

Quality through Internationality

The DAAD Action Programme 2008-2011

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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 (BMBF¹), adopted the "Federal Government Strategy on Internationalising Science and Research" in February 2008 and the Federal Foreign Office (AA²) presented new concepts for a foreign science and research policy. The German Rectors' Conference (HRK³), the German Research Foundation (DFG⁴) and the Alexander von Humboldt Foundation (AvH⁵) 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 a 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

¹ Bundesministerium für Bildung und Forschung

² Auswärtiges Amt

³ Hochschulrektorenkonferenz

⁴ Deutsche Forschungsgemeinschaft

⁵ Alexander von Humboldt-Stiftung

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 ("DIES⁶"), 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 (BMZ⁷) and education and research policy (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

⁶ Dialogue on Innovative Higher Education Strategies

⁷ Bundesministerium für Wirtschaftliche Zusammenarbeit und Entwicklung / Federal Ministry for Economic Cooperation and Development

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 euros at present to at least 400 million euros, 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 (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 euros, for graduates from 750 up to 850 euros, and for doctoral students from 1,000 up to 1,150 euros);
- an increase in the flat-rate study and research allowance (for developing and transforming countries from 460 up to 1,000 euros, for industrial countries from 260 up to 500 euros);
- 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 DFG rates;
- the introduction of a flat-rate sum for supervising doctoral students (300 euros 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 "Internationalising the 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 postdocs 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 the 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 Practice 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 "Tönissteiner 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. Internationalising the 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 the Ministers of Education and Cultural Affairs (KMK⁸).

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");

⁸ Kultusministerkonferenz / Standing Conference of the Ministers of Education and Cultural Affairs

- 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 and the Alexander von Humboldt Foundation), with which universities can identify how their level of internationalisation stands in comparison with other institutions;
- The renewed award of a Stifterverband⁹-financed 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 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 "German study programmes abroad" programme by adding pre-study preparatory components; (Studienkollegs "preparatory courses" abroad, with the first two years spent abroad + a continuation in Germany; a Germany-orientated Bachelor's abroad + a Master's in Germany, online Master's programmes with "blended learning", a Bachelor's with preparatory courses abroad + a doctorate subsequently taken directly in Germany);
- to introduce a new sur-place and third 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;

⁹ Stifterverband für die deutsche Wissenschaft

- 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
 - Deutsch-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"¹⁰; 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 ZAB¹¹ recognition rules that is based on the assumption of 13 years of schooling leading to a German Abitur school-leaving certificate (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

¹⁰ A university admissions clearing system to fill vacancies with replacement candidates

¹¹ Zentralstelle für ausländisches Bildungswesen / Central Office for Foreign Education

(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 the both the HRK and 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 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, and of any other relevant administrative departments;
- Development – together with the 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 DSW¹², 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"¹³ 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

¹² Deutsches Studentenwerk (the umbrella organisation of student services facilities in Germany)

¹³ Foreign students holding a foreign higher education entrance qualification

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 HRK under the "GATE"¹⁴ 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 (Bildungsinländer¹⁵ 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 Higher Education 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 Sprachdiplomschulen¹⁶ 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 "BIDS – Betreuungsinitiative Deutsche Auslands- und Partnerschulen"¹⁷ 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 Regional 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

¹⁴ Guide to Academic Training and Education

¹⁵ Foreign students holding a German higher education entrance qualification

¹⁶ Schools that prepare and hold German language tests leading to the Deutsches Sprachdiplom certificate.

¹⁷ BIDS-Support initiative for German schools abroad and partner schools

trade chambers, universities and schools abroad) and to enhance the professional standards.

4.6. New DAAD Regional Offices: In view of these expanded responsibilities and the formation of new regional focuses for the DAAD's work, the network of DAAD regional offices is to be gradually expanded. Besides continuing the Regional Office in Hanoi (also in view of the Vietnamese-German University) and the long overdue establishment of the Regional 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, 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 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 and the 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 "Alumni-Portal 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, internship 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 **Doppelabschlussprogramm/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 "**Integrierte Studien- und Ausbildungspartnerschaften**¹⁸" 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 Life Long Learning programme – 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 **Staff exchange involving projects (PPP) programmes** play a particularly important role for the international experience of Master's candidates, doctoral students and postdocs. 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 HRK, is examining what

¹⁸ Integrated study and training partnerships

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 . Promoting German studies, the German language, and 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 Practice 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 (internships, observation and job-shadowing visits) in combination with several months of language training in Germany. Internships 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. University 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 lectures. 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 DIES programme (Dialogue on Innovative Higher Education Strategies) initiated by the DAAD and 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 the Federal Foreign Office. 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 "**Creation of specialist centres on the training of professionals in Sub-Saharan Africa**" programme is already running (AA). 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 (EZ) *and* through science and technology cooperation (WTZ)

("Anchor country programmes"). The German-Mexican environmental Master's programme is seen as a pilot project for cross-ministerial cooperation between the BMBF and the 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, BMZ funding 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 euros 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 "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 in Afghanistan, in Iraq and in 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.