaudia Knabel</i>
014 London Office <i>Dr. Andreas Hoeschen</i>
015 New York Office <i>Dr. Sebastian Fahrbeck (from 01/01/2009)</i>
016 Rio de Janeiro Office <i>Dr. Gabriele Althoff</i>
017 Cairo Office <i>Dr. Christian Hülshörster</i>
018 Nairobi Office <i>Gabriele von Fircks</i>
019 New Delhi Office <i>Christiane Schlottmann</i>
020 Tokyo Office <i>Dr. Irene Jansen</i>
021 Mexico Office <i>Dr. Arnold Spitta</i>
022 Jakarta Office <i>Dr. Helmut Buchholt (from 01/01/2009)</i>
023 Moscow Office <i>Dr. Thomas Prah</i>
024 Beijing Office <i>Stefan Hase-Bergen</i>
025 Warsaw Office <i>Dr. Rüdolf Oberschmidt</i>
026 Hanoi Office <i>Dr. Heinz L. Nastansky</i>
040 Maison Heinrich Heine, Paris <i>Dr. Christiane Deussen</i>

Organisational Chart

	1 Central Services Department (Including Institutional Affairs for the Foreign Regional Offices) Dr. Wilfried Bergmann	558
---	---	------------


	11 Financial and Legal Affairs Division Rudolf Boden	200
---	---	------------

111 Insurance Office Marina Palm	294
112 Legal Affairs, Archives Anke Geburzyk	306
113 Budget and Finance Rudolf Boden	200
114 Cash Desk and Accounting Wolfgang Gartzke	247


	12 Personnel, Organisation, IT, Technical Services Division Jürgen Henrich	307
---	---	------------

121 Personnel Management Nicole Friedel	258
122 Organisation, General Administration, Internal Services Jürgen Henrich (temp.)	307
123 Information Technology (IT) Rainer Nieschalk	254
124 Technical Services Peter Maslanka	223

	2 Supra-regional Programmes Department Ulrich Grothus	385
---	--	------------

	21 Strategy and Cross-Sectional Programmes Division Dr. Sebastian Fahrbeck (until 31/12/2008)	480
---	--	------------



211 Policy Planning and Coordination Birgit Roser (until 31/10/2008)	491
212 Evaluation, Statistics Dr. Helmut Buchholt (until 31/12/2008) Dr. Simone Burkhart (from 01/01/2009)	434
213 Events, Visitor Programmes Heike Mock	245
214 Student Support Services Judith Peltz	573
215 International DAAD Academy Dr. Kristijan Domiter	707

	22 Internationalisation of Higher Education Division Dr. Christian Thimme	217
---	--	------------

221 Internationalisation of Studies and Teaching Christiane Schmeken	658
222 Internationalisation of Research Dr. Birgit Klüsener	339
223 Study Programmes Abroad (Offshore Programmes) Dr. Jürgen Werner	643
224 Language and Academic Courses, Information Visits Kirsten Habbich/Birgit Siebe-Herbig	206/168
225 International Work Placements, Carlo Schmid-Programme Günter Müller-Graetschel	266



	23 Communications and Marketing Division Christian Müller	388
---	--	------------


231 Basic Policy Issues and Research Marketing, Headquarters GATE-Germany Stephanie Knobloch	644
232 Promotion of Study and Research in Germany, Internet Alexander Haridi	648
233 Information about Study and Research Abroad, Publications Klaus-Dieter Habbich	571
234 International University Fairs, Marketing Services for Universities Monika Gurski	669
235 Information and Consulting, DAAD Information Centres Worldwide, Information Centre Bonn Maria Kleespies	582

	3 Northern Hemisphere Department <i>Dr. Annette Julius</i>	346
	31 Western Europe, North America Division, Turkey <i>Dr. Martina Schulze</i>	263
	312 France, Benelux Countries <i>Susanne Lüdtke</i>	469
	313 United Kingdom, Ireland, Northern Europe <i>Dr. Heiko Walkenhorst</i>	225
	314 Southern Europe <i>Ulrike Stepp</i>	252
	315 USA, Canada <i>Dr. Christian Schäfer</i>	219
	316 Turkey <i>Beate Schindler-Kovats</i>	326

	32 Eastern Europe/CIS <i>Dr. Gregor Berghorn</i>	314
	322 Moldova, Romania, Ukraine, Transnational Programmes in Eastern Europe (Herder Programme, Eastern-Country Partnerships, German Language Courses) <i>Dr. Peter Hiller</i>	367
	323 Baltic States, Czech Republic, Poland, Slovakia, "Go East" Programme <i>Hans Golombek</i>	284
	324 South-East Europe, Stability Pact <i>Nina Salden</i>	453
	325 Russian Federation, Belarus <i>Dr. Holger Finken</i>	405
	326 Caucasus, Central Asia <i>Benedikt Brisch</i>	205

	33 Group German Studies and German Language Abroad <i>Dr. Gisela Schneider</i>	358
	330 Coordination Centre for International Lektor and Lecturer Placement <i>Elisabeth Schübler</i>	352
	331 International German Studies and German as a Foreign Language <i>Dr. Roman Luckscheiter</i>	832
	332 Professional Lektor Support <i>Friederike Schomaker</i>	650
	333 Grants and Scholarships Programme for German Schools Abroad/Initiative "Schools: Partners for the Future" <i>Dr. Georg Krawietz</i>	741

	4 Southern Hemisphere Department <i>Dr. Helmut Blumbach</i>	357
	41 Africa, Latin America <i>Dr. Anette Pieper de Avila</i>	318
	412 Special Project Africa <i>Barbara Mück</i>	746
	413 Africa, Sub-Saharan Africa <i>Dr. Roland Weiß</i>	686
	414 Latin America (North) <i>Dr. Eckhard Schmidt</i> <i>Dr. Alexander Au (from 01/01/2009)</i>	479
	415 Latin America (South) <i>Michael Eschweiler</i>	202

	42 Asia, Australia, Oceania, New Zealand <i>Dr. Nina Lemmens</i>	288
	421 Subject Related Programmes <i>Dr. Joachim Schneider</i>	331
	422 South and South East Asia <i>Hannelore Bossmann</i>	390
	423 China, Mongolia <i>Dr. Klaus Birk</i>	342
	424 Japan, Korea, Australia, New Zealand, Oceania <i>Dr. Ursula Toyka-Fuong</i>	334

	43 Development Cooperation, Alumni and Partnership Division <i>Dr. Hanns Sylvester</i>	600
	431 Postgraduate Degree Courses for Professionals <i>Anke Stahl</i>	127
	432 Alumni Programmes Worldwide <i>Dr. Markus Motz</i>	583
	433 Consultancy Projects and Higher Education Management (DIES) <i>Christoph Hansert</i>	533
	434 University Cooperation Projects <i>Cay Eizold</i>	471



44	Group North Africa, Near and Middle East <i>Dr. Michael Harms</i>	545
441	North Africa, Near East <i>Dr. Renate Dieterich</i>	204
442	Afghanistan, Iraq, Iran, Pakistan <i>Ilona Krüger-Rechmann</i>	685
443	Gulf States <i>Dr. Carsten Walbiner</i>	800
444	Cultural Dialogue with the Islamic World <i>Dr. Heidi Wedel</i>	730
Friends of the DAAD <i>Managing Director: Dr. Markus Motz</i>		583



51	National Agency for EU Higher Education Cooperation <i>Dr. Siegbert Wuttig</i>	349
510	Bologna-Prozess <i>Marina Steinmann</i>	111
511	ERASMUS, Mobility, FMS <i>Dr. Bettina Morhard</i>	556
512	ERASMUS University-Enterprise Cooperation, Intensive Programmes, ERASMUS MUNDUS, Europass <i>Dr. Alexandra Angress</i>	257
513	TEMPUS/EU-Third Country Cooperations <i>Angelika Sachsenröder</i>	520

012	Brussels Office	
-----	-----------------	--

DAAD Head Office

PO Box 200404, 53134 Bonn, Germany
Kennedyallee 50, 53175 Bonn, Germany
Tel.: +49 (0) 228/882-0
Fax: +49 (0) 228/882-444
E-mail: postmaster@daad.de
Internet: <http://www.daad.de>

DAAD Berlin Office/

Artists-in-Berlin Programme

Markgrafenstr. 37, 10117 Berlin, Germany
Tel.: +49 (0) 30/20 22 08-0
Fax: +49 (0) 30/2 04 12 67
E-mail: info.berlin@daad.de
bkp.berlin@daad.de
Internet: <http://www.daad-berlin.de>
<http://www.berliner-kuenstlerprogramm.de>

Information Centre

Information for Germans going abroad:
Tel.: +49 (0) 228/882-441, -122
E-mail: Auslandsstudium@daad.de

Information for foreigners coming to Germany:
Tel.: +49 (0) 228/882-703, -700
E-mail: studying_in_germany_2@daad.de

Donations Account

Dresdner Bank
Kto.-Nr. (account no.): 0208 518 500
BLZ (bank code): 370 800 40

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service