



2012

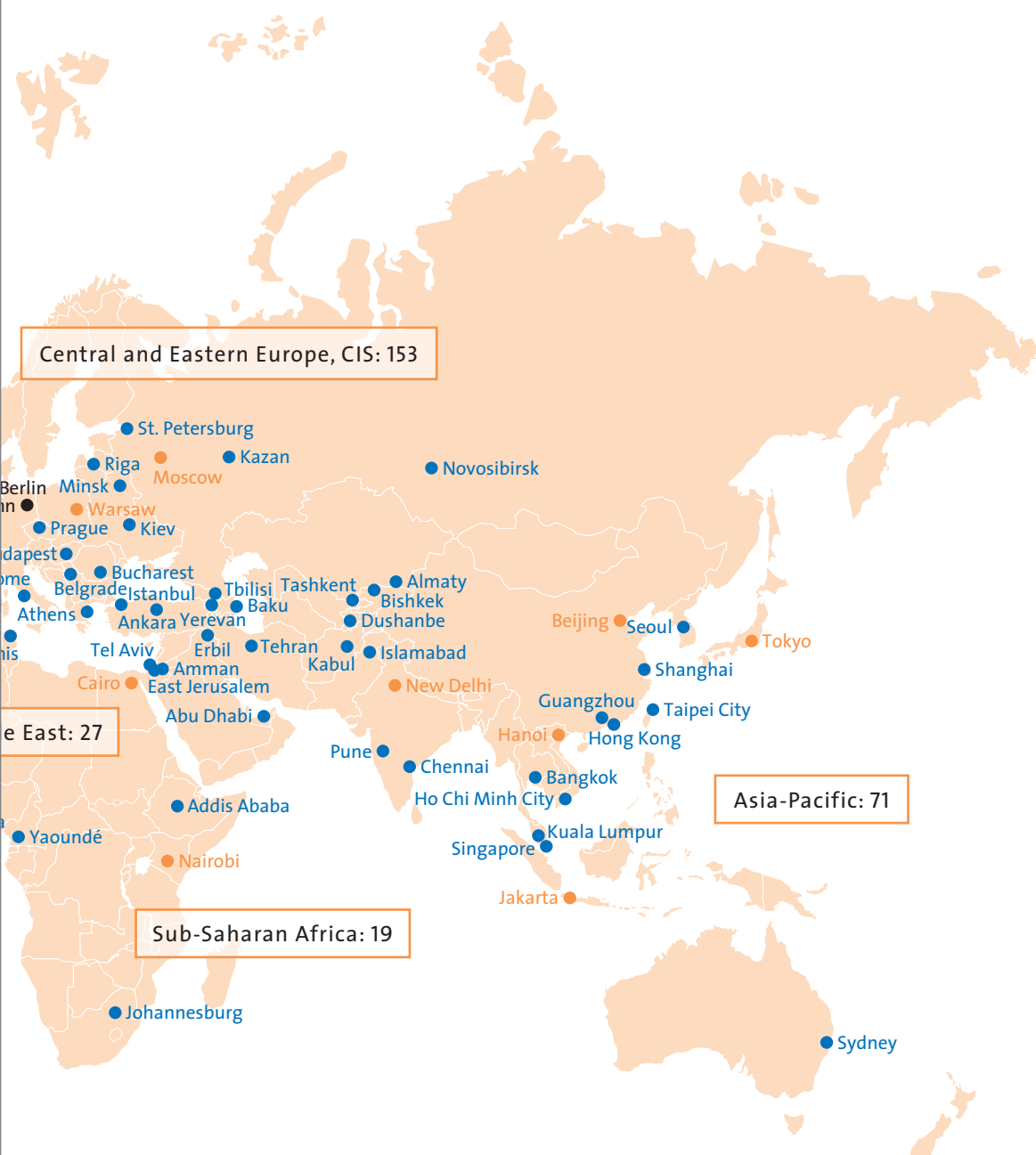
Jahresbericht

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

The DAAD worldwide





Annual Report
of the German Academic
Exchange Service
2012

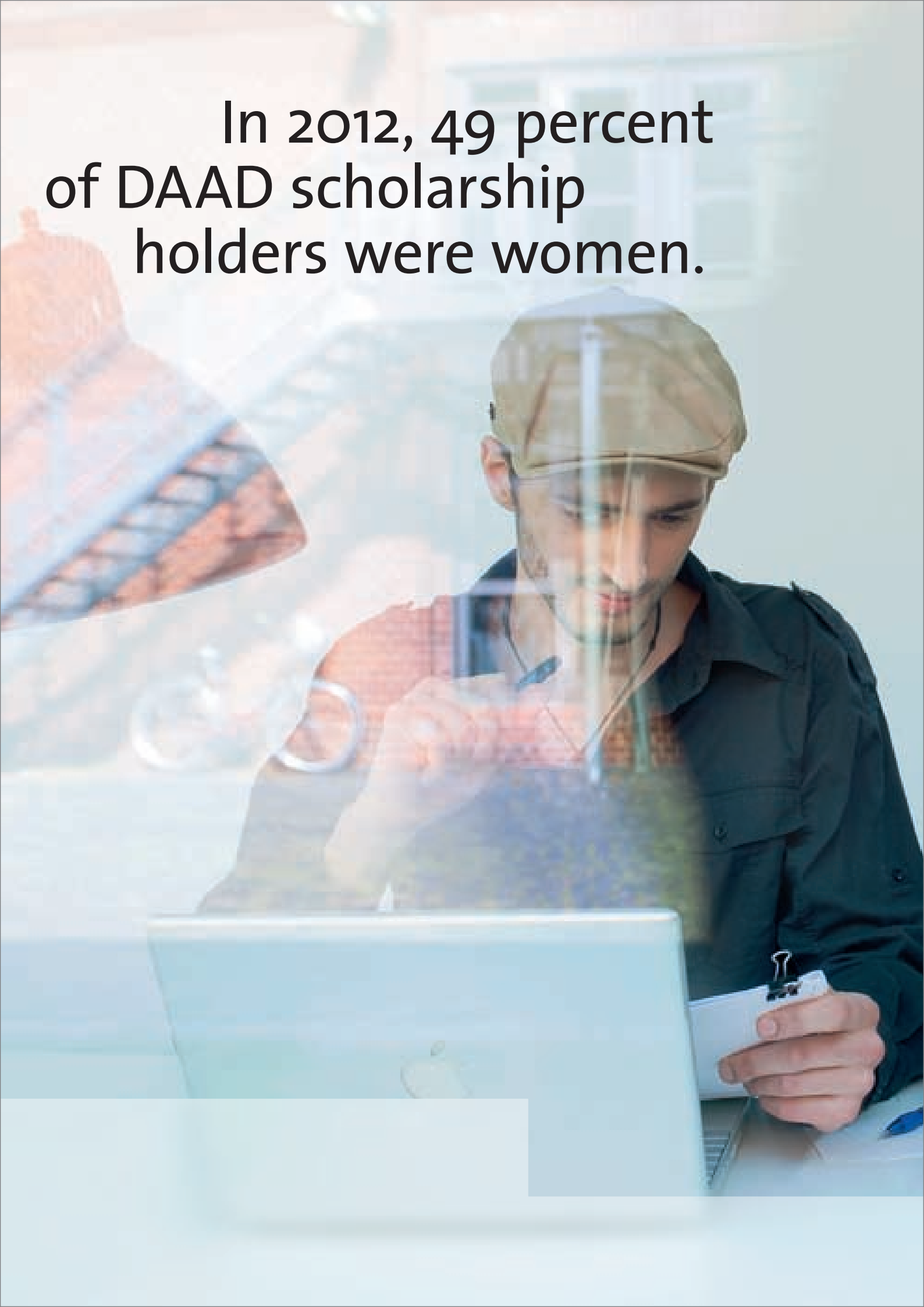
I travelled to Berlin in 1989 as part of the DAAD's Artists-in-Berlin Programme. Looking back it was to become one of the most influential periods of my life, also because of all the interesting and inspiring people I met there. I've been coming back ever since. My new book "Roads to Berlin" would never have been written had it not been for that 1989 invitation. It cannot be emphasised enough just how meaningful this inspiring programme has been for the DAAD's visiting artists and for their understanding of Berlin and, by extension, for Germany.

Cees Nooteboom

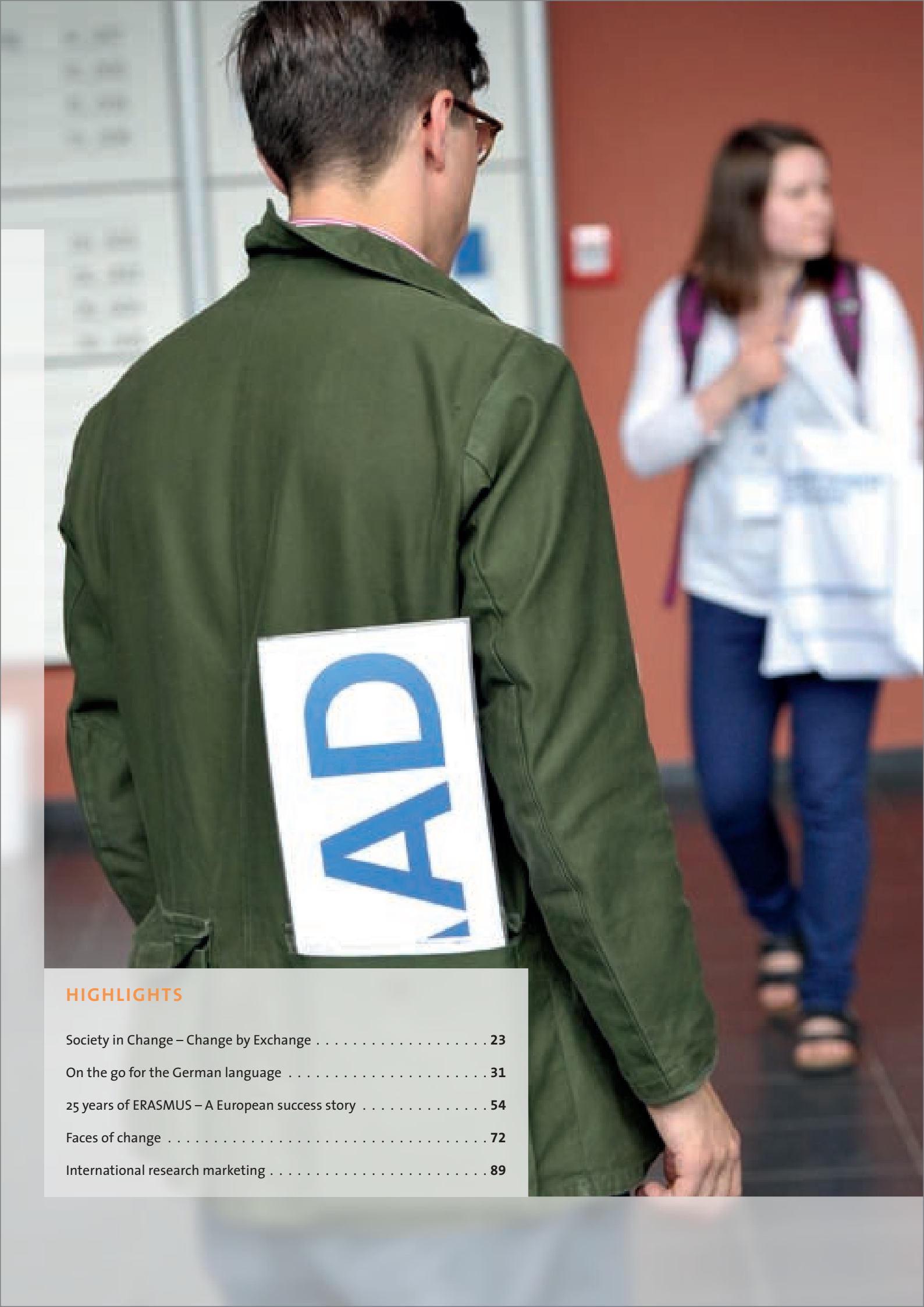
Dutch writer

Guest of the DAAD's Artist-in-Berlin
Programme in 1989

In 2012, 49 percent
of DAAD scholarship
holders were women.







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

Dear Readers,

The German Academic Exchange Service (DAAD) is passionate about internationalisation. Spending time abroad, whether for study or research, can be a critical step in a person's development.

While intercultural competence opens up individual career opportunities, the internationalisation of Germany's higher education institutions is essential for keeping our national science system competitive. After all, the only way to tackle global challenges in the future is through international cooperation and collaboration.

The DAAD creates opportunities for interaction and encounter through its many events and forums in both Germany and abroad, and uses social media to keep the DAAD alumni family together.

The DAAD theme for 2012 was "Society in Change – Change by Exchange". We take great satisfaction from our work whenever we hear a scholarship holder say that the DAAD has changed his or her life. The other face of social change, however, is paired with political crisis and conflict. In moments like these, we are called upon to seek cooperation with political understanding and diplomatic finesse. Accompany me on a journey through an eventful year for the DAAD amidst a changing world. Here are just a few highlights from 2012:

In Egypt, Tunisia and other Arab countries in the region, young "Arab Spring" activists placed education and employment opportunities at the centre of their demands. The Transformation Partnership Programme, which promotes German-Arab collaboration in higher education, is one way the DAAD is helping to strengthen democratisation in the region. We are pleased to see so many higher education institutions on both sides getting involved with a wide range of projects – from seminars and summer schools to joint master's programmes – to help modernise the higher education system.

“The DWZ will help strengthen the ties between scientists in Germany and Egypt,” says DAAD President Margret Wintermantel at the opening ceremony in Cairo.



The DAAD office in Cairo has played a central role in this process. It was under its auspices that the German Science Centre (DWZ), located on the regional office premises, was officially opened in November 2012. With numerable German higher education institutions, research institutes and funding organisations represented,

the stage is set for the sustainable expansion of science and research ties throughout the region.

The new DAAD office in Tunis was established as an additional point of contact.

The DAAD took part in the German-South African Year of Science with an alumni conference, an information tour and other events. It also intensified exchange between German and African universities and research institutions with its “Welcome to Africa” programme.

The economic upswing in Latin America has brought about considerable social change in the region. The DAAD has been coordinating the Brazilian government’s scholarship programme “Science without Borders” since 2011, that aims to send 100,000 university students abroad by the year 2014.

Asian students and researchers continue to make up the largest group of foreigners at German higher education institutions. The interest in university study in Germany was confirmed at the 2012 China Education Expo where Germany was named the Country of Honour. Some 60,000 guests attended the event, which featured 100 German higher education institutions as part of the “Study in Germany – Land of Ideas” campaign.



We followed the elections in the USA with great interest. The United States remains the number-one destination for our junior researchers and scientists. Germany benefits from those who return home after having gained new experiences at top universities and research facilities, as well as from those who choose to stay in North America for a longer period of time, maintaining their contacts across the Atlantic. According to a report issued by the German Academic International Network (GAIN), two-thirds of German academics return to Germany. The decision to return home is driven not only by the current economic situation in the USA, but by the pull of measures, such as Germany's Excellence Initiative and the DAAD returnee programmes that have raised the visibility of German science and research, turning Germany into a top-notch academic destination. Young Americans have also become increasingly interested in German universities. For the first time in 2012, US Americans comprised the second largest group of first-semester students in Germany.

The DAAD recognised the best pictures highlighting the theme of "Society in Change – Change by Exchange" at the 2012 scholarship holder get-togethers in Lübeck and Ulm.

As for Europe, 2012 was the year of the Euro crisis. Dour job prospects have led to an influx of young academics from Southern Europe to Germany. We, of course, benefit from this increased mobility of highly skilled specialists, but it is our responsibility as a member of the EU to support these countries as they overcome the crisis and help stave off "brain drain". There was also encouraging news in 2012. The European flagship educational programme ERASMUS celebrated its 25th anniversary and remains a strong symbol of European integration. Thanks to ERASMUS, in 2012 more than 33,000 students from Germany travelled abroad for either a portion of their university studies or for an internship. In the same year, ERASMUS brought more than 30,000 individuals from partner institutions abroad to German institutions of higher education to study, teach or receive training.

For the DAAD, change also means taking on the challenge of internationalising Germany's centres of higher learning in the face of an increasingly competitive global higher education landscape. To this end, the DAAD launched the new "Strategic Partnerships and Thematic Networks" programme in 2012, which offers universities a wide range of modular, and hence flexible, funding instruments for implementing their internationalisation strategies.

Next year I shall review the highlights of 2013, our year of "Fostering International Sustainability". Until then, I wish you inspiring reading!



Prof. Dr. Margret Wintermantel
President, German Academic Exchange Service (DAAD)
Bonn, May 2013

I.

Who we are

Change by exchange

Germany, 2012/13

“The Silver Bear is in some ways the pinnacle of my stay in Berlin,” says Sebastián Lelio. The 39-year-old Chilean filmmaker used his time in the DAAD’s Artist-in-Berlin programme to complete his film *Gloria*. “I was able to completely concentrate on the editing – in an incredibly stimulating and electrifying city! This definitely had an effect on the film,” says Lelio. It was obviously a recipe for success, because this year Paulina García was named Best Actress for her role as Gloria, taking home a Silver Bear at the 63rd Berlin Film Festival. Like his award-winning *Gloria*, Lelio’s films *La Sagrada Familia* (The Sacred Family) and *El año del tigre* (The Year of the Tiger) revolve around personal development, estrangement and the tension between family obligations and individual self-actualisation. “For me, making movies is a way to reach – and move – people, and transport ideas and feelings. It’s a real challenge.”

Kenya, 2012

“The concept of national boundaries dissolves with time spent abroad. Here in Kenya, I say I am a northern European. That’s how I feel,” says Bettina Schulte, who works as a spokesperson for the UN Refugee Agency UNHCR in Dadaab, the world’s largest refugee camp with over 460,000 refugees. Schulte was a globetrotter from the very beginning. Her first foray was as an exchange student in Johannesburg, South Africa. She later lived in Denmark, France, the

Netherlands and Turkey. “The ERASMUS programme helped me in many ways along this long journey,” recalls the 31-year-old. As she says herself, her job in Kenya has closed the circle. “I always wanted to work at the international level. Now I’m back in Africa and can apply my skills and what I’ve learned at the UNHCR.”

Two people with two very different life stories. Both embody the DAAD mission as well as the organisation’s 2012 theme “Society in Change”. The world is full of people who work in the area of conflict prevention and resolution and are involved in developing forward-looking courses of action. These are people who are committed to driving social change by raising awareness for alternative ways of thinking and doing. These are people who are not afraid of facing adversity along the way. In 2012 alone, the DAAD provided funding to some 70,000 Germans and foreigners. The support was used to fund a wide range of international educational experiences – from undergraduate years abroad, PhD study and internships to guest lectureships, information-gathering visits and setting up new universities abroad.

A true success story: ERASMUS

Last year marked an important milestone for a success story written in part by the DAAD – the EU’s ERASMUS programme celebrated its 25th anniversary. In the academic year 2010/11 alone, the programme sent 30,000 students from Germany abroad, either for study or an

Sebastián Lelio and Bettina Schulte: Two people with two very different life stories. Both embody the DAAD mission as well as the organisation’s 2012 theme “Society in Change”.





internship. By gaining international experience, they become active participants in the mission of “change by exchange”.

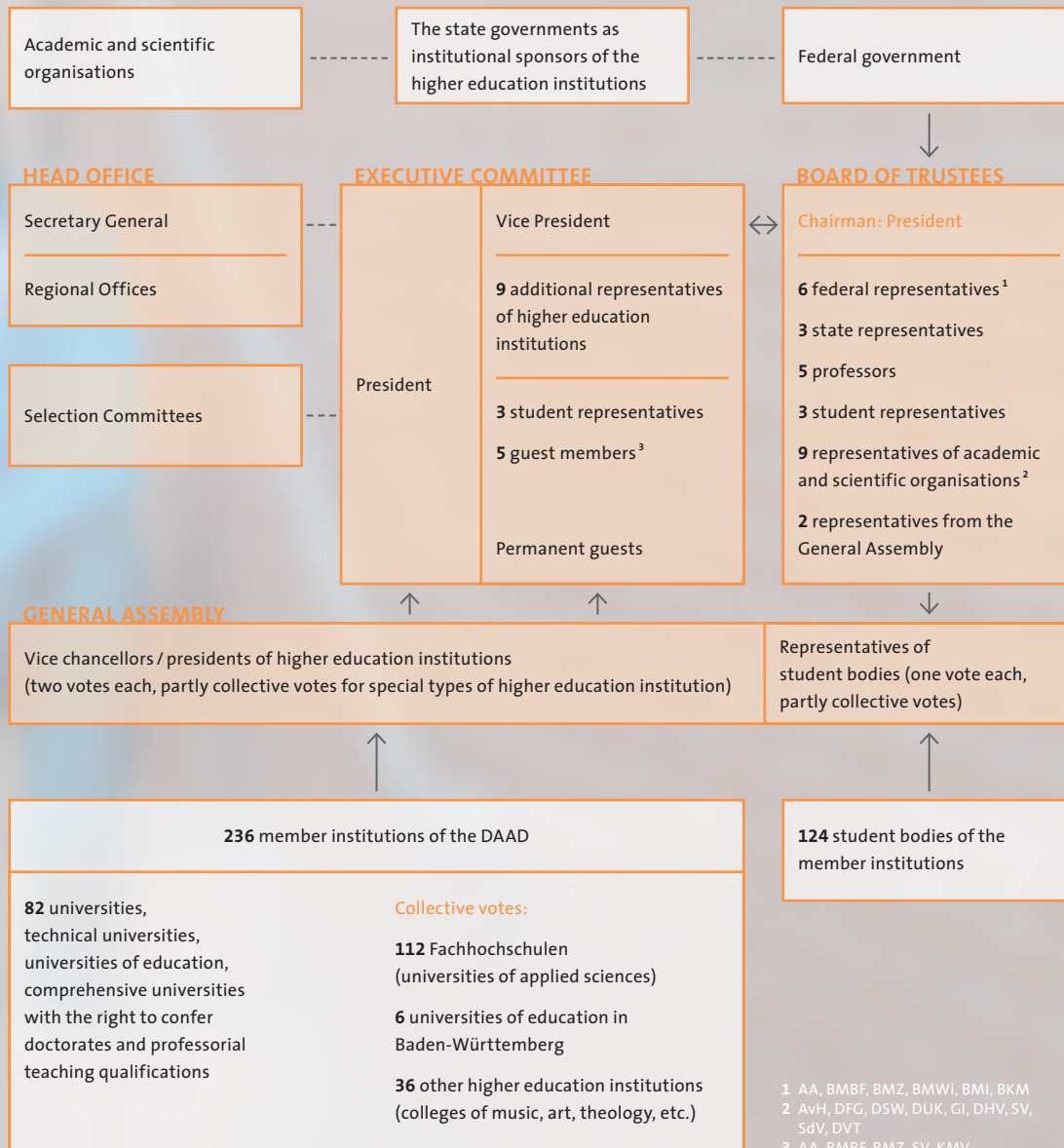
The work of the DAAD goes far beyond the granting of scholarships. It also promotes the

mobility of undergraduates, graduate students, scientists, scholars and artists, and helps advance internationalisation of Germany’s institutes of higher learning. The DAAD conducts marketing activities to promote Germany’s higher education and research institutions, supports

Table 1 : Key figures in the DAAD’s development 1950–2012

	1950	1960	1970	1980	1990	2000	2010	2011	2012
DAAD scholarship holders (total)	426	4,861	10,883	21,813	33,959	46,659	73,660	68,972	75,332
Germans	230	1,710	2,035	7,699	11,985	20,063	31,613	26,518	30,126
foreigners	196	3,151	8,848	14,114	21,974	26,596	42,047	42,454	45,206
EU scholarship holders (via DAAD)					4,924	17,388	32,226	33,944	37,328
Print-run of publications		155,000	200,000	415,000	427,000	825,000	1,600,000	1,400,000	1,300,000
Budget (expenditures/TEUR)	75	4,512	26,404	69,936	134,590	218,801	383,977	383,553	407,417
Established posts (Headquarters, Regional Offices, Berlin Office)	8	48	142	215	309	307.5	293.5	292	292
Project and third-party-funded posts		6	2	12.5	25.5	161	534.5	562.5	591
Headquarters, Berlin Office, Brussels Liaison Office, Regional Offices, Heinrich Heine House Paris		4	6	10	14	16	18	18	18
Member higher education institutions	62 (Pers.)	32	38	64	189	231	234	236	236
Member student bodies		32	37	49	99	127	124	124	124
Commission members		44	187	328	474	543	584	636	542

The DAAD's structure



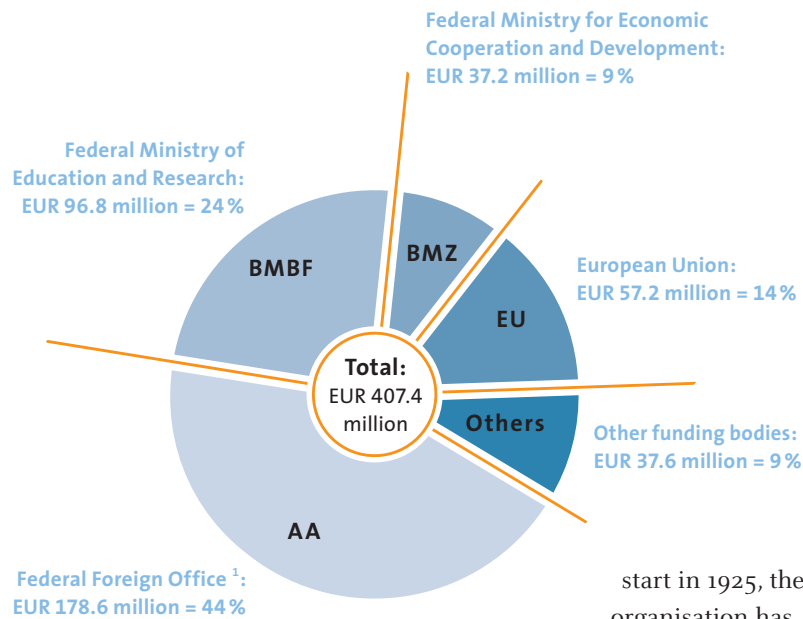
developing countries in establishing efficient and effective higher education institutions of their own, promotes the study of the German language abroad and consults on issues of cultural, education and development policy. All these efforts combined help open up Germany and strengthen its overall competitiveness.

DAAD relies on a global and constantly expanding network of 15 regional offices and 55 information centres to carry out its international work on all five continents. The longstanding international experience of its employees around the world and its country experts in Bonn and Berlin bring expertise and a broad perspective to all of the organisation's projects and programmes.

Important partners: Alumni

At the centre of the DAAD's international network are its former scholarship holders, many of whom return to their home countries to take on key positions in politics, science, business and cultural affairs. With knowledge of the educational and social systems in both Germany and at home, they are true experts in international exchange. The DAAD actively promotes alumni work and funds more than 170 alumni associations in 70 countries throughout the world.

The DAAD is the largest funding organisation for academic exchange in the world. Since its



¹ Of which 22.5 million euros covered DAAD administrative expenses (staff, material and equipment costs, investment) in 2012

start in 1925, the organisation has provided funding to more than 1.7 million young individuals both in Germany and abroad. The idea of change through exchange got its start in Heidelberg, where the student Carl Joachim Friedrich succeeded in securing 13 scholarships from the New York Institute of International Education. In the years following 1933, the international network was increasingly used for National Socialist propaganda. The DAAD was dissolved in 1945 after its headquarters in the Berlin City Palace was bombed, but the mission of change by exchange was kept alive. The DAAD was re-established just five years later.

The DAAD is a registered association and as such, is maintained by its members, which include German institutions of higher learning and student bodies. In 2012 member numbers totalled 236 and 124 respectively. The General Assembly elects the DAAD Executive Committee, which is headed by a president serving in an honorary capacity. Margret Wintermantel, Professor for Social Psychology and former President of the German Rectors' Conference (HRK), took up this position on 1 January 2012. Vice President of the DAAD is Professor Joybrato Mukherjee, President of the University of Gießen. Dr. Dorothea Rüland has been serving as the organisation's Secretary General since October 2010.

DAAD Budget 2012

The DAAD budget has grown continuously over the past years, reaching 407.4 million euros in 2012. The primary sources of these funds are various ministries within Germany, most notably the Federal Foreign Office (AA), the Federal Ministry of Education and Research (BMBF), and the Federal Ministry for Economic Cooperation and Development (BMZ). Further funds are provided by the European Union (EU) as well as by a number of enterprises, organisations and foreign governments.

"Fostering International Sustainability"

Endeavours such as environmental protection, renewable energies, democracy movements and development cooperation demand common, global-scale solutions and a conscious shift towards sustainability. In the effort to drive discourse and progress in this direction, the DAAD has made "Fostering International Sustainability" its theme for 2013, a focus which will be reflected in its events and projects throughout the year.



II.

Our goals

Scholarships for foreigners

“My time in Germany changed my life and opened up a door to the world for me.” “It unlocked a new world of education to me.”

“I view Germany as my second homeland.”

These kinds of statements are common from past foreign recipients of DAAD scholarships when they reflect on their time in Germany. DAAD scholarships help launch scientific and professional careers and establish ties that can shape a person's life.

The “Graduate School Scholarship Programme” was launched in 2012. It is intended to increase the share of international students receiving DAAD financial support within structured doctoral programmes at German higher education institutions.

The DAAD offers a broad range of scholarships for candidates from around the world. These include doctoral scholarships at German higher education institutions, funding for research projects for theses submitted in the candidate's native country or even master's degrees, e.g. DAAD-supported degree programmes designed to meet the needs of skilled specialists in developing and emerging nations. Intensive language instruction in German through multi-week university summer courses or shorter research stays are also options. The “gateway” for all scholarship programmes is the same: a challenging selection process during which applicants must present themselves convincingly and document unusually strong performance in their studies or research.

Continual development of programmes

The DAAD scholarship programmes are constantly being revised in response to changes in the German and international higher education

environments and are closely linked to other cultural, scientific and development policy initiatives.

One example of this is the new programme in 2012 to support international doctoral students. The goal of the “Graduate School Scholarship Programme” is to increase the share of DAAD scholarship recipients in structured PhD programmes at German higher education institutions. An initial selection process identified 40 doctoral programmes with especially compelling strategies for supporting students; each of these programmes received a pledge for financial support for up to four DAAD doctoral scholarships.

The DAAD supports specialised programmes, funded by the Federal Ministry of Education and Research (BMBF), which aim to channel students and doctoral candidates from key partner countries to German research institutions. In 2012 the DAAD awarded its first set of scholarships for students and PhD candidates working in the field of “Water in Urban Areas.”

The scholarship programme for graduates of German schools abroad supported a record 570 students in 2012. It builds on the German university qualification exam (*Abitur*) and offers top graduates the chance to receive a full DAAD scholarship in Germany. ➤



Where's my nametag? There's a strong focus on networking measures for DAAD scholarship holders. Scholarship holders are encouraged to get to know one another, talk about their experiences and form bonds that often extend beyond the scholarship period itself.

Total funding for foreigners 1950–2012:

› Semester and short-term scholarships

(since 1950) 141,400

› Support for interns

(since 1950) 112,800

› Exchanges as part of partnership and university programmes

(since 1989) 157,400

› Study tours

(since 1951) 148,800

› Study stays and re-invitations of foreign academics

(since 1960) 42,700

› Bilateral exchange of academics

(since 1959) 13,300

› Cooperation programme scholarships

(since 1989) 19,000

› One-year scholarships

(since 1952) 154,300

790,000

FOREIGNERS HAVE EXPERIENCED
LIFE IN GERMANY

The scholarship programme for graduates of German schools abroad awarded scholarships to a record 570 students in 2012. Top graduates have the chance to apply for a full DAAD scholarship in Germany.

Given its focus on Africa and support from the Federal Ministry for Economic Cooperation and Development (BMZ), the *sur-place* and in-country/in-region scholarship programme is clearly oriented with development policy in mind. It is borne by the understanding that even within developing countries, there are prestigious universities and educational networks that transcend boundaries and achieve technical excellence, making them eligible to provide DAAD scholarship holders with a first-class education through master's and doctoral programmes. The programme assumes the costs of tuition and supports the respective African higher education institution. During the educational programme, scholarship holders have the opportunity to come to Germany for shorter study and research stays.

The DAAD also supervises numerous scholarship programmes financed by foreign governments. These partnerships range from full financing of the programme and DAAD services

by the partner to matching-funds agreements, with both sides assuming a portion of the costs. One partnership of a much larger dimension was established with Brazil: Through 2014, the Brazilian government will award 100,000 scholarships for foreign study to students, doctoral candidates and postdocs as part of its "Ciência sem Fronteiras" programme. This initiative has been greeted with tremendous interest by Germany's institutions of higher education and research institutes. The DAAD has established an Internet portal containing almost 2,000 university spots and 1,300 research opportunities for doctoral candidates. In 2012 alone, the DAAD helped place roughly 1,200 Brazilian scholarship holders, with 630 beginning their stays in Germany the very same year. ›

Human rights and democratisation

A woman from Kenya studies in South Africa

When Kenya adopted its new constitution in August 2010, the country celebrated a new beginning. It was an important day for Ivy Nyarang'o and her future career. The new constitution, considered one of the most progressive on the African continent, gave people throughout Kenya a reason to hope for a more democratic future. Nyarang'o was inspired to get involved in shaping the future of her country, and she decided to pursue a graduate degree at the University of Pretoria in South Africa, enrolling in the Human Rights and Democratisation in Africa master's programme at the Centre for Human Rights.

A DAAD scholarship made it possible for Nyarang'o to stay in Africa, but she still had to leave her family and home country for the duration of the programme. "My daughter was not even two years old," recalls Nyarang'o, who was 34 at the time. But she has never regretted her decision to go. "The programme was definitely challenging, but it was also incredibly exciting," says Nyarang'o. "I had the opportunity to meet human rights experts from around the world – for me an invaluable experience."

In South Africa, Nyarang'o focused her studies on socio-economic rights, such as the right to clean water or the right to public participation. Kenya's new constitution had just established these rights for the first time, so they were of particular relevance for Nyarang'o. "The programme was the perfect preparation for the work I'm doing now in this political context," she says. The connection between theory and practice gave Nyarang'o both a new perspective and deeper understanding in several areas.

First in her class

Before enrolling in the master's programme in Pretoria, Nyarang'o had worked in Kenya as a lawyer. She received her Bachelor of Law degree from Moi University in Kenya, graduating second in her class. In South Africa, Nyarang'o graduated first in her class, which earned her the Nelson Mandela Prize. Nyarang'o is quick to attribute her success to her mentor Professor Frans Viljoen, director of the Centre for Human Rights in Pretoria. "He is a brilliant thinker who pushed and inspired all of us to achieve things that we never would have thought possible," she says.

The close collaboration with her fellow students from across Africa made a lasting impression on Nyarang'o. "We came from



Ivy Nyarang'o graduated first in her class, earning her the Nelson Mandela Prize.

many different cultural backgrounds, so we didn't always agree on things," says Nyarang'o, "but this made the experience all the richer and more valuable, and I came away with many new friends." And these are friendships with lasting value. Together with one of her fellow graduates from Uganda, Nyarang'o is now developing a project to strengthen the rights of minority groups in Africa.

Currently, Nyarang'o works as a legal adviser to companies in the private sector. She looks forward to focusing more on the public sector and human rights in the future. Nyarang'o says she could also imagine pursuing another graduate degree. "A PhD programme in the area of human rights would be great," she says.



Whether specialising
in instruments or voice
– the DAAD supports
young musicians in a
variety of ways.



Successfully integrating international guests

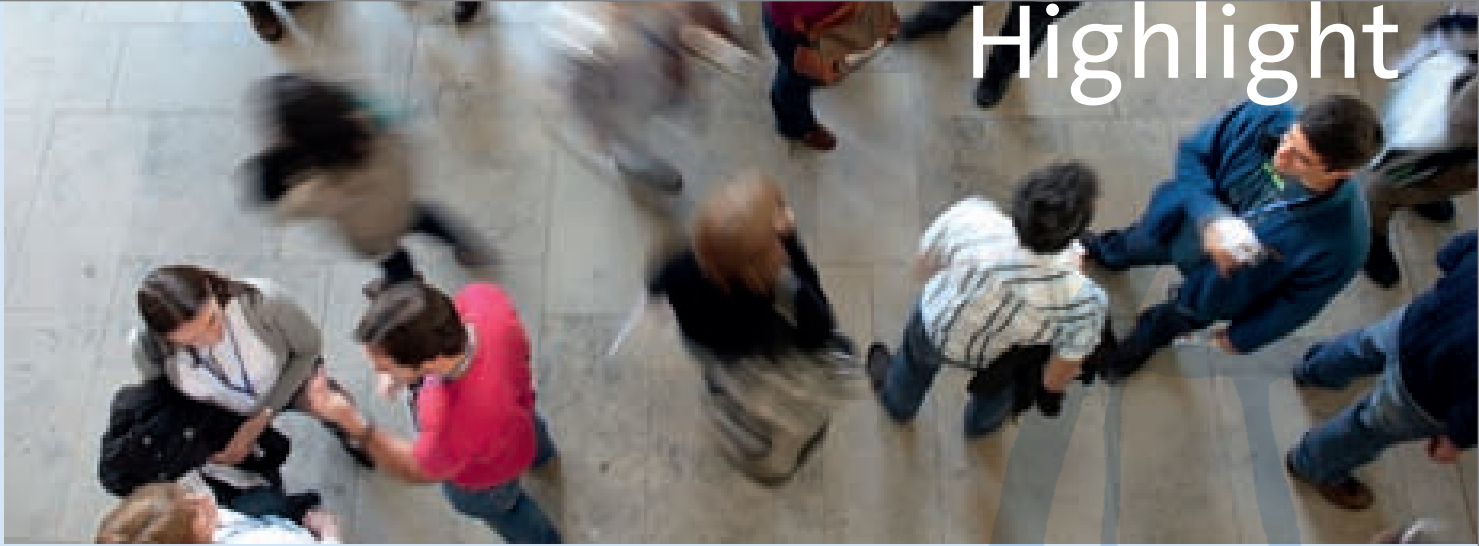
All scholarship programmes are judged by at least one common criterion, i.e. on how well the international guests are integrated into life in the host country. The DAAD views this as a mission-critical element to be implemented in close coordination with the host university. Within this context, it is crucial that scholarship holders receive timely help with learning the new language. One way to provide this assistance is through multi-month intensive language courses taken before the actual studies begin. The free “Deutsch-Uni online” (DUO), an Internet-based language-learning platform, also allows scholarship holders to study German in their home country. Orientation seminars and get-togethers for scholarship holders help ease the transition

to life in Germany and form bonds between the scholarship holders.

The DAAD’s contact with scholarship recipients does not end with the conclusion of the scholarship period. Funding offers for conceptual proposals and materials and “LETTER”, an alumni magazine, encourage sustained contact with Germany and the host institution. The alumni serve as multipliers in their own countries and as spokespersons for studying and researching in Germany. Many former scholarship holders find themselves encountering the DAAD again and again later in life: as directors of institutes and rectorates, as secretaries of state and ministers, as successful managers or – back in Germany – as diplomats for their country. <<

The alumni magazine
“LETTER” was redesigned
in 2012 and is published in
both German and English.





Society in Change – Change by Exchange

Cultures are and always have been undergoing change. But how are we to describe the current transformation processes within societies and political structures? What does “Society in Change” mean in concrete terms? Over the course of various events and programmes in 2012, the DAAD posed these questions to its scholarship holders and alumni around the globe. The results were impressive.

Paths to greater democracy

Eighty DAAD scholarship holders and members of the German National Academic Foundation came together in September 2012 in the Brandenburg town of Wandlitz to discuss “Paths to Greater Democracy” in Asia, Africa, Latin America and Eastern Europe. How can the relationship between democracy and development be described? How strongly do IT and communications technology influence tendencies toward democratisation? Are there differences between democratisation in Asia and in Europe? And what role does religion play in all of this? The participants from countries like Brazil, Hungary and Russia split into four working groups and, with the benefit of expert moderators, contributed their own regional expertise and scientific know-how. Between debates, discussions and time for reflection, they managed to do more than just highlight the paths to greater democracy. They also established even stronger ties between German and foreign researchers.

Closer contact between foreign and German researchers was also the goal of a theme-based

DAAD trip on energy issues. Drawing on the massive transformation currently underway in Germany’s energy sector, an international group of experts visited German research institutions involved in generating energy from the sea in June 2012. Insights into offshore technology for oil and gas production as well as the harnessing of wind, waves and tidal energy were all part of the ten-day programme. The information-gathering trip provided an inspiring level of scientific exchange, which shows once again that questions of the future that affect the entire world can only be solved by working together.

Multifaceted: “Society in Change”

“Society in Change” has many facets. The spectrum ranges from democratisation as part of societal change to the switchover in energy sources as a responsibility of both politics and science. The DAAD “Change by Exchange” approach takes an active part in helping “societies in change” navigate and shape transformation processes.



Are there differences between democratisation in Asia and in Europe? Eighty scholarship holders came together for a meeting in Wandlitz, Brandenburg (top) to address this question.

International experts gained insight into German research on generating energy from the sea (bottom).

Scholarships for Germans

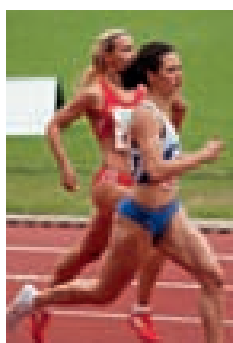
“Russia in Practice” is one of the new programmes launched in 2012. It offers German university graduates the chance to take part in two- to six-month internship with a German company within the Russian Federation.

International qualifications at the world’s finest institutions, scientific mobility across national borders, practical-study stays abroad: The DAAD offers members of German university communities – from students to university instructors – a variety of exchange opportunities. This corresponds to the DAAD’s strategic objectives of enabling its scholarship recipients to take advantage of the best study and research opportunities the world over, and for young professionals and executives in the fields of science and industry to prepare for their careers in an internationally oriented environment.

To achieve this goal, the Federal Ministry of Education and Research (BMBF), the European Union and to a lesser extent the Federal Foreign Office made 102 million euros in funding available in 2012.

The bulk of this financial support is offered in the form of individual grants for independently planned studies, research, language or internship stays as well as participation in conferences or lecture trips – regardless of discipline or country. The DAAD supports both limited-time stays and complete courses of study, such as master’s programmes.

DAAD SCHOLARSHIP HOLDER IN THE OLYMPICS



Academic and athletic success can co-exist – a fact recently demonstrated by Maral Feizbakhsh. Feizbakhsh, who was born in Iran, studies Journalism and PR at the Westphalian University of Applied Sciences in Gelsenkirchen. In September 2012, she travelled to Brunel University in London on a DAAD scholarship to finish her master’s degree in Media and Communications. This wasn’t her first time to London, however. She had

actually been to the city a month earlier as part of Germany’s Olympic track team. Feizbakhsh had qualified for the London Games at the last moment at a competition in Dormagen. It was the fulfilment of her grandest dreams, and her big moment came on 10 August, when she and the rest of the German women’s 4 x 400 relay team ran their race: “When I think back on the moment when I ran into the stadium, I still break out in goose bumps – 80,000 people in the stadium and there you are running around in front of them. Wow!”

The DAAD also offers programmes for specific disciplines, target groups or outstanding foreign institutions – such as advanced degrees in administrative sciences at the renowned Ecole Nationale d’Administration (ENA) in Paris – or internships in international organisations and EU institutions as part of the Carlo Schmid Programme. “Russia in Practice” was a new programme launched in 2012. The practice-oriented programme offers German university graduates the opportunity to complete a two- to six-month internship with a German company within the Russian Federation. The response has been enormous, with both participating companies and the first round of participating graduates expressing high levels of satisfaction with the programme. During the pilot phase, hundreds of applicants were whittled down to 30 interns. »

Successful knowledge transfer

Three months in Moscow

Julija Hilfer was in the process of writing her master's thesis when she stumbled upon the DAAD's "Russia in Practice" scholarship programme. "The programme appealed to me immediately – both academically and personally." The 27 year-old studied Communications Management and Dialogue Marketing at the University of Kassel. In September 2012, she submitted her master's thesis and by early October, she was already headed to Moscow. "It worked out perfectly," she says. "Normally there's a long process involved with arranging a foreign stay, but with the DAAD programme it all moved very quickly."

Russia wasn't as foreign for this scholarship holder as for many other young Germans. Julija Hilfer was actually born in the Soviet Union, moving with her family to Germany when she was eight. This element of her biography was part of what made her curious about the DAAD programme. The opportunity to gather an extra layer of practical experience before completing her studies, and in Russia no less, was partly why she decided to apply.

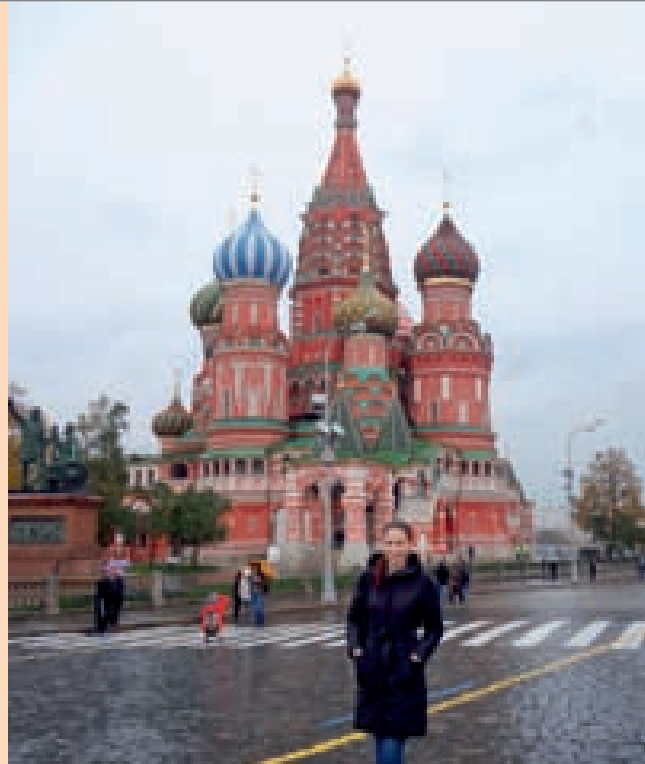
Finding a suitable internship position within the DAAD

database was quick and easy. Rupil Consulting provides end-to-end accounting services for German companies with representative offices or subsidiaries in Russia. "Because it's a small company, I was able to put much of what I'd learned during my studies to immediate use," Hilfer reports. She provided support for the company's online marketing and social media channels – working in one of the very areas she'd selected as a major while at the University of Kassel. "I collected a ton of experience. The theory I learned at university was converted directly into real-life experience."

Her special language skills weren't needed within the company, since her direct colleagues were all German. The Russian-born German nevertheless had plenty of chances to bring her Russian up to speed. "I learned a lot of new words from my Russian colleagues during my lunch breaks. Many of the words I'd never heard before, because I'd been living in Germany so long."

Interpersonal skills were tremendously important

The DAAD provided more than just financial support. It also aided her in professional ways. Together with the Higher School of Economics in Moscow, the DAAD held a seminar on Russian business practices for the programme's participants.



"They made us aware of the cultural differences between the two countries, which was very helpful," explains Julija Hilfer. She claims that she didn't notice these differences much during her internship itself or within the business world, but they were highly evident during daily life. "In Russia interpersonal skills are vitally important. Instead of sending the director of your student residence a letter detailing your concerns, it's better to go by in person. Things are handled very differently in Germany."

In front of Saint Basil's Cathedral in Moscow: DAAD scholarship holder Julija Hilfer.

They made us aware of the cultural differences between the two countries.

"Three months in Moscow was an awesome experience," says Hilfer. "I learned a tremendous amount on a professional level, and it was a great opportunity for personal growth. I'd gladly work for a company involved with business in Russia."



1,040,000

GERMANS HAVE
SEEN THE WORLD

Total funding for Germans 1950–2012:

- › One-year scholarships (since 1952) 67,200
- › Conference and lecture tours (since 2009) 9,600
- › Long-term lectureships (since 1966) 5,000
- › Study tours (since 1972) 94,400
- › Bilateral exchange of academics (since 1959) 11,700
- › DAAD Lektors (since 1950) 18,300
- › PPP – Project-related exchange programmes (since 1989) 39,600
- › ISAP – International study and exchange programmes (since 1981) 28,000
- › Support for interns (since 1950) 123,500
- › Short-term lectureships (since 1966) 15,700
- › PROMOS – Programme to enhance the mobility of German students (since 2010) 22,700
- › Semester and short-term scholarships (since 1950) 84,400
- › Exchanges as part of partnership and university programmes (since 1989) 62,100
- › EU programmes (since 1987) 459,500



More junior researchers headed abroad

A growing number of doctoral students and postdocs are interested in gaining advanced qualifications abroad – a trend that can be seen in the high number of applications received by the DAAD. Spending a portion of one's research period in a foreign country often does more than just improve the scientific quality of one's doctoral project. It also affords the PhD student important insights into another culture's approach to science and expands his or her network. For postdocs, the chance to work at a world-class foreign research institution represents an important step in establishing their place within the rising generation of researchers in a promising research area. The DAAD lays the groundwork through its scholarship programmes. With more than 500 new applications and around 250 postdocs receiving funding each year, the DAAD is the most important source of financial support for researchers during this important stage of their career.

Important: Partnership and cooperation

Partnership and cooperation programmes continue to play a prominent role for German higher education institutions and their foreign partners. The uncontested number one is the European mobility and partnership programme ERASMUS. In 2011/12 alone, some 33,400 German university students, more than 3,100 lecturers and 827 mobile administrative staff spent time at an institution outside Germany.

During the 25th anniversary of the founding of ERASMUS, the DAAD also celebrated the 400,000th German student to receive its support as one of the programme's national agencies. There are positive signs from political circles that the DAAD will be allowed to continue this European success story from 2014 until 2020.

Other popular tools for financing students, young researchers and scientists on courses of study, research and networking opportunities beyond national borders include bilateral "Project-related Exchange Programmes" (PPP), university partnerships with Eastern European countries, the "International study and Training Partnerships" and the double degree programmes.

PROMOS, the programme to enhance the mobility for German students, helps German institutions of higher education send their own students, graduates and doctoral candidates abroad. Whether for a degree programme, internship, professional advancement course or group trip – the DAAD provides financial support for stays of up to six months at destinations around the globe. In 2012, the number of funding recipients rose by almost 30 percent, with 279 universities awarding over 9,500 scholarships valued at roughly ten million euros. <<

At the DAAD's request, the 2012 scholarship recipients in the Carlo Schmid Programme submitted photos for a calendar. The images demonstrate in a variety of ways the impressions gained by the scholarship holders during their internships at international organisations and NGOs worldwide. Yet as different as the internships were – and as varied the images that ended up in the calendar – there is at least one common denominator: All of the scholarship holders associate the photos with memories of a time that in many cases shaped their lives.

► www.daad.de/csp

Internationalisation of higher education

One measure of the level of interest in Germany is reflected in the number of visitors who attended the China Education Expo (CEE) – approximately 60,000. With over 100 representatives from German institutions of higher education, Germany assumed the role of guest of honour.

‘Cosmopolitan’ is a key term for the DAAD’s work in the area of internationalisation. The “Study in Germany: Land of Ideas” campaign appears on all five continents, promoting Germany as an outstanding and cosmopolitan place for study and research. Candidates for German postgraduate and doctoral programmes are especially highly prized. The campaign works with various formats – posters, print adverts and the website www.study-in.de.

There is also a corresponding Facebook page with over 40,000 fans. One might also gauge the interest in Germany by the number of visitors at the China Education Expo (CEE); in 2012 the fair drew some 60,000 visitors. With over 100 representatives from German institutions of higher education, Germany took on the role of guest of honour (see Highlight, p. 89).

Encouragement to take a semester abroad

China is becoming more and more appealing to international students. Several German “pioneers” are receiving funding through the “Modern Applications in Biotechnology” programme, which is being co-financed by the Federal Ministry of Education and Research (BMBF) and the Chinese Ministry of Research. The programme sponsors five groups of young German and Chinese researchers to tackle various biotech topics. In September 2012, the DAAD joined the Technical University Dresden (TU) to organise a biotech symposium that served as a platform for more than 150 Chinese and German scientists to network and share their experience.

But for German students and young scientists, it’s not just China, but rather the entire world that awaits. The DAAD “Go out!” campaign encourages young Germans to spend time studying outside Germany. In 2012, a slate of events and media were used to address various target groups – from employers to A-level pupils and students – drawing attention to the

POPULAR: DUAL DEGREES



“Dual Degrees – Perspectives, Analyses, Outlooks”: The congress for project directors in Berlin confirmed the DAAD’s decision to increase its support for dual degree

programmes. After all, one thing is clear: the popularity of international courses of study that lead to dual degrees is already high – and rising. The roughly 100 participants at the November 2012 event addressed the question of how to mobilise students, monitor the quality of existing dual degree programmes and establish accreditation for degree programmes. The travellers to Berlin included representatives of the degree programmes receiving grants, the DAAD and the Federal Ministry of Education and Research (BMBF) as well as experts for the accreditation and internationalisation of universities. This was the fourth time the congress convened.



Original concepts for the International University competition.

importance of mobility and the opportunities for “internationalisation at home”. Roughly 180 experts in the internationalisation of higher education also attended the DAAD network conference in July 2012 in Bonn to gain first-hand experience in the global educational market.

Cosmopolitan German institutions of higher education

‘Cosmopolitan’ also means welcoming foreign guests to Germany. The programme PROFIN, which promotes the integration of foreign students, creates transportable model projects for improved integration of foreign students into universities and society. This approach aims to achieve more than just academic success at university. It also builds stronger long-term ties between international guests and Germany. PROFIN received a very positive evaluation in 2012.

Another programme with a similar impact is STIBET, which combines scholarships and advising. It is intended for more intense counselling of foreign students and doctoral candidates with the goal of increasing Germany’s competitiveness as a place to study. The 50,000-euro “International University” prize in 2012, awarded jointly by the Association for the Promotion of Science and Humanities in Germany and the DAAD, focused on strategies for ensuring the academic success of foreign students. The concept submitted by

the winning institution, the University of Bremen, drew praise for the way it encouraged mutual respect, as well as the way it planned and actively elicited student participation.

Another source of funding aimed specifically at promoting cosmopolitan structures at German universities is the BMBF’s “Bologna macht mobil!” student mobility programme. At its core are internationally oriented courses of study with firmly established windows for mobility. The mutual recognition of coursework is a central element of this (see box on Dual Degrees).

The European Union is also promoting a systematic approach as evidenced by the multi-national, integrated master’s and PhD programmes funded by Erasmus Mundus. The DAAD office for the national structure for Erasmus Mundus gave strong support to the programme in 2012, including a project database that lists all Erasmus Mundus projects with German participation.

Visible collaboration

The “German Study Programmes Abroad” programme promoted 27 projects in 2012. Among the large-scale projects with especially high visibility were the German University in Cairo (GUC) and its almost 10,000 students and the German-Jordanian University (GJU) in Amman, with 3,100 students. The German University of Technology in Oman (GUtech) >

PROFIN, the programme to support the integration of foreign students, received a highly positive evaluation in 2012. The approach doesn’t just lead to improved academic success; it also promotes stronger ties between foreign students and Germany.

Table 2 : Programmes to promote the internationalisation of German higher education and cooperation in higher education in 2012

	Number of projects / project sponsors	Expenditures in thousand EUR	Beneficiaries
I. "Bologna macht mobil!" / Mobility programmes for students			
PROMOS – Programme to enhance the mobility of German students	279	10,333	10,310
International Study and Exchange Programmes (ISAP), UNIBRAL	265	5,859	1,511
A New Passage to India	36	2,554	494
Integrated international study courses with double degree	239	3,200	861
Bachelor Plus	64	2,773	530
Go East	115	1,188	709
II. Partnership and cooperation programmes			
Specialist centres and centres of excellence	11	3,783	412
Academic rehabilitation of Afghanistan	55	2,862	382
Higher Education Excellence in Development Cooperation – "exceed"	5	4,443	750
Project-related exchange programmes (PPP)	741	3,230	2,222
Academic rehabilitation South-Eastern Europe	19	2,528	1,291
Subject-related partnerships with institutions of higher education in developing countries	59	2,183	955
Partnerships with Eastern and South-Eastern higher education institutions	97	2,057	4,179
Special programme for Iraq	6	1,316	239
Policy shaping and governance (PPGG and CSMP)	22	2,671	210
German language and literature studies institute partnerships (GIP)	62	1,387	918
Cultural Dialogue with the Islamic World	31	1,639	744
German-Arab Transformation Partnership	78	2,783	1,241
Partnerships with Japan and Korea / GenKO	32	400	191
III. International courses of study			
Development-Related Postgraduate Courses	42	9,642	827
Study programmes run by German higher education institutions abroad	27	3,681	242
Programme for Guest Lecturers	123	2,551	123
Study courses in German (DSG)	30	1,200	582
International doctoral studies in Germany (IPiD)	39	3,088	659
German Summer Academy	24	495	613
IV. Enhancement of overall conditions / Alumni			
Scholarship and guidance-counselling programme (STIBET)	440	10,700	4,864
Follow-up measures for former students at German higher education institutions	372	4,332	
Programme to promote the integration of foreign students (PROFIN)	81	2,510	
V. Marketing			
GATE-Germany		7,158	
Research marketing		836	
Total	3,394	103,382	36,059



Concepts and tools for transnational educational projects: The "Practical TNB Handbook".

graduated its first class in September. The binational Vietnamese German University (VGU) project appointed Professor Jürgen Mallon as its new president in June 2012. The Kazakh-German University (DKU) negotiated dual degree programmes for all of its bachelor's degree programmes and celebrated its first class of graduates. The Turkish-German University (TDU) is scheduled to commence instruction in 2013. To support successful projects in the development of innovative and interdisciplinary instruction beyond the start-up phase, a "Reinforcement and Excellence through Profile-Building" follow-up programme was established.

The hallmark of the German approach for these types of transnational education projects (TNB) is a cooperative attitude – not just between the domestic and foreign universities, but also between public and private partners in the destination country. This was made clear during two conferences on the topic held by the DAAD in Berlin in October 2012. The "Practical TNB Handbook", a joint publication of the DAAD and the German Rectors' Conference, will be updated in the coming years to include additional recommendations.





On the go for the German language

“Adventure – what is that?” Writer Felicitas Hoppe posed this question at the halfway point of her reading at the annual meeting of DAAD Lektors in Bonn. The event was held in the summer for roughly 230 German teachers from all corners of the globe. They talked with each other about their work, took advanced training classes and formulated questions about European education policy. Their diverse reports from Iraq, Peru and other countries ultimately answered Felicitas Hoppe’s question. It turned out that those who travel the world teaching German have plenty of adventures to recount.

Diverse responsibilities

The Lektor programme is the DAAD’s most comprehensive programme for the promotion of German area studies and the German language. It includes a worldwide network of some 500 Lektors in over 110 countries. They teach German language, literature and cultural studies, as well as non-language related subjects associated with Germany. Their responsibilities beyond teaching are as diverse as the places where they work – the spectrum ranges from providing information about Germany as a place to study to organising extracurricular activities and continuing education opportunities. In 2012, for example, DAAD Lektors organised twelve professional language courses for lecturers and teachers of German area studies in Central and Eastern Europe and the CIS States. The participants expanded their knowledge about the methodology, didactics and content of teaching technical



terminology, especially in the areas of business, law and engineering.

The DAAD also funds some 150 language assistants, 100 guest lecturers in German area studies and 800 local Lektors. This last group works abroad without DAAD funding, but its members are invited to attend continuing education measures in their own countries or in Germany. In 2012 a total of 60 local Lektors from 25 countries attended various events based on the DAAD’s annual theme of “Society in Change – Change by Exchange”, where they spoke with decision-makers about societal trends. A summer seminar was held in Berlin on the topic of “Migration and Integration in Germany”. The seminar “From ‘Pott’ to ‘Ruhr Metropolis’” was held in the Bochum metropolitan area to explore the structural changes within the region and their impact.

Not only does the DAAD support 500 Lektors, but also some 150 language assistants, 100 guest lectureships in German area studies and 800 local Lektors, who work abroad without DAAD support (here at a 2012 local Lektors meeting in Berlin).

German higher education projects funded by the DAAD

- German higher education projects abroad
- Centres of Excellence in Africa / African Excellence
- “exceed” – Higher Education Excellence in Development Cooperation
- Bicultural study programmes
- Centres of Excellence
- Study programmes in German



Successful model: German Jordanian University

Interview with GJU President Labib Khadra

Germany's former Education Minister Annette Schavan at the opening of the new GJU campus with King Abdullah II of Jordan.

In October 2012, the German Jordanian University (GJU) became a campus university. What did this move mean for GJU?

We had been working in fairly cramped conditions over the past seven years. Our faculties were housed in provisional buildings spread throughout the city of Amman. Our new 30,000-square-metre campus in Madaba gives us three times the space we had before. And the teaching labs are much better. The move is an important step in the right direction.

Do you plan to accept more students now?

That is not something we will be aiming for in the next three years. Our first priority is quality assurance. Right now we have a very effective 1:15 advising ratio. We also take pride in selecting from an excellent applicant pool. In Jordan, an electronic placement system is used to distribute high school



students among the country's state universities. We, on the other hand, fought for the right to hand-pick our own students – and won. We accept only 700 new students a year. We want it to stay this way.

Why is GJU so popular?

There are many reasons. First of all, applicants are attracted by our wide selection of academic programmes. Some of the 26 courses of study offered in the subjects of Architecture, Design, Engineering and Management, such as Logistics, Energy Engineering or International Accounting, are only available at GJU. Another reason for its appeal, of course, is its international flair. Sixty-seven of our 180 lecturers are German. We speak German, English and Arabic, and switching from language to language is no problem. There are other

multi-lingual universities in the region, but we are the only one who offers a mandatory six to nine hours of German language training per week. And no other university requires that its students take a year abroad, with time split between a German university and an internship in private industry.

GJU is modelled after the German university of applied sciences. How does that fit in with Jordan's more theory-based approach to teaching?

We represent a radical departure from this tradition. In Jordan, industry and higher education are treated as two entirely separate systems. The result is university graduates trained for unemployment. Our goal is to connect these two worlds. Engineers without a PhD are not allowed to teach at state-run universities.

It's different at GJU. Our lecturers from the private sector continue to work in industry and business – their ability to draw from their real-world experience and projects is a great and very valuable teaching resource.

What are your plans for GJU?

The long-term plan is to expand our courses of study to include master's degrees – it's an absolutely critical step for advancing research at our university. Our plan is to target students from other universities and from other countries for these graduate-level courses. After all, science lives from the exchange of ideas.

Labib Khadra, President of the German Jordanian University (GJU).



Promoting German Studies and the German language abroad

Promoting German Studies and the German language abroad is one of the DAAD's long-term objectives. One of the main goals is to strengthen German as a lingua franca of commerce, culture and science. The DAAD also uses the German language to promote international interest in Germany as a cultural centre as well as a leading nation of science and industry. The DAAD funding programmes in this area are designed primarily to support German departments around the world in developing

The goal is to strengthen German as a lingua franca of commerce, culture and science.

targeted, need-based curricula and communicating an accurate picture of contemporary German society. In addition to its extensive funding programmes for Lektors and lecturers (see Highlight, p. 31), the DAAD also funds exchanges and collaborations for university instructors who teach German Studies and the German language both in Germany and abroad. The DAAD also grants language study scholarships for its foreign scholarship holders. A total of 1,550 such scholarships were awarded in 2012.

A new German Institute Partnership (GIP) was established between the University of Augsburg and Gabon's only institute for German Studies in Libreville.

Expansion of German Institute Partnerships

In 2012, the DAAD promoted institute-level collaboration in German language and literature in Germany and abroad with funding for 62 German Institute Partnerships (GIP) in Central and Eastern Europe (CEE), the CIS, Asia, Africa and Latin America. It also provided support to five doctoral colleges as part of the Vladimir Admoni Programme in CEE.

With five GIPs already in place in Africa, a sixth – between the University of Augsburg and Gabon's only institute for German Studies in Libreville at the Université Omar Bongo – was added in 2012. All of them focus on promoting young academics in the field of German as a Foreign Language.

The DAAD also funded 28 German-language degree programmes in CEE and the CIS, as well as several master's degree programmes in German as a Foreign Language both at home and abroad.

The DAAD and the Advisory Council on German Language and Literature also hold annual conferences to encourage the continued dialogue on German Studies around the world. In March 2012, some 70 German scholars from Sub-Saharan Africa and Germany met in the South African city of Stellenbosch to explore the topic of "German language and culture in an African context". Along with current issues in teaching and research, the conference attendees



Some 70 German scholars from Sub-Saharan Africa and Germany met in the South African city of Stellenbosch for excursions, lectures and networking.



discussed the importance of German Studies and explored the future of university-level German Studies in Sub-Saharan Africa.

In 2012, the DAAD also supported 20 annual conferences held by regional German Studies

associations around the world. These events serve as important platforms for countries to position themselves in regard to academic and higher-education policy issues. Support was also provided for a “round table” event to discuss the current state of German Studies



In the eye of the beholder

Germany experts gather in Beijing

For the first time in 2012, the conference of DAAD-supported centres for German and European Studies was held outside Europe. The 2012 venue was the Centre for German Studies (ZDS) at Peking University, where roughly 90 scholars from 15 centres in ten countries gathered to consider the “Cultural Constructions of the Self and the Other”. The centres have organised a joint conference every two to three years since 2003. Since 2010, the conference has taken the form of a full-fledged symposium and brings together experienced Germany scholars and junior academics from various disciplines.

During the 2012 conference in Beijing, titled “In the Eye of the Beholder: Germany, Europe, China”, participants discussed

how China is represented in Europe and vice-versa. They also talked about the image of Germany in their respective countries, about Europe’s process of coming to terms with the past as well as Germany’s role in challenges facing the European Union today.

The conference brings the centres together and strengthens the bonds between them. Although each centre establishes its own priorities for research, teaching and public relations, there is a lot of common ground for intensive discussions among participants. Junior scholars are among the main beneficiaries of such exchange. In Beijing, young researchers presented their work and took an active part in the discussions. They also took advantage of the opportunity to build their network of international contacts. “In China, the young researchers could see how they were part of an international and interdisciplinary community of German Studies scholars,” says Antje Schlamm, project officer for International German Studies and German as a Foreign Language at the DAAD.

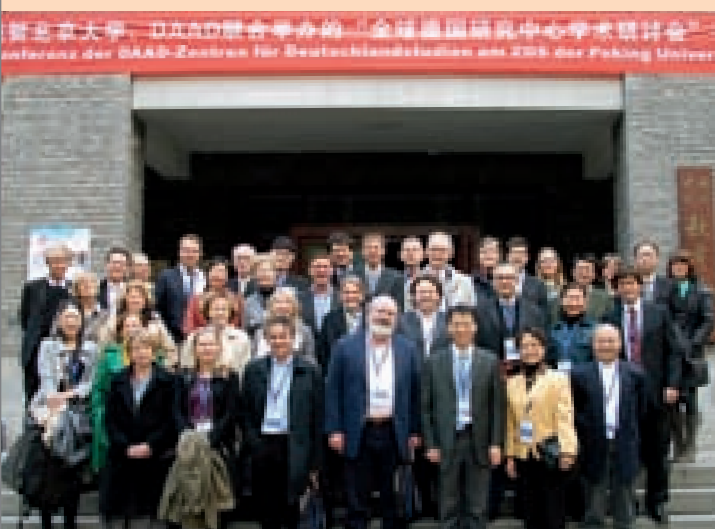
Beijing Forum a bonus

The DAAD continuously works to increase the exchange and networking among its centres for German and European Studies. This received an extra boost last year from the annual Beijing

Forum on humanities and social sciences, which is also held at Peking University. UN Secretary-General Ban Ki-moon kicked off the Forum with a video message to the 300 international participants, including the presidents of the British Academy and Columbia University. “Combining our centres’ conference with the renowned Beijing Forum made it possible for our participants to make additional contacts and opened up the possibility of collaborative work beyond the network of DAAD centres,” says Dr. Anette Pieper, director of the DAAD Northern Hemisphere Department.

Placing the centres’ conference in the context of the Beijing Forum also strengthened the perception of Beijing’s Centre for German Studies (ZDS) as an internationally-networked cooperation partner. The ZDS, which focuses on cultural studies and the humanities, also organises the master’s degree programme “Deutsche Kultur und sozialer Wandel” (German culture and social change) together with Peking University, the Freie Universität Berlin and the Humboldt University Berlin. “The degree programme is a great achievement and serves as a model,” says Schlamm. As part of the six-semester programme, students spend an entire year at the Berlin universities. An internationally supervised doctoral training programme is currently being developed as well.

**Meeting up in Beijing:
Participants of the German
and European Studies centre
conference took full
advantage of the chance
to exchange views.**

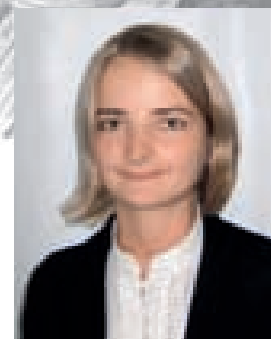


in the countries of Tunisia and Algeria. And for the first time, the DAAD funded a training programme for university German language instructors as part of the annual Professional Association of German as a Foreign Language (FaDaF) conference.

Young German scholar from Russia honoured

The 2012 Jacob and Wilhelm Grimm Prize was awarded to literary scholar and comparative literature expert Professor Sam-Huan Ahn from Korea. The DAAD awards this prize every year to dedicated individuals who, through their contact with Germany and their portrayal of German culture, have made a lasting contribution to intercultural dialogue. The 2012 Jacob and Wilhelm Grimm Sponsorship Award, which honours young foreign scholars who have already been recognised for their research and teaching of the German language, literature and culture, was given to the linguist Dr. Irina Parina from Russia.

There are currently 15 DAAD-funded centres for German and European Studies around the world – in the USA, Canada, UK, France, the Netherlands, Poland, Russia, Japan, China and Israel – that offer interdisciplinary programmes for the study of contemporary Germany and Europe. In 2012, the centres' scholars and young researchers gathered for a four-day conference at Peking University to discuss cultural constructions of self-images and stereotypes



and to solidify their contacts and networks. For the first time, a networking event was organised just for the participating master's students. As part of a new funding line, the Center for German Studies (CGS) at the Hebrew University of Jerusalem offered a study trip to Berlin for young German Studies scholars from eight different DAAD-sponsored centres. During their one-week stay in Germany's capital, the 18 participants explored the relationship between architecture and the German culture of memory. <<

The 2012 Jacob and Wilhelm Grimm Prize was awarded to the German Studies scholar Professor Sam-Huan Ahn from Korea (left).

The 2012 Jacob and Wilhelm Grimm Sponsorship Award went to the linguist Dr. Irina Parina from Russia (right).

Educational cooperation with developing countries

In 2012, the DAAD working group on “Educational Cooperation with Developing Countries” focused on major policy issues. In February 2012, the German Federal Ministry for Economic Cooperation and Development (BMZ) introduced its strategy “Ten Goals for More Education”, which puts education at the centre of Germany development cooperation. The DAAD played a leading role in developing this strategy which seeks to promote education as a whole. The strategy emphasises the role of higher education and the research in achieving development policy goals. With its motto “Ensuring quality, increasing relevance, expanding access”, the DAAD has underscored its commitment to expanding DAAD activity in the area of development policy. It initiated a strategic dialogue with university administrators and the BMZ on the future role of German

universities in development cooperation. This dialogue will continue in 2013.

The DAAD continued its systematic evaluation of its programme area “Educational Cooperation with Developing Countries” in 2012. Preliminary results confirm the enormous relevance, quality and effectiveness of the DAAD’s contribution to development cooperation. Partner country representatives and funding recipients give the DAAD particularly high marks for its performance. This is a positive confirmation for the DAAD, as well as an incentive to maintain the high level of quality and continue expanding its activities.

A cooperation agreement signed in 2012 with the Gesellschaft für Internationale Zusammenarbeit (GIZ) further strengthened collaboration between the DAAD and GIZ. The DAAD also held discussions with the KfW Development Bank to better coordinate and integrate their respective activities, especially in Sub-Saharan Africa. All of these DAAD-funded activities – the dialogue on policy strategy, systematic evaluation, as well as coordination with other German funding organisations – help to drive development in the partner countries and make a sustainable, long-term contribution to respective development goals.

Successful start for “applied” partnerships

With its University-Business Partnerships programme, the DAAD has established a new

Deans and vice deans from Southeast Asia in Berlin as part of the DIES training course “International Deans’ Course Southeast Asia”.





“WELCOME TO AFRICA”



The DAAD launched its “Welcome to Africa” programme with a one-day conference in March 2012. With funding from the German Federal Ministry of Education and Research (BMBF), the DAAD supports German-African research and higher education cooperation programmes. One of the DAAD’s priorities in this context is to promote the flow of German students and academics travelling to Africa to study and conduct research.

The goal is to encourage these members of Germany’s academic community to cooperate more with their African counterparts on current areas of research in Africa today. Currently, the DAAD supports eleven cooperative projects between German and 29 partner universities across various disciplines. The projects focus on a wide range of subjects, including research on the sustainable use of southern African wetlands, the creation of a Child Development Lab and conducting intervention studies in the area of early childhood education.

funding line devoted to getting German and local private sector companies involved in cooperative partnerships between universities in the North and South. The tremendous demand and involvement on the part of German universities of applied sciences clearly demonstrate the strength of the German system in the area of applied, practice-oriented higher education.

In 2012, an East African delegation visited Germany to explore the topic of research management as part of the focus area on Higher Education Management/DIES (Dialogue on Innovative Higher Education Strategies). High-level representatives from government

ministries, parliaments, science and research organisations and universities learned about Germany’s national science system and its management. Participants met with German researchers, ministry representatives and members of German parliament. The dialogue has already produced some lasting benefits. Following the delegation’s visit to Germany, the Kenyan parliament passed legislation, initiated by one of the trip’s participants, to increase the budget of Kenya’s national research council by 50 percent. ➤

Many partner-country representatives and funding recipients rate DAAD’s performance very positively – an incentive for the DAAD to maintain the high-level of quality and continue expanding its activities.

University courses geared towards real-world job requirements are often in short supply, especially in developing countries.

With an eye towards work

Successful start to the University-Business Partnerships

The transition from university to working life is not always easy, and graduates with practical work experience have a distinct advantage on the job market. Nevertheless, university courses geared towards real-world job requirements are often in short supply, especially in developing countries.

In response to this, the DAAD, with funding from the German Federal Ministry for Economic Cooperation and Development (BMZ), has supported cooperative partnerships between universities and private sector companies in Germany and in developing countries since 2011. These cooperative partnerships help create degree programmes with real-world relevance and ease the transition for university graduates entering the world of work. "With University-Business Partnerships, the DAAD wants to help improve the employability of university graduates in developing countries," says

Ursula Hardenbicker, who heads DAAD University Cooperation Projects.

As part of the University-Business Partnership between University of Leipzig, two Vietnamese universities, the Vietnamese Chamber of Commerce and Industry, and the Young Business Association Ho Chi Minh City, students conduct market analyses, among other tasks, based on specific requests from companies. "Through the new partnership programme, we are working together with small- and medium-sized businesses (SMEs) on developing examination questions specific to marketing for SMEs," explains Utz Dornberger, director of the "Small Enterprise Promotion and Training" (SEPT) degree programme in Leipzig. For the students, it is an opportunity to get started early and gain exposure to the kind of tasks they will be expected to perform in their future jobs.

In a different industrial sector, the University of Siegen is working together with the University of Zambia and Copperbelt University in Zambia. The universities are collaborating with Konkola Copper Mines Plc, one of the major employers in the region. Here, too, universities are working with the private sector to bring more practical relevance to the many degree programmes related to Zambia's

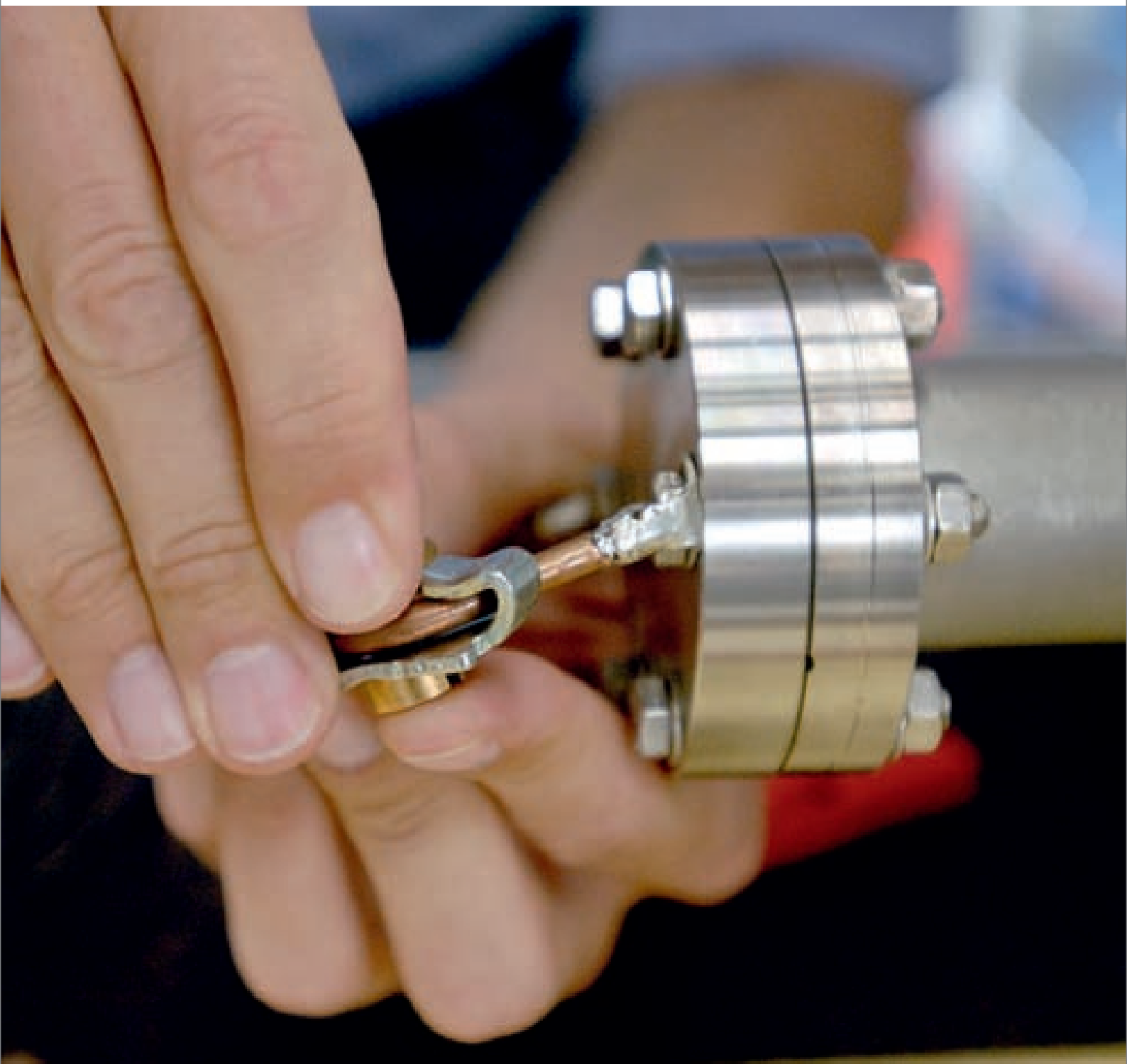
copper-mining industry, including mining engineering, engineering sciences, electrical engineering, computer science and information technology. Collaboration partners also include the Zambia Chamber of Commerce and Industry (ZACCI) and, on the German side, the Bodensee-Oberschwaben Chamber of Industry and Commerce (IHK) as well as the IGM Ingenieurgesellschaft für Geophysikalische Messtechnik mbH (a geophysical measurement company) based in Überlingen.

"The Zambian industrial sector is very interested in practical training for university students," says Sholande Hastings, Underground Manager Production at Konkola Copper Mines. "Up until now, the companies have had to invest a lot in additional training for university graduates before these new hires can be put to work."

Successful pilot phase

Since 2012, the DAAD has supported nine pilot-phase University-Business Partnerships, including successful partnerships between various German universities and universities in Ghana, Tunisia and Kyrgyzstan. Funding support will be extended to additional partnership projects in 2013. More than 5 million euros has been budgeted for University-Business Partnerships until the end of 2016.

Graduates with practical work experience have a distinct advantage on the job market.



Anniversary year

The year 2012 marked a number of anniversaries for the DAAD's development cooperation work. The DAAD flagship programme "Development-Related Postgraduate Courses" celebrated its 25th anniversary with a large conference in Bonn entitled "Paths of Change". The conference marked both the conclusion and climax of the

DAAD's "Millennium Express" event series, which was both initiated and organised by the postgraduate participants themselves. The programme boasts an impressive record so far. Since its inception, it has provided support to over 6,000 students from developing countries around the world – from Egypt to Bhutan, Bolivia to Zimbabwe. After completing the programme, most participants return home to



German secondary-school students and DAAD scholarship holders attend the “Science meets School” workshop as part of the conference celebrating the 25th anniversary of the “Development-Related Postgraduate Courses” programme.



From Egypt to Bhutan, Bolivia to Zimbabwe: So far over 6,000 students from developing countries have received support from DAAD’s flagship programme “Development-Related Postgraduate Courses”.

contribute to the further development of their respective countries – either in the university system, in public administration or the private sector. The great success of the programme was reflected in the personal success stories of alumni and scholarship holders. The DAAD’s goal for the coming years is to maintain this momentum and expand on its highly effective work in this area.

Last year saw progress on the regional level as well. The DAAD’s development-related programmes intensified cooperation efforts with Myanmar – an important step to support the opening-up of the long-isolated country. Cooperation with West Africa, especially the francophone countries, was also expanded. In cooperation with UNESCO’s regional office Africa, the DAAD organised a large event in Senegal on the topic of quality assurance. The event marked the start of DAAD’s increased presence and activity in West Africa.



III.

The DAAD worldwide

A worldwide network

Fifteen DAAD regional offices and 55 information centres inform, advise and initiate collaboration.

The DAAD represents the interests of institutions of higher education and the academic/scientific community around the world. It promotes study and research in Germany, advises on scholarship opportunities and provides information about Germany's system of higher education. Most of this work is performed on the ground in the respective countries – made possible by DAAD offices on all continents.

The DAAD headquarters in Bonn is supported by 15 regional offices located in major cities throughout the world. Employees in the regional offices build and maintain contacts to the key educational and scientific policymakers in their respective countries, initiate programmes for their region and coordinate these with ministries and other organisations.

The regional offices devote considerable time to advising both individuals and institutions on Germany's system of higher education and scholarship opportunities, as well as helping them initiate collaborative research projects or university partnerships. To this end, the DAAD works closely with other German institutions such as the Alexander von Humboldt Foundation (AvH), the Max Planck Society, the German Research Foundation (DFG), the Goethe-Institut as well as the German embassies in the respective countries.

Local pillars of support

The DAAD opened its first information centre (IC) over ten years ago. Today (2013), 55 ICs worldwide have been integrated into their respective regions. IC directors usually teach as Lektors at local universities and are supported by local IC staff. The ICs invite alumni to events,



tions in October 2011, the IC was officially opened on 18 April 2012 by DAAD Secretary General Dorothea Rüland in a ceremony attended by representatives from Iraqi universities and ministries. The Erbil Information Centre advises on DAAD scholarship programmes and opportunities for study and research in Germany. Kerstin Simonis, Director of the IC in Erbil, also wants to strengthen ties and collaborative work with Iraq's universities and public authorities. According to Simonis, the DAAD's permanent presence will be a tremendous help in this regard. "Iraqis place great value on personal contact," says Simonis.



Off to a busy start

New DAAD office in Tunis



The DAAD team in Tunis:
Lektor Elena Hermanns,
Office Director Beate
Schindler-Kovats, along
with staff members Salha
Ennajeh and Christiane
Kosowski (from left).

After opening its doors in September, the new DAAD office in Tunis has already become a busy contact point for students, universities and companies. Office Director Beate Schindler-Kovats talks about her first few months on the job.

Why did the DAAD open an office in Tunis?

One factor is the transformation partnership with Egypt and Tunisia, which has inspired several new projects and a great deal of interest in working with Germany. Up until now the Maghreb oriented itself very much on France and was more or less a blank spot on the DAAD map. But the time has come for representation in North Africa and we saw the need for a permanent presence in the region.

How is the DAAD being received in Tunisia?

The response has been unbelievable. We have a constant stream of students asking about opportunities to study and work in Germany. Universities approach us about establishing partnerships with German universities, and companies are looking for contacts for new programmes. So we are all very busy.

How would you describe the current situation at Tunisia's universities?

Many people feel the progress has been too slow since the revolution, and universities are being criticised for not taking full advantage of the momentum generated by the revolution – the enthusiasm for modernisation, etc. The students themselves are putting increased pressure on the universities, demanding reforms and access to the international exchange programmes. In 2012, they boycotted almost half of all classes. The young people, especially those who have been abroad, know that things can be different – and better – but the universities, especially the state universities, are nowhere near as far along.

How is the DAAD supporting the transformation process?

We offer assistance to the universities and provide them with models. We also try to facilitate as much exchange of knowledge and experience as possible – through exchange programmes with Germany for students and university administrators as well as networking events in Egypt and Tunisia. The networks in the region are not particularly strong and have significant shortcomings, but they are important facilitators

for exchange, which is very valuable here because the challenges faced are similar across the region. The connections that do exist need to be strengthened and developed further.

Currently we are working “bottom up” – counselling individual people and working on the institutional level directly with the universities. We work less at the ministerial level, because it's not yet clear what direction they will take. Because of the transitional government, there is a great deal of uncertainty and no uniform strategy with regard to education.

So it's hard work?

Periods of transition are always challenging. We are happy with developments so far, especially because our partners have received and worked with us so openly. Germany is a popular and much sought after partner and they really look to us as experts in the area of education. We are carefully considering the many proposals and initiatives being developed right now, and are supporting them as much as possible.

take part in higher education fairs and provide detailed information on study opportunities in Germany and funding programmes. The ICs have long since adopted the use of digital media such as Facebook, Twitter and webinars and provide valuable insight and analysis on the education market. Central to the work of the ICs are their relationships with local and regional universities. Based on these relationships, the ICs can inform universities about new DAAD programmes and initiate collaborative projects with institutes of higher education back in Germany.

This kind of inter-university cooperation currently plays an important role in southern Europe. Due to the financial crisis and the associated “crisis of faith” in the European Union, the DAAD is making a concerted effort to not only maintain the collaborative relationships between Europe’s universities, but also to expand and initiate new relationships. Universities, in particular, serve as important pillars of the European community. They enable structural change by producing trained professionals and functioning as engines of innovation in their respective countries. They also facilitate the intellectual analysis and reflection needed to further develop the idea of a common Europe. As students, researchers, and other members of the academic community work together with their counterparts across Europe, they develop a sense for their responsibility as citizens of Europe.



DAAD Secretary General Dorothea Rüländ greets participants at an alumni event in Peking.

Alumni as exchange experts

The DAAD’s worldwide network would be unthinkable without the contributions of its alumni. They are a vital part of the DAAD’s global community and play an important role by encouraging and motivating their countrymen to study in Germany. Many alumni also get involved at the DAAD regional offices and ICs to help screen scholarship applications and provide support to German DAAD scholarship holders working or studying in their respective regions. Alumni serve as experts on all exchange-related questions and issues, as they are familiar with the educational and social systems in both Germany and their home countries.

The many discipline-specific networks provide further training and the chance to deepen knowledge.

The DAAD actively supports networking among its former scholarship holders. Its 170 alumni associations worldwide facilitate personal and professional networking. In discipline-specific networks, alumni can exchange expert knowledge beyond national borders and expand their professional horizons in areas such as water, renewable energies, food, education, medicine and biodiversity. Alumni are also welcome to attend the many events organised by the DAAD throughout the year. As part of the current “Europa!” event series, for example, the DAAD invited its alumni, current scholarship holders and partners in 2012 to participate in joint discussions on the future of Europe.



Western Europe and Turkey

In the countries most affected by the economic crisis, the interest in DAAD-supported German language courses is extraordinarily high. DAAD study and research scholarships are also in great demand.

Education as future capital is an idea that all southern European countries would ascribe to today. And yet several of the countries most impacted by the economic crisis are not investing in education. Universities in Greece, for example, are coping with budget cuts of 40 percent on average. Some fields of study have even seen their budgets slashed by up to 70 percent. Italy's current budget allocates 20 percent less for higher education than the previous year, and since a quarter of the universities were already in debt before budgets were cut, some of them are now in a fight to stay afloat. In 2009, Spain launched an excellence initiative after the German model and earmarked an additional 700 million euros for its universities. In 2012, they were forced to discontinue it.

More and more young people in Europe are looking to study or work abroad because of the precarious situation at the European universities, higher tuitions, and the high unemployment rate among young people, which is increasingly impacting the academic community as well. The number of Italian and Spanish students at German universities has increased by 25 percent since 2008. In the countries most affected by the economic crisis, the demand for DAAD-supported German language courses is extraordinarily high. DAAD study and research scholarships are also in great demand. In Italy, for example, demand rose by 53 percent, and in Greece, by 45 percent. At the same time, over the last two years the number of German participants in the ERASMUS programme in Spain and Italy has decreased by 15 percent and 20 percent, respectively.

EUROPE – AN OPPORTUNITY



The goal of the popular 2012 event series "Europa!" was to advance the idea of a unified Europe and regard today's challenges to the European idea not as a crisis, but an opportunity.

Over the course of 17 separate events, participants – who all shared a commitment to the idea of a unified Europe – discussed European politics, law and culture, and exchanged ideas on how Europe can continue to develop closer ties and grow together.

Turkish universities on the move

While higher education reform stagnates in Greece and Italy, and France still debates new higher education laws, Turkey is moving fast on its reforms and modernisation efforts. This is also evident on the regulatory level. In 2011, Turkey established a new Ministry of Science, Industry and Technology and, in 2012, new higher education legislation was introduced after the government redefined the scope and responsibilities of Turkey's Ministry of National Education. The greatest challenge for higher education policymakers in Turkey is the country's enormous population growth. In the fall of





A work by Lydia Conlin, one of the winners of the “Europa!” competition, sponsored by the DAAD Regional Office in London.

Turkey wants to become one of the ten most important national economies in the world by 2023, the year of the country’s centennial celebration – no small challenge for Turkey’s universities.

2011, the university system was so overloaded that 44 percent of first-year students were forced to opt for distance learning. Turkey has set some ambitious goals for itself. It wants to become one of the ten most important national economies in the world by 2023, the year of the country’s centennial celebration. This puts no small demand on Turkey’s universities.

In May, a Greek delegation visited the Institute of Technology in Berlin and the Rhine-Main region around Frankfurt. The trip was part of the German-Greek partnership action plan, initiated by the two governments back in 2010, and provided participants with an opportunity to learn about Germany’s universities of applied sciences (*Fachhochschule*) and integrated degree programmes (*duales Studium*). The itinerary included visits to a Fraunhofer institute and several universities of applied sciences, and concluded with a conference in Bonn that focused on quality assurance, the collaboration between science and industry, and Germany’s integrated degree programmes. The information-gathering trip was an excellent opportunity for participants to network and develop new collaborative projects and partnerships.

Great Britain and the Continent

In November 2012, the DAAD Regional Office in London together with the French embassy organised a conference titled “Britain’s Academic Relationship with the Continent in Challenging Times”. The goal of the conference was to

highlight the strategic significance of collaborative partnerships between British universities and their German and French counterparts, and to consider future opportunities. The British delegation to the conference, which included Nicola Dandridge, Chief Executive of Universities UK and the Vice Chancellors of Cardiff University and the University of Aberdeen, underscored the significance of international partnerships for their institutions. Conference guests from the Continent talked about institutional strategy development in their respective countries and highlighted the ongoing reform processes in the education and training of junior scientists and researchers, which, they said, had significantly improved the underlying framework for international collaboration.

The conference concluded with a reception to celebrate 60 years of the DAAD Regional Office in London. More than 200 guests were on hand at the reception’s close to honour winners of the DAAD-sponsored “Europa!” competition. “Your advice to David and Angela” was the theme of the competition, and contestants were each asked to submit a response. Today more than ever, it seems the two leaders could use some advice.



Red ink rules

Institutions of higher education feel the financial crisis

Alexander Roggenkamp, Director of the DAAD Information Centre (IC) in Athens, recently met a young German researcher who was on his way to Crete after accepting a two-year post at the Institute of Molecular Biology and Biotechnology. The young biologist talked about the advanced research and favourable working conditions at the institute and looked forward to making a new home on the island. "It's an encouraging sign, but there are far too few examples of this in Greece today," says Roggenkamp.

This year will be a crucial one for Greece as budget cuts and planned reforms in higher education take effect. "The future of academics here depends very much on the economic situation," says Roggenkamp. The education sector is chronically underfunded and because universities do not charge tuition, they need to rely on external funding. For disciplines like Philosophy, this is no easy task. The signs of tough economic times are everywhere on campuses today. Many universities can no longer afford regular maintenance of classrooms and facilities, including basics such as heating and cleaning. Libraries are no longer restocking their holdings and salaries are often

paid late. "The administrative staff was constantly on strike in 2012, so many of our scholarship applicants were not able to submit their transcripts and other necessary documents on time," reports Roggenkamp.

Spanish researchers looking elsewhere

In Spain, too, the higher education institutions find themselves in a very difficult situation. "The Universidad Complutense in Madrid alone is 150 million euros in debt," says Christine Arndt, DAAD Information Centre Director in Madrid. The University of Complutense, along with other universities across the country, has had to raise tuition and downsize its teaching staff. On some days, facilities such as libraries simply stay closed, so that the university can save on heating and air-conditioning costs. Only the most basic university services continue uninterrupted.

The funding cutbacks in Spain have been severe. Public funding for research and development, for example, was down from 8.6 billion in 2011 to 6.4 billion euros in 2012. "This has caused considerable resentment among professors, lecturers and students, and they have begun protesting publicly," explains Arndt. In the spring of 2012, the Federation of Spanish Scientific Societies (COSCE) wrote a letter to the Spanish government and



Staying informed: A counselling interview at the DAAD Information Centre in Athens.

gathered over 40,000 signatures on a petition over the course of a single week. In November 2012, COSCE composed a manifesto together with the Spanish Rectors' Conference CRUE, which stressed the importance of research and development for the future of Spain. The universities themselves are hardly able to finance visiting scholars or to send their own researchers abroad. Even existing projects as part of Spain's excellence initiative "Campus de Excelencia Internacional" have lost their funding.

"Many fear that the gains made over the last decade in higher education and research will be lost," says Arndt. The best researchers are leaving Spain and taking their knowledge with them. After years of remarkable progress, Spain is at risk of falling behind the rest of Europe. Still, Arndt sees a ray of hope. Many of Spain's "best and brightest" living abroad, including many in Germany, are working to strengthen the collaborative ties to universities back in Spain as a way of supporting knowledge transfer and mitigating the effects of the crisis.

Table 3 : DAAD funding for foreigners and Germans in 2012 according to programmes and countries of origin / destination

Western Europe and Turkey

Please see page 94 for explanation of tables.

G = Germans going abroad

F = Foreigners coming to Germany

		Belgium	Denmark	Finland	France	Greece	United Kingdom	Ireland
I. Individual funding – Total		G 76	38	52	339	36	672	29
		F 11	11	82	185	128	261	39
1. By status								
Undergraduate students	G	27	3	6	94	3	90	4
	F	2	6	73	89	44	180	22
Students already holding a first degree (graduates)	G	35	26	20	145	16	401	8
	F	7	4	9	87	58	65	14
of these, PhD students	G	17	12	16	41	14	139	4
	F	5	3	4	51	21	33	6
Academics und university lecturers (incl. postdocs)	G	14	9	26	100	17	181	17
	F	2	1		9	26	16	3
2. By duration of funding								
< 1 month	G	24	17	31	35	24	91	7
	F	1	5	49	53	38	114	15
1–6 months	G	39	9	9	107	3	119	3
	F	5	5	25	78	30	105	9
> 6 months (long-term funding)	G	13	12	12	197	9	462	19
	F	5	1	8	54	60	42	15
3. By selected programmes								
DAAD one-year scholarships for research and study	G	5	9	4	92	1	343	4
	F	3	1	8	56	58	40	9
Scholarships as part of cooperation programmes	G				4			
“Sur-place” and in-country / in-region scholarships	G							
	F							
“Lektors”	G	1	1	3	58	4	58	10
	F							
Long-term lectureships, visiting lectureships, professorships	G							
	F							
Conference travel and lecture tours	G	24	16	29	35	24	84	7
	F							
Specialist and language courses	G							
	F	1	1	43	40	24	106	13
Interns	G	39	7	5	88	2	55	2
	F	1	5	28	8	8	74	2
Research visits for university lecturers	G							
	F		1		8	24	13	2
II. Project funding – Total		G 43	43	205	492	104	583	84
		F 55	17	50	182	78	180	20
1. By status								
Undergraduate students	G	14	25	76	161	31	472	70
	F	19	4	22	45	24	75	8
Students already holding a first degree (graduates)	G	29	18	92	168	33	105	13
	F	20	6	18	100	43	62	8
of these, PhD students	G	4	5	32	81	21	19	3
	F	7	2	6	60	23	24	2
Academics und university lecturers (incl. postdocs)	G			37	163	40	6	1
	F	16	7	10	37	11	43	4
2. By duration of funding								
< 1 month	G	37	30	131	391	77	264	41
	F	45	11	38	71	46	157	11
1–6 months	G	3	10	47	51	5	249	29
	F	8	3	10	103	28	20	7
> 6 months (long-term funding)	G	3	3	27	50	22	70	14
	F	2	3	2	8	4	3	2
3. By selected programmes								
PROMOS – Programme to enhance mobility	G	23	37	77	193	35	477	66
	F							
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	G	3	3	51	17	2	82	16
	F				1		2	
Scholarship and guidance-counselling programmes (STIBET)	G							
	F	9	4	9	50	27	18	8
Project-related exchange programmes (PPP)	G			72	218	65		
	F			1	6	12		
DAAD funding – Total (I + II)		G 119	81	257	831	140	1,255	113
		F 66	28	132	367	206	441	59
DAAD funding – Germans and foreigners, total		185	109	389	1,198	346	1,696	172
1. ERASMUS student mobility grants for studies abroad	G	385	861	1,155	4,763	155	3,103	829
	F							
2. ERASMUS student mobility grants for internships abroad	G	218	97	51	619	27	1,227	238
	F							
3. ERASMUS staff mobility grants (lecturers, other staff)	G	67	59	277	296	72	325	54
	F	4	1	4	1	3	14	1

III. THE DAAD WORLDWIDE : WESTERN EUROPE AND TURKEY

Iceland	Italy	Liechtenstein	Luxembourg	Malta	The Netherlands	Norway	Austria	Portugal	Sweden	Switzerland	Spain	Turkey	Cyprus	Total
6	242		2	12	77	38	65	55	103	145	204	150	9	2,350
9	249		1	16	17	17	19	51	30	15	252	343	7	1,743
4	39			1	6	7	3	1	20	16	54	42		420
4	78			12	6	3	3	39	20	8	141	165	4	899
	153		1	7	49	24	36	23	62	104	81	63	4	1,258
5	122		1	4	9	13	12	8	4	7	90	160	2	681
	133			5	19	13	23	21	21	24	62	44	2	610
1	63			1	7	2	7	5	1	2	64	31	2	309
2	50		1	4	22	7	26	31	21	25	69	45	5	672
	49				2	1	4	4	6		21	18	1	163
1	54			7	27	13	41	45	25	32	98	67	6	645
4	68			11	5	12	4	26	15	4	83	96	4	607
4	55		1	1	13	6	10	2	20	54	64	44		563
	104			2	5	3	2	15	8	5	84	71	1	557
1	133		1	4	37	19	14	8	58	59	42	39	3	1,142
5	77		1	3	7	2	13	10	7	6	85	176	2	579
	26				29	16	9	2	45	43	29	6		663
5	60		1	3	6	2	10	10	5	6	32	51	2	368
														4
											45	120		165
1	17			2	2	1		4	3		9	16	1	191
	1											1		2
	53			7	26	13	40	45	24	32	97	64	5	625
3	46			3	1			18	9		54	85	4	451
4	34		1	1	8	2	7	1	11	57	49	40		413
1	20			9	5	2	3	18	8	8	58	53		311
	39				1	1		4	3		15	18	1	130
4	630	2	16	4	141	82	176	131	185	145	512	263	8	3,853
	232	1	5	17	58	15	52	39	38	47	129	290	2	1,507
2	303	2	16	3	90	13	140	19	157	98	321	171	7	2,191
	34		1		5	2	13	8	11	5	43	94		413
2	192				49	39	33	59	22	46	125	63		1,088
	93		2	17	32	7	16	20	15	21	65	140	2	687
	112				13	23	15	45	4	12	46	15		450
	53			17	12	5	9	9	8	12	22	41	2	314
	135			1	2	30	3	53	6	1	66	29	1	574
	105	1	2		21	6	23	11	12	21	21	56		407
2	450	2	15	3	90	58	156	85	137	116	320	208	6	2,619
	155	1	4	17	37	10	44	26	30	39	77	161	1	981
2	75		1	1	24	14	19	16	31	25	85	43	1	731
	42				15	4	8	12	8	6	45	91	1	411
	105				27	10	1	30	17	4	107	12	1	503
	35		1		6	1		1		2	7	38		115
4	304	2	16	3	91	24	158	24	155	118	271	178	7	2,263
	73				37	3	5	2	25	4	140	37	1	501
	1								2		5	4		15
	60		1		12	5	10	11	6	6	58	94	1	389
	168					52		103			90			768
	4							6			8			37
10	872	2	18	16	218	120	241	186	288	290	716	413	17	6,203
9	481	1	6	33	75	32	71	90	68	62	381	633	9	3,250
19	1,353	3	24	49	293	152	312	276	356	352	1,097	1,046	26	9,453
108	1,536	5	14	46	859	970	533	485	2,385	633	5,180	1,231	46	25,282
21	249	6	52	47	207	113	269	65	257	556	995	161	4	5,479
18	267	3	4	10	195	78	188	98	150	103	422	172	8	2,866
1	4				4		1	1	4	3	3	2		51



25 years of ERASMUS – A European success story

ERASMUS is an effective, comparatively low-cost way for young individuals to develop personally, travel to foreign countries, get to know cultures other than their own, make friends for life, expand on their academic and scientific pursuits and ultimately expand their career opportunities.

For those who witnessed the long and arduous negotiations that finally led to the creation of the ERASMUS programme on 15 June 1987, it was far from clear that the programme penned in Brussels by the Council of the European Union was bound for such international success. Now, after 25 years, more than 3,000 higher education institutions in 33 countries throughout Europe are involved in the programme, enabling a total of nearly 2.5 million students and tens of thousands of instructors to go abroad. ERASMUS has turned into one of the world's strongest drivers of mobility. The programme has been responsible for setting up and developing numerous university partnerships, driving the internationalisation of the European higher education sector, and through its mass funding approach, has forced university systems and structures to rise to new challenges. ERASMUS not only blazed the trail for the European Higher Education Area, but is recognised in other parts of the world as a model for regional academic cooperation and mobility.

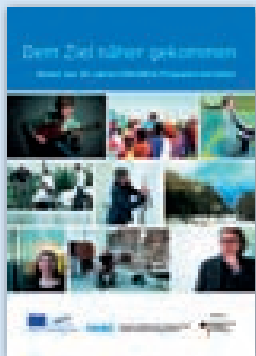
ERASMUS blazed the trail for the European Higher Education Area.

Most importantly, ERASMUS is an effective, comparatively low-cost tool for young individuals to develop personally, travel to foreign countries, get to know cultures other than their own, make life-long friendships, expand on their academic and scientific pursuits and ultimately improve

their chances on the job market. Also important to note is the programme's role in forging a common European identity and sense of European citizenship, as well as its contribution to strengthening European cohesion.

Off-the-charts demand in 2012

Germany has benefited greatly from this European success story. The DAAD has been working alongside the ERASMUS endeavour from the very start, acting as the programme's national agency on behalf of the Federal Ministry of Education and Research (BMBF). As part of the programme's 25th anniversary celebration, the DAAD paid tribute to Germany's 400,000th ERASMUS student. Currently some 320 German institutions of higher education take part in the ERASMUS programme each year. The interest in foreign exchange among German students reached an all-time high in the 2011/12 academic year, with more than 33,000 German students spending time in another European country for either study or an internship. The ERASMUS scheme also funded approximately 4,000 lectureships and professional training programmes for teaching and administrative staff. During the same period, more than 30,000 individuals came to Germany from abroad with the ERASMUS programme. All told, the programme provided mobility opportunities for nearly 70,000 teachers and students from and to Germany. Not only is ERASMUS an important lever for the internationalisation of German institutions of higher education; it also has an impressive impact on the national economy.



Happy birthday:
Special-issue publications
celebrating 25 years of
the ERASMUS programme.



The DAAD commemorated the programme's 25 years of achievement with two extensive publications on ERASMUS, a special edition of "DAADeuroletter", a postage stamp, a series of regional and national events as well as ongoing media relations work. The report, titled "Mit ERASMUS im Ausland lernen und lehren" (Learning and Teaching Abroad with ERASMUS), features testimonials from ERASMUS scholarship holders, presents a detailed look at the programme's impacts and articulates expectations for the next generation. In the publication "Dem Ziel näher kommen" (Gaining on the Goal), ERASMUS alumni talk about how their experience abroad influenced their professional lives. The special edition of "DAADeuroletter" looks back at the history of ERASMUS and how it got its name.

"ERASMUS for all"

One of the year's highlights was the national DAAD-ERASMUS 25th Anniversary Conference held in Bonn. Some 370 guests from ten European countries gathered in Germany's former capital to celebrate the occasion together with the President and Secretary General of the DAAD, the European Commission and the Federal Ministry of Education and Research (BMBF). The focus of the two-day event was the programme's successful past and promising future as part of the next generation of EU education programmes (2014–2020).

At the end of 2011, the EU Commission proposed a new all-encompassing programme for education called "ERASMUS for all", which is now being

discussed by the Council of the European Union and the European Parliament. They are scheduled to arrive at a decision regarding the next generation of the ERASMUS programme within the first half of 2013. Higher education institutions will continue to play a leading role in the comprehensive European education programme. The DAAD General Assembly has passed a resolution on the new generation of the programme and has campaigned for retaining its status as the national agency for EU university programmes.



DAAD-ERASMUS Anniversary Conference in Bonn: Experts explored the possibilities of the next generation of EU education programmes (top).

Dilber Öztürk (2nd from left) was honoured at the ERASMUS Anniversary Conference 2012 in Bonn by DAAD President Margret Wintermantel (left), Ulrich Schüller, Head of the Science System Department at the BMBF (2nd from right) and Xavier Prats Monné, Deputy Director-General for Education, Culture, Multilingualism and Youth at the European Commission (right), as Germany's 400,000th ERASMUS student (bottom).

Central and Eastern Europe, CIS

The EU remains attractive for Eastern Europeans, as reflected in the persistently high number of applications for DAAD scholarships.

In 2012, the economic and financial crisis still had a strong grip on Western and Southern Europe. The European Union – and the European idea(l) – are being challenged more and more. But the situation is much different in Eastern Europe, where the EU has brought political stability and economic prosperity to the eastern accession countries. Here, the EU is still regarded highly and has maintained its appeal. In 2012 within the EU, only Eastern European countries were able to achieve higher economic growth than Germany. Although per-capita GDP in the Eastern European EU countries remains, on average, about one-third of the figure for the “old EU” countries, this prosperity gap also brings with it growth opportunities, and this is motivating many young Eastern Europeans to seek a university education.

Opportunities to study abroad are in particularly high demand – a trend that is reflected in the persistently high number of applications for DAAD scholarships.

Many Eastern European governments tried to initiate new reforms in 2012. In Poland, measures were introduced to increase the autonomy of universities. The Polish government also wants to increase support for the university degree programmes that are particularly well aligned with labour market needs. In recent years, Russia has focused on identifying and strengthening its best universities. Last year, it published a list of “inefficient” universities, which it wants to either close or consolidate. However, the criteria and survey methods used to evaluate the universities is the subject of an ongoing debate.

INFORMATION CENTRE IN BUDAPEST CELEBRATES 10 YEARS



In November 2012, the DAAD Information Centre (IC) in Budapest celebrated its tenth anniversary. In Andrásy University's stately hall of mirrors, a well-attended symposium, organised by Hungary's DAAD alumni association, shed light on

the current and future European labour market from the Hungarian perspective. Gergely Pröhle delivered the keynote address titled “The European Labour Market – Hungarian Perspectives”. Pröhle, a DAAD alumnus himself and today Deputy Secretary of State for Bilateral EU Relations at the Hungarian Foreign Ministry, spoke emphatically about the importance of international exchange.

German remains a high priority

The German language has a strong reputation and is highly regarded in Eastern Europe. To help maintain the strength of its reputation, DAAD Lektors initiated several publicity campaigns together with the German embassies and the Goethe-Institut to promote the German language. On the occasion of the 2012 European Football Championship, for example, young DAAD language assistants visited schools throughout the Ukraine with their “Deutschwagen”, promoting higher education in Germany and the German language. ➤





A lot of change in the East

23 years of exchange with East Central Europe: Hans Golombek

What has been the great motivator for your work these many years?

My mother was from Hungary and my father from Upper Silesia, which later became part of Poland. I visited Hungary for the first time when I was twelve and was relatively familiar with Eastern Europe from an early age. After studying Eastern European History and Slavic Studies, I wanted to help revitalise the very close historical ties between Germany and the East Central European region.

To what extent have you been able to achieve that through the DAAD?

I have established a large network of relationships. Today



Hans Golombek has been with the DAAD for 30 years – since 1990 as Head of the DAAD East Central Europe Department, which today encompasses the Baltic States, Poland, Slovakia and the Czech Republic. From 1997 to 2004, Golombek was director of the DAAD Regional Office in Warsaw. He will enter retirement in 2013.

there are more German Lektors and lecturers in East Central Europe than in any other region; there are numerous institutional partnerships and a strong group of very active alumni. The level of interest in Germany is amazingly high. Sometimes we have ten applications for a single scholarship.

Your biggest success?

Along with founding and building up the DAAD Regional Office in Warsaw, I would say the Willy Brandt Center for German and European Studies in Wrocław. Since 2002, scholars

The experience I treasure the most after all these years has been the openness of the Polish people towards Germans. To this day, I still find it amazing that such good relations between us were even possible after the catastrophe brought on by National Socialism. Nowhere did I ever encounter any ill will, prejudice or resentment.

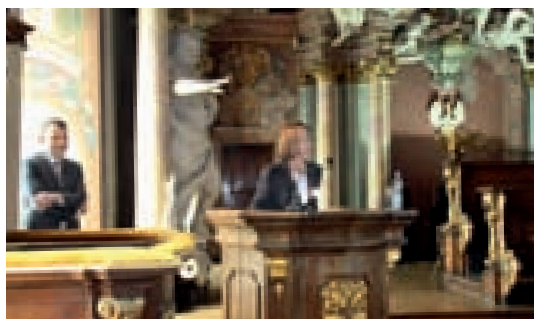
Do any wishes remain unfulfilled?

I would have liked to bring more German scholarship holders to East Central Europe. This remains an ongoing endeavour. Although the EU programmes

The level of interest in Germany is amazingly high.

there – in addition to their work in research and education – have been very effective with their public relations work, raising awareness and interest in European and German issues. They invite policymakers to the centre and inform the community with their portal “Deutschland online – Niemcy online”.

do attract more Western Europeans to these countries for short stays, students rarely take the time to spend a year or more there, in part because of the cultural uniqueness of the region. The students often don't realise that they can also get top-quality education and training there.



In her opening address, DAAD President Margret Wintermantel greets guests of the Willy Brandt Center's tenth anniversary celebration in Wrocław (left).



Exchanging ideas on research: South-Eastern European and German partners meet in Tirana (right).

For the first time, scholarships were also awarded in the new Mendeleev, Vernadsky and Gubkin programmes, which are financed jointly with Russian universities. Supporting research stays in Germany for young Russian university instructors represents an expansion of third-party funding through the DAAD in connection with government and partnership programmes in Eastern Europe.

Ten successful years for the Willy Brandt Center

In May 2012, the DAAD-supported Willy Brandt Center for German and European Studies (WBZ) in Wrocław, Poland celebrated its ten-year anniversary. The WBZ contributes to research and teaching in the area of German-Polish relations. As a facilitator of scholarly discourse and public debate, the goal of the WBZ is to make a scientific contribution to Europe's future. The WBZ's new interdisciplinary master's degree programme in European Diplomacy will launch in the 2012/13 academic year.

Additional DAAD regional centres and centres of excellence in Eastern Europe have expanded their research activities. A new doctoral college was established at the Andrassy University Budapest (AUB). Doctoral projects are in the preliminary stages at the department of German-Language Engineering and Business Administration (FDIBA) in Sophia as well as at the Institute for Russian-German Literature and Cultural Relations (IRDLK) in Moscow.

A DAAD conference was held in April 2012, titled "Civil Societal Transformation and Peaceful Coexistence in Central Asia, South Caucasus, Moldova and the Ukraine". Over 90 scholars and students from these countries in DAAD programmes for conflict prevention and promoting democracy took advantage of the opportunity to share their experience and research findings.

The DAAD programme for the academic rehabilitation of South-Eastern Europe is based on the principle of strong partnerships and collaboration on joint research projects. In October 2012, 200 South-Eastern European and German cooperation partners presented their research work at a regional conference in Tirana, Albania, titled "Academic Cooperation in South Eastern Europe: Dynamics and Aims in the Light of Scientific and Political Changes". Participants at the conference also shared ideas and perspectives for peaceful coexistence in Europe. <<

With its research and teaching in the area of German-Polish relations, the Willy Brandt Center (WBZ) wants to make a scientific contribution to the future of Europe.

Table 4 : DAAD funding for foreigners and Germans in 2012 according to programmes and countries of origin / destination

Central and Eastern Europe, CIS

Please see page 94 for explanation of tables.

G = Germans going abroad

F = Foreigners coming to Germany

		Albania	Armenia	Azerbaijan	Belarus	Bosnia / Herzegovina	Bulgaria	Estonia	Georgia	Kazakhstan	Kyrgyzstan	Kosovo
I. Individual funding – Total		G 22	14	10	55	14	23	10	43	42	23	2
		F 83	118	241	152	64	150	38	170	266	114	30
1. By status												
Undergraduate students	G	14	6	1	37	10	11	1	22	22	15	
	F	41	41	70	72	37	98	19	67	146	55	11
Students already holding a first degree (graduates)	G	2	2	3	8	2	5	2	2	2		
	F	40	65	164	66	22	41	15	75	111	53	19
of these, PhD students	G			2	4	1	3	1	1	1		
	F	9	14	12	11	3	11	5	22	13	13	3
Academics und university lecturers (incl. postdocs)	G	6	6	6	10	2	7	7	19	18	8	2
	F	2	12	7	14	5	11	4	28	9	6	
2. By duration of funding												
< 1 month	G	15	4	2	33	7		1	32	21	18	
	F	32	36	36	44	21	42	10	36	89	45	6
1–6 months	G		5	1	7	5	16	2	5	9	1	
	F	9	17	7	31	14	27	4	36	29	8	5
> 6 months (long-term funding)	G	7	5	7	15	2	7	7	6	12	4	2
	F	42	65	198	77	29	81	24	98	148	61	19
3. By selected programmes												
DAAD one-year scholarships for research and study	G			1	1					1		
	F	28	40	21	37	22	73	23	69	46	34	15
Scholarships as part of cooperation programmes	G											
	F	12	20	171	25	6			17	88	15	3
“Sur-place” and in-country / in-region scholarships	G											
	F	1				1			1			
“Lektors”	G	3	1	2	7	2	4	4	3	6	2	2
	F											
Long-term lectureships, visiting lectureships, professorships	G	2	2	2				1	3	4	2	
	F											
Conference travel and lecture tours	G		1						1			
	F											
Specialist and language courses	G											
	F	31	34	31	43	20	37	10	34	89	44	6
Interns	G		6	1		4	8	1	2	7	1	
	F		1	3	5	3	13		2	9		4
Research visits for university lecturers	G		1	1	1				9	6	3	
	F	2	12	6	14	5	11	3	28	9	6	
II. Project funding – Total		G 170	26	16	27	52	103	75	74	76	71	8
		F 117	144	179	296	157	390	84	223	446	269	74
1. By status												
Undergraduate students	G	69	4	3	10	26	25	35	19	12	13	2
	F	47	63	30	156	35	159	48	53	285	114	9
Students already holding a first degree (graduates)	G	71	2	1	4	19	14	23	15	17	31	1
	F	48	51	112	56	65	101	22	90	114	80	40
of these, PhD students	G	15	1	1		3	10	20	9	4	10	1
	F	7	17	8	12	32	45	13	20	18	18	15
Academics und university lecturers (incl. postdocs)	G	30	20	12	13	7	64	17	40	47	27	5
	F	22	30	37	84	57	130	14	80	47	75	25
2. By duration of funding												
< 1 month	G	157	21	15	21	46	98	70	66	62	60	6
	F	85	112	164	221	147	281	60	166	118	153	60
1–6 months	G	13	5	1	6	6	3	5	7	14	11	2
	F	31	25	15	54	6	88	21	46	43	61	12
> 6 months (long-term funding)	G						2		1			
	F	1	7		21	4	21	3	11	285	55	2
3. By selected programmes												
PROMOS – Programme to enhance mobility	G	2	2	1	4	34	9	25	8	5	3	2
	F											
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	G						2					
	F						1					
Scholarship and guidance-counselling programmes (STIBET)	G											
	F	17	15	13	24	6	63	9	33	18	14	3
Project-related exchange programmes (PPP)	G						12					
	F						18					
DAAD funding – Total (I + II)		G 192	40	26	82	66	126	85	117	118	94	10
		F 200	262	420	448	221	540	122	393	712	383	104
DAAD funding – Germans and foreigners, total			392	302	446	530	287	666	207	510	477	114
1. ERASMUS student mobility grants for studies abroad	G						49	162				
	F											
2. ERASMUS student mobility grants for internships abroad	G						11	6				
	F											
3. ERASMUS staff mobility grants (lecturers, other staff)	G						51	37				
	F											

III. THE DAAD WORLDWIDE : CENTRAL AND EASTERN EUROPE, CIS

Croatia	Latvia	Lithuania	Macedonia	Moldavia	Montenegro	Poland	Romania	Russian Federation	Serbia	Slovakia	Slovenia	Tadzhikistan	Czech Republic	Turkmenistan	Ukraine	Hungary	Uzbekistan	Total
58	13	18	6	5	2	146	65	446	20	23	15	14	56	3	74	36	11	1,269
81	69	55	58	70	30	375	185	1,299	190	93	40	99	169	27	400	205	172	5,043
2	8	4	3	1	1	37	32	303	8	4		5	5		37	2	1	592
54	34	26	20	29	25	214	80	566	93	65	24	45	112	8	204	112	57	2,425
6		2	1	2		35	13	38	6	8	5	2	22		13	10	2	193
24	29	25	35	39	5	116	87	585	89	21	12	44	50	18	166	70	78	2,164
3		2				24	3	22	1	3	3	1	12		1	4		92
13	9	4	6	5	1	54	19	336	37	4	9	11	26	2	45	28	21	746
50	5	12	2	2	1	74	20	105	6	11	10	7	29	3	24	24	8	484
3	6	4	3	2		45	18	148	8	7	4	10	7	1	30	23	37	454
45	8	6		1	1	77	36	190	2	6	12	7	22		2	9	2	559
26	25	15	7	24	16	185	56	361	55	45	16	30	82	8	138	82	46	1,614
4	1	4	3	1		18	3	166	9	6		5			38	3	1	313
26	7	6	14	9	3	84	30	457	60	7	8	20	18	1	91	35	47	1,110
9	4	8	3	3	1	51	26	90	9	11	3	2	34	3	34	24	8	397
29	37	34	37	37	11	106	99	481	75	41	16	49	69	18	171	88	79	2,319
2		1				5	1	22	2				3			3		42
21	35	27	31	15	9	101	86	251	65	35	15	21	68	11	105	86	40	1,430
8			4	18	2			422	7	1		10		6	40		13	888
			1														1	5
5	3	4	2	1	1	25	11	41	4	5	1	1	16	2	17	14	5	194
1	1	2				6	5	11		1			2		3	3		51
4		6		1		6	5	34	1	5	11		19		1	8		103
22	24	12	6	24	13	173	42	309	51	40	14	29	74	8	138	77	45	1,480
2	1	3	3	1	1	11	1	46	7	5		5			11	2	1	130
21	1	4	4	2	3	25	9	59	37	5	6	8	12		21	5		262
								11				5					2	39
2	6	3	3	2		40	16	101	8	4	1	10	6	1	26	21	36	382
109	61	81	25	37	8	678	136	1,242	117	143	15	34	319		256	313	73	4,345
200	107	91	250	102	42	1,257	439	2,476	435	199	91	137	529	4	1,156	604	173	10,671
19	27	64	13	14	2	360	53	693	31	63	4	8	142		107	103	32	1,953
34	47	36	50	21	20	507	192	1,031	105	43	35	57	140	1	474	266	48	4,106
41	18	1	2	12	3	131	23	192	26	34	6	13	64		47	70	23	904
75	36	24	134	49	18	370	110	824	199	67	29	45	152	3	457	148	52	3,571
30	3	1	1	4	2	51	5	53	18	29	1	3	41		23	53	8	400
44	12	11	32	10		125	40	263	119	36	10	8	76		102	56	17	1,166
49	16	16	10	11	3	187	60	357	60	46	5	13	113		102	140	18	1,488
91	24	31	66	32	4	380	137	621	131	89	27	35	237		225	190	73	2,994
89	53	77	25	35	8	618	114	854	109	138	14	32	282		239	299	62	3,670
174	80	66	222	89	39	1,029	324	1,522	367	158	78	113	423	3	738	429	141	7,562
13	8	4		2		43	11	364	3	3	1	2	17		15	8	11	578
21	18	22	21	10	3	171	90	774	54	38	12	12	66	1	318	148	17	2,198
7						17	11	24	5	2			20		2	6		97
5	9	3	7	3		57	25	180	14	3	1	12	40		100	27	15	911
5	11	2				160	25	214	6	50	6	1	30		50	57	18	730
	3					39	14	106					19		2	4		189
						11		154					8		8	2		184
9	18	15	8	12	2	127	59	273	28	11	9	6	41	1	157	32	12	1,035
61						18			47	39			41			72		290
76						20			76	46			44			69		349
167	74	99	31	42	10	824	201	1,688	137	166	30	48	375	3	330	349	84	5,614
281	176	146	308	172	72	1,632	624	3,775	625	292	131	236	698	31	1,556	809	345	15,714
448	250	245	339	214	82	2,456	825	5,463	762	458	161	284	1,073	34	1,886	1,158	429	21,328
22	125	123				760	98			39	88		388			457		2,311
7	11	7				69	22			15	12		60			71		291
26	58	62				369	92			41	22		115			156		1,029
1		1				11	1						3			2		19



North America

President Barack Obama owes his second term not only to several ethnic groups, including African-American, Asian and Latin American voters, but also to women and young voters. Sixty percent of voters under 30 cast their ballot for Obama. Most institutions of higher education also welcomed Obama's re-election, and hope that the federal government can continue to pick up the slack in higher education funding. The financial health of many American institutions of higher education has deteriorated rapidly in the last few years, due in large part to the drop in state-level funding. California, for example, cut funding by one-third between 2002 and 2010 and, on average, state funding has been cut by 20 percent. The result? Universities are sliding into debt. The University of California, for example, is 14.3 billion dollars in the red; the University of Texas is 7.3 billion dollars in debt.

A total of 275 RISE scholarships were awarded to North American students in 2012.

Institutions of higher education are not the only debtors. American students are also increasingly burdened by the loans they take on to finance their university education. Today, the average bachelor's degree holder in the US is 26,000 dollars in debt by the time he/she graduates – and tuitions are on the rise.

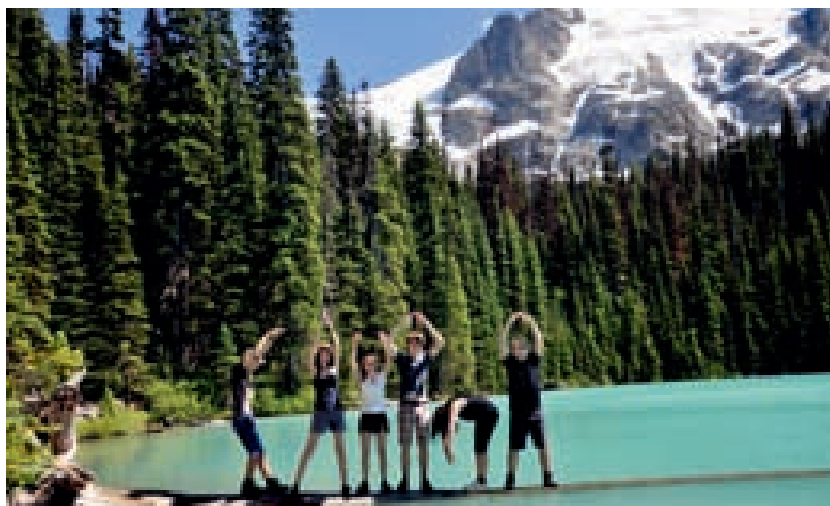
Furthermore, it remains unclear whether higher education institutions will really be able to count on increased support from the federal government. The re-elected Democratic president, after all, is without a party majority in the House of Representatives.

German higher education institutions more and more attractive for young Americans

The number of Americans wanting to study in Germany is on the rise. US students, in fact, now form the second largest group of international students looking to pursue a university degree in Germany. Number one is China; number three is France. In 2010, 3,951 Americans enrolled in German higher education institutions and began their studies, 900 more than in 2008. This success is not only due to the attractive selection of English-language bachelor's and master's degree programmes, but also on the marketing efforts of German institutions of higher education in collaboration with the DAAD. Certainly the weak economy and rising tuitions in the USA contributed to this trend as well. Another positive development for German higher education institutions was the 5.5 percent growth in the overall number of American students in Germany – from 8,551 in 2009/10 up to 9,018 in 2010/11.

North American students continue to show great interest in short-term study stays in Germany, which often lead to longer stays or

RISE worldwide scholarship holder Natalie Braun from Germany joins fellow students to form the word “CANADA” during her stay at the University of British Columbia. The photo was submitted for the programme’s 2012 competition.



subsequent enrolment in full-fledged degree programmes. In 2012, the number of North Americans in the natural and engineering sciences who applied to the RISE programme (Research Internships in Science and Engineering) was once again higher than the previous year. There were 1,128 applications from the USA (in 2011: 1,029 applications for 189 scholarships) and 288 applications from Canada (in 2011: 235 applications for 65 scholarships). A total of 275 RISE scholarships were awarded to North American students in 2012. The RISE professional programme, which organises company internships for advanced-level students in North America, was also very popular, with 378 applicants.

The USA remained atop the list of most popular destination countries for international students; in 2012, 661,000 international students studied in the USA. The number of German students wanting to study in the USA, however, stagnated at 9,347. This put the USA in fifth place on the list of most popular study destinations for Germans. North American universities have very high regard for their German guests. Around 50 American and ten Canadian higher education institutions provide German DAAD scholarship holders with tuition-free study – with a total value of 1.5 million euros. Also jointly financed are 20 German DAAD-placed German Studies Guest Lecturers to North American universities.

The GAIN initiative (German Academic International Network) is the largest network of

German academics and researchers in North America and is financed by the DAAD, the German Research Foundation (DFG) and the Alexander von Humboldt Foundation (AvH). Since its founding in 2003, GAIN helps its academics and researchers to maintain contact to the research community in Germany and ease the transition back. A 2012 survey of GAIN members confirms the appeal of Germany as a research location and serves as a reminder that more needs to be done to facilitate careers in science and research here in Germany.

More research collaboration with Canada

The “U15” consortium of Canada’s top 15 research universities sent a high-ranking delegation to Berlin in March 2012 to meet with numerous German university administrators and discuss ways in which the two countries can increase their collaboration, especially in research. A steering committee consisting of three German and three Canadian university presidents will be preparing symposia dedicated to specific research topics. In 2013, two symposia will take place in Canada and one in Germany. <<

Around 50 American universities and ten Canadian universities provide German DAAD scholarship holders with tuition-free study – with a total value of 1.5 million euros.

Table 5 : DAAD funding for foreigners and Germans in 2012 according to programmes and countries of origin / destination

North America

Please see page 94 for explanation of tables.

G = Germans going abroad

F = Foreigners coming to Germany

		Canada	USA	Total
I. Individual funding – Total	G	306	1,818	2,124
	F	186	829	1,015
1. By status				
Undergraduate students	G	86	272	358
	F	115	458	573
Students already holding a first degree (graduates)	G	108	824	932
	F	58	318	376
of these, PhD students	G	89	589	678
	F	20	154	174
Academics und university lecturers (incl. postdocs)	G	112	722	834
	F	13	53	66
2. By duration of funding				
< 1 month	G	148	940	1,088
	F	25	117	142
1–6 months	G	89	402	491
	F	120	439	559
> 6 months (long-term funding)	G	69	476	545
	F	41	273	314
3. By selected programmes				
DAAD one-year scholarships for research and study	G	42	278	320
	F	20	190	210
Scholarships as part of cooperation programmes	G			
	F			
“Sur-place” and in-country / in-region scholarships	G			
	F			
“Lektors”	G	6	15	21
	F			
Long-term lectureships, visiting lectureships, professorships	G	2	1	3
	F			
Conference travel and lecture tours	G	140	916	1,056
	F			
Specialist and language courses	G			
	F	14	100	114
Interns	G	72	233	305
	F	116	349	465
Research visits for university lecturers	G			
	F	9	46	55
II. Project funding – Total	G	617	2,766	3,383
	F	163	856	1,019
1. By status				
Undergraduate students	G	396	1,898	2,294
	F	32	381	413
Students already holding a first degree (graduates)	G	181	748	929
	F	102	255	357
of these, PhD students	G	24	88	112
	F	34	125	159
Academics und university lecturers (incl. postdocs)	G	40	120	160
	F	29	220	249
2. By duration of funding				
< 1 month	G	173	902	1,075
	F	119	561	680
1–6 months	G	383	1,620	2,003
	F	40	254	294
> 6 months (long-term funding)	G	61	244	305
	F	4	41	45
3. By selected programmes				
PROMOS – Programme to enhance mobility	G	418	2,088	2,506
	F			
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	G	123	491	614
	F	3	31	34
Scholarship and guidance-counselling programmes (STIBET)	G			
	F	33	233	266
Project-related exchange programmes (PPP)	G	32	64	96
	F			
DAAD funding – Total (I + II)	G	923	4,584	5,507
	F	349	1,685	2,034
DAAD funding – Germans and foreigners, total		1,272	6,269	7,541



When history comes alive

A conversation with RISE scholarship holder Christina Sparks

With its Research Internships in Science and Engineering (RISE) programme, the DAAD makes it possible for students at North American and British universities to conduct two to three month research stays at German universities and research institutions. Christina Sparks (21) from Spelman College in Atlanta (USA) worked at the Max Planck Institute for Biophysical Chemistry in Göttingen.

Why did you apply to the RISE programme?

There's a huge difference between just knowing some facts about a country and actually spending time there – living, working and learning to adjust and get around in a new environment. I was able to do this. It was my first experience abroad and it was fantastic. I knew about the programme because the DAAD maintains a relationship with my college. And I was very proud when I was awarded the opportunity to go to Germany.

Were your expectations met?

More than that! I learned so much – about science but also about the culture and the people. I definitely want to go back again.

You study Mechanical Engineering, Physics and are majoring in Creative Writing. How important was your stay at the Max Planck Institute (MPI) for Biophysical Chemistry for your studies?

The time in Göttingen was invaluable. It really helped me find direction, both in terms of my academics and personal development. I had often struggled with the question of what's next. I was clear enough about getting a master's degree, but pursuing a PhD was not something I could imagine. After spending time at MPI, I realised that getting a PhD is really not such a crazy idea. And the three months in Germany really got me interested in exploring new countries and cultures. I can no longer imagine just living in one country and seeing the world from just one perspective.

What surprised you the most about Germany?

The role that history plays in German culture is just incredible.

A walk through Göttingen is like travelling back in time. History is everywhere in Germany. I really felt this during the DAAD scholarship holders' event in Dresden. I was so impressed by the number of historical and elaborately restored buildings. Of course I have read a lot about World War II, but to stand in a synagogue that has been destroyed and then rebuilt was really quite an experience. It was like history came alive for me.

How has the time been since your return to the US?

A lot has happened since I've been back. I'm now a campus spokesperson and recommend the DAAD programme to all my friends and fellow students! And I use the different social media platforms to tell people about my time abroad. It was such a great experience and I'd like to inspire as many people as possible to get out and discover the world!



Christina Sparks from Atlanta, Georgia (USA).

Conducting research at German universities for two to three months: Scholarship holders from the Research Internships in Science and Engineering (RISE) programme.



Latin America

In 2012, the percentage of Latin Americans living in poverty fell below the 30 % mark for the first time – down to 28.8 %.

High-profile reception: At the CeBIT 2012, Brazil's President Dilma Rousseff and German Chancellor Angela Merkel greeted the first scholarship holders from the "Science without Borders" programme.

The Latin American economy continues to boom. The average gross domestic product (GDP) grew by 4.2 percent in 2012 and in some countries the figure was considerably higher. In Peru, for example, GDP growth was at six percent. The region as a whole ranks sixth among the world's largest economies. Bucking the larger trend in Latin America is Brazil, where GDP growth has actually slowed. Nonetheless, Brazil remains Latin America's leading economic power, the region's most populous country, and the world's seventh largest economy in terms of GDP. A growing middle class is one of the major forces driving the rise in domestic demand and stimulating the Latin American economy. For this middle class, education is also an issue of growing importance. The social transformation happening today in Latin America is undeniable. In 2012, the percentage of Latin Americans living in poverty sank below 30 percent (28.8 percent) for the first time; this

said, 167 million Latin Americans still live in poverty.

Engineers and skilled specialists in great demand

As Peru's economy grows, so does the demand for skilled professionals. The number of government-funded scholarships has grown tenfold. In the engineering sciences alone, Peru has awarded roughly 1,250 international scholarships for 2012/13. Collaboration requests also piled up at the DAAD and Germany's Federal Ministry of Education and Research (BMBF). In response, two additional binational exchange programmes for scholars and scientists were established in 2012. For 2013, two high-volume exchange programmes at the master's and doctoral level are being planned together with the Peruvian agency PRONABEC (Programa Nacional de Becas y Crédito Educativo).

In Argentina, the country's president announced a strategic engineering education plan in October 2012, which calls for 2,000 special student scholarships, as well as education and training for an additional 8,000 engineers by the year 2016. Foreign exchange controls, however, which took effect one year ago, have significantly limited the international dimension of the ambitious plan.

The situation is different in neighbouring Brazil, where a scholarship programme launched back in 2011 (Ciência sem Fronteiras/CsF; Science





without Borders) is aimed primarily at students in the natural sciences and engineering and focuses entirely on international exchange.

According to Brazil's own data, there were 12,000 Brazilian students, doctoral candidates and postdoctoral candidates studying, conducting research or completing industry internships abroad as of November 2012. These

international exchanges were made possible by agreements with over 17 different countries around the world. Roughly a third of Brazilian scholarship holders went to the USA and Canada. An additional third went to Portugal, Spain or France – Europe's main destination countries due to the close linguistic ties. Germany ranks just behind the UK among Brazil's CsF scholarship holders. ➤

The number of government-funded scholarships in Peru has increased tenfold. In the engineering sciences alone, it awarded roughly 1,250 international scholarships in 2012/13.

Under one roof

São Paulo: Contact point for collaboration

How can a German institution of higher education set up a system for recruiting students from Brazil? And how can a team of Brazilian scientists find a German company to help turn their own research results into innovative products? As of February 2012, the German House of Science and Innovation (DWIH) in São Paulo is the one-stop shop for quick and targeted assistance on matters such as these. Under the direction of the DAAD, the DWIH

serves as the central point of contact, facilitating German-Brazilian collaboration between universities, research organisations and industry.

The DWIH in São Paulo is the newest of the DAAD's five DWIH centres, with other locations in New York, Moscow, New Delhi and Tokyo. Funds for the establishment and day-to-day operation of the DWIH are provided by Germany's Federal Foreign Office. The goal of the DWIH is to generate interest in Germany as a centre for research, science and innovation by helping German universities and research organisations establish a

presence in Brazil. To this end, eight partners have already come together in São Paulo. Joining the DAAD at the DWIH are the German Research Foundation (DFG), the Alexander von Humboldt Foundation (AvH), the Freie Universität Berlin, the Technical University Munich (TUM) and the University of Münster. The "UAS7", a coalition of seven research-oriented German universities of applied sciences, has also set up offices, along with the university alliance Metropole Ruhr (UAMR), a joint project of the Ruhr-Universität Bochum (RUB), the Technical University Dortmund and the University of Duisburg-Essen (UDE).

The key to future collaborations: Foreign Minister Guido Westerwelle (centre) and DAAD President Margret Wintermantel (4th from left) were both in São Paulo for the opening of the new DWIH.



The Fraunhofer-Gesellschaft and the Frankfurt School of Finance and Business have also set up offices in the neighbouring chamber of foreign trade.

In the right place at the right time

“Brazil is Germany’s most important partner in Latin America for cooperation in education and research,” said German Federal Foreign Minister Guido Westerwelle in his speech at the DWIH’s inauguration event. And São Paulo is a particularly attractive location. More German companies currently conduct research there than in any

other city outside of Germany. The Brazilian government is also investing heavily in the internationalisation of its universities. With its scholarship programme “Ciência sem Fronteiras” (Science without Borders), Brazil aims to send 100,000 members of its university community abroad between 2011 and 2014. As part of the plan, an additional 27,000 scholarships will be funded by industry. This represents a fivefold increase in the number of scholarship opportunities available to Brazilian academics.

Under these favourable conditions, the DWIH partners are

already benefiting from their presence in São Paulo. The university alliance Metropole Ruhr is currently hosting 60 exchange students from Brazil, making it the largest host of the “Science without Borders” programme. “This shows that the universities involved with the DWIH are ‘first in line,’” says Christian Müller, who is director of both the DWIH in São Paulo and the DAAD Regional Office in Rio de Janeiro. Another early beneficiary is the University of Münster, which was able to expand on a research project for improving the treatment of neglected illnesses, such as malaria and tuberculosis, using new plant-based agents.

São Paulo is a particularly attractive location – more German companies currently conduct research there than in any other city outside of Germany.

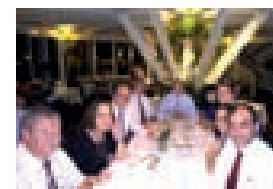
A boost for the German-Argentine University Centre

In November 2012, the German and Argentinean governments agreed to solidify the recently launched German-Argentine University Centre (DAHZ-CUAA). A commitment of 2.25 million euros in annual funding, starting in 2013, will ensure the longer-term development of German-Argentinean degree programmes. In the summer of 2012, seven double degree programmes were selected, six of which were approved by Argentina’s accreditation commission in December. Beginning in 2013, however, only five projects will be supported long term, because a German project manager requested a one-year extension. The driving force behind the centre is a public-private partnership involving the German Federal Ministry of Education and Research (BMBF), two Argentinean ministries, as well as the Wissenschaftsvereinigung der deutschen Wirtschaft in Argentina. On the German side,

the centre is run by the BMBF, the German Rectors’ Conference (HRK) and the DAAD.

DAAD chairs see movement

In 2012, a third DAAD chair in Latin America was established and filled with a visiting professor from Germany. This newest chair, which is expected to be a five-year lectureship with a focus on Comparative Literature, augments the Cátedra Humboldt in Costa Rica established several years ago. The Walter Gropius Chair (Architecture) in Buenos Aires was continued, but with a new partner university. The institutional placement of the Humboldt Chair in Mexico City, which has been held by a political scientist for the last two years, was evaluated in 2012 and newly advertised. All three chairs exert influence far beyond their respective host universities.



Among friends: An alumni gathering in Peru (top).



The newly signed ALPERU agreement (bottom).

Table 6 : DAAD funding for foreigners and Germans in 2012 according to programmes and countries of origin / destination

Latin America

Please see page 94 for explanation of tables.

G = Germans going abroad

F = Foreigners coming to Germany

		Argentina	Barbados	Belize	Bolivia	Brazil	Chile	Costa Rica	Dominican Republic	Ecuador	El Salvador
I. Individual funding – Total	G	112			16	320	76	25	4	28	5
	F	297		1	48	1,250	241	68		76	48
1. By status											
Undergraduate students	G	31			10	194	21	10	4	18	5
	F	153			4	754	111	9		22	16
Students already holding a first degree (graduates)	G	33			3	53	22	6		5	
	F	112		1	44	414	120	51		54	32
of these, PhD students	G	23			3	33	12	3		1	
	F	53			16	240	90	40		33	9
Academics und university lecturers (incl. postdocs)	G	48			3	73	33	9		5	
	F	32				82	10	8			
2. By duration of funding											
< 1 month	G	53			2	60	18	5		5	1
	F	14				30	5	3		9	4
1–6 months	G	31			13	197	29	12	4	16	4
	F	188				174	13	7		7	
> 6 months (long-term funding)	G	28			1	63	29	8		7	
	F	95		1	48	1,046	223	58		60	44
3. By selected programmes											
DAAD one-year scholarships for research and study	G	13				38	6	2			
	F	39			18	89	36	30		22	18
Scholarships as part of cooperation programmes	G										
	F	173				821	172	20		2	
“Sur-place” and in-country / in-region scholarships	G										
	F	2			2	62	1	3		19	16
“Lektors”	G	4				9	9	1		2	
	F										
Long-term lectureships, visiting lectureships, professorships	G	3			2	2	3	1		1	
	F										
Conference travel and lecture tours	G	48			1	40	13	5			
	F										
Specialist and language courses	G										
	F							2		7	
Interns	G	23			10	173	18	12	4	20	5
	F	3				125	3			7	4
Research visits for university lecturers	G	1				12	2	1			
	F	31				51	8	8			
II. Project funding – Total											
	G	241	6	3	28	582	240	101	3	104	2
	F	281	2	2	51	399	201	107	2	69	27
1. By status											
Undergraduate students	G	156	3	3	17	267	132	55	2	60	2
	F	88			6	95	55	13		37	7
Students already holding a first degree (graduates)	G	52	2		5	162	54	30	1	31	
	F	135	1		21	185	56	30		7	9
of these, PhD students	G	18	1			77	19	2		3	
	F	44			8	77	21	4			1
Academics und university lecturers (incl. postdocs)	G	33	1		6	153	54	16		13	
	F	58	1	2	24	119	90	64	2	25	11
2. By duration of funding											
< 1 month	G	74	3		12	304	83	53		50	1
	F	206	2	2	37	261	128	83	2	46	18
1–6 months	G	145	3	3	16	257	148	43	3	48	1
	F	58			11	99	43	20		19	8
> 6 months (long-term funding)	G	22				21	9	5		6	
	F	17			3	39	30	4		4	1
3. By selected programmes											
PROMOS – Programme to enhance mobility	G	166	2	3	21	253	143	65	3	84	2
	F										
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	G	27				15	30	22		1	
	F	35				5	19	14		1	
Scholarship and guidance-counselling programmes (STIBET)	G										
	F	23			7	95	28	8		11	2
Project-related exchange programmes (PPP)	G	27				125	13				
	F	33				6	13				
DAAD funding – Total (I + II)											
	G	353	6	3	44	902	316	126	7	132	7
	F	578	2	3	99	1,649	442	175	2	145	75
DAAD funding – Germans and foreigners, total											
		931	8	6	143	2,551	758	301	9	277	82

III. THE DAAD WORLDWIDE : LATIN AMERICA

Grenada	Guatemala	Guyana	Haiti	Honduras	Jamaica	Colombia	Cuba	Mexico	Nicaragua	Panama	Paraguay	Peru	Trinidad and Tobago	Uruguay	Venezuela	Total
1	8	1	2	35	3	105	16	125	16	16	5	50	1	9	8	951
	28					373	37	751	41	55	9	60	3	12	74	3,508
1	5				1	64		48	10	13	2	35	1	8	2	483
						87		364	4	3		14		2	7	1,550
	2		2		1	24	6	42	2	2		6		1	3	213
	26	1		34		271	25	369	37	52	9	44	3	8	63	1,770
	1		1		1	3	2	13		1		4		1	1	103
	13			10		101	15	140	12	11	5	22	1	7	28	846
	1				1	17	10	35	4	1	3	9			3	255
	2			1		15	12	18				2		2	4	188
1	1					11	4	36	1		2	10		1	2	213
						15	5	32	4	1		4		1	5	132
	5		2		3	58	5	42	11	14	3	32	1	8	2	492
	1			2		18	19	23		4		8		1	5	470
	2					36	7	47	4	2		8			4	246
	27	1		33		340	13	696	37	50	9	48	3	10	64	2,906
						11	1	12		1		3				87
	7			2		87	12	85	12	4	8	30	2	9	17	527
	6					191		574		34		1			41	2,035
	9			22		7		2	11	9	1	3				169
	1					4	1	5	1			1			1	39
						3		2	1	1		1				20
						7	3	23			1	5		1	1	148
						7		13	3						5	37
1	5		1		1	59	1	40	10	14	2	35	1	8	2	445
						8		11		3		7				171
						1		3								20
	1			1		15	12	17				2		2	4	152
10				6	10	140	77	348	37	22	23	125	3	22	7	2,140
66		5	26	4	379	50	306	34	32	12	96	4	4	4	69	2,228
4				4	7	79	48	226	28	5	6	86	3	19	5	1,217
8				1	1	221	4	111	3	1	2	22	2		32	709
2				2	2	33	9	78	6	16	11	26		3	2	527
11				6	1	86	19	119	7	15	3	32	1	1	28	773
				1	1	10	2	11		4	3	6			1	159
				3		30	10	28		4		7		1	15	253
4					1	28	20	44	3	1	6	13				396
47			5	19	2	72	27	76	24	16	7	42	1	3	9	746
4				1	4	44	35	112	21	17	19	43		2	5	887
64			5	23	3	275	26	192	33	30	11	60	1	3	54	1,565
6				5	6	84	34	202	16	5	4	75	3	20	2	1,129
1				2	1	79	24	93	1	2	1	26	3	1	13	505
						12	8	34				7				124
1				1		25		21				10			2	158
6				5	8	79	40	226	32	17	17	91	3	22	6	1,294
						17	17	76				15				220
						20	4	49				12				159
1				5	1	71	8	79		1	2	21	1	1	17	382
						14		15								194
								2								54
1	18		2	6	13	245	93	473	53	38	28	175	4	31	15	3,091
	94	1	5	61	4	752	87	1,057	75	87	21	156	7	16	143	5,736
1	112	1	7	67	17	997	180	1,530	128	125	49	331	11	47	158	8,827



Faces of change

Graduates of the DAAD programme “Public Policy and Good Governance” come from more than 80 countries in the southern hemisphere. At home they are all committed to creating a more fair and just world. In Germany, they gain experience that shapes the rest of their lives.



The DAAD scholarship holders in the “Public Policy and Good Governance” (PPGG) programme all have one thing in common – the desire for a better, more just world. During their stay in Germany, these young individuals also gather experiences both inside and outside the classroom which will shape the rest of their lives. PPGG students, representing more than 80 countries in the southern hemisphere, enrol in one of the eight international, praxis-oriented, master’s programmes in “Good Governance” at selected institutions of higher education from the north to the south of Germany, from Lüneburg to Passau. Over the course of the programme, the scholarship holders develop their understanding of corruption, non-transparent decision-making processes, restrictive participatory systems and social discrimination in the world and in their home countries.

Most importantly, they learn about ways to address and even eliminate these abuses. The programme includes field trips to democratic institutions and internships at ministries, international organisations, NGOs and think tanks in Germany, Europe and in their home countries. The scholarship holders gain valuable experience and insights around the world that will later play a decisive role in their work creating fair and just social, political and economic structures back home in Africa, Asia and South America.

Doing good around the world

In the war-ravaged country of Afghanistan, ensuring good governance and eliminating injustices means fighting corruption. Sayed Niamatullah, PPGG alumnus and graduate from the University of Erfurt, has been working as an anti-corruption consultant with the Independent Joint Anti-Corruption Monitoring and Evaluation Committee since returning to Afghanistan in 2011. He is involved in developing anti-corruption benchmarks for his country and implementing them at both the national and international level. Niamatullah supports the Afghan government as well as Afghan institutions and international donor organisations in the fair and effective allocation of resources, and provides guidance in building public administrative bodies based on transparency.

Another PPGG alumnus, the human rights lawyer Obert Hodzi, is as equally committed to his role as an agent of change in his home country of Zimbabwe. Hodzi, who is an active member of a civil rights organisation that advocates the implementation of constitutional rule of law and judicial reforms, also co-founded the PPGG organisation “Governance Network International”, a group committed to promoting democratic principles and enhancing public participation in African countries. Hodzi also works as a good governance consultant with the Humanist Institute for Development Cooperation (HIVOS) in Harare, where he focuses largely on women’s rights, equal opportunity for all segments of the



Boating down the Rhine:
Incoming scholarship holders in the “Public Policy and Good Governance” programme get acquainted at the orientation seminar in Bonn.



population, and fair and equal access to development opportunities.

The PPGG scholarship holder Paulina Mendez Castellanos is currently enrolled in the Democratic Governance and Civil Society programme at the University of Osnabrück, where she is learning how governments and civil groups can work together to solve social problems at the local, national and supranational levels. Before coming to Germany, the 33-year-old Ecuadorian had already gathered plenty of experience fighting social discrimination. Working for the National Secretariat for Planning and Development, Castellanos had been in charge of coordinating grassroots initiatives for political and social participation and co-determination.

Injustice, corruption and exclusion are still pervasive in Ecuador’s social and economic structures. And the president’s monopolisation of power has encumbered democratisation efforts even further. Castellanos’ goal is to help shape and drive institutional reforms when she returns



home, contributing her knowledge and international perspective to the country’s democratic transformation – all in the name of improving the quality of life for her fellow Ecuadorians.

North Africa and the Middle East

DAAD alumni receive funding to set up their own junior research groups in their home countries.

Things have changed dramatically within the region since the Arab Spring in 2011. The authoritarian regimes in Tunisia, Egypt and Libya were forced to give way under the pressure from the streets. Transformation processes were set in motion as a result, but their success remains uncertain in the face of growing Islamification in the region. In Syria, the struggle between oppositional forces and the regime has since escalated into a religiously-fuelled civil and proxy war in which external powers have considerable influence. Such escalations were able to be averted in the wealthy Gulf states, on the other hand, where those in power injected additional funds into their education and university systems as a way to keep conflicts from deepening. However, the region's poorer countries give us reason for ongoing concern. Economies are slowing down while both inflation and unemployment are on the rise, a development due in part by the drop in tourism. The onus to keep these developments at bay, if not turn them around completely, will fall increasingly on the region's dynamic universities.



A visitor from Berlin: President of the German Bundestag Norbert Lammert at the DAAD office in Cairo.

Four new programme lines

The DAAD response to these formidable challenges was immediate. In 2012, the organisation created four new programme lines as part of the federal government's so-called Transformation Partnership scheme with Tunisia and Egypt. The range of additional activities is broad – from short-term opportunities such as summer courses and seminars to university partnerships and the formation of joint master's programmes. All of these efforts revolve around modernising Tunisia and Egypt's higher education systems and improving the employability of university graduates.

DAAD alumni are granted funding to set up junior research groups in their home countries. Measures on "Good (University) Governance" are also part of the programme, which have included student trips to Germany to explore rules governing student participation and representation. A large number of partly co-financed scholarships for junior academics and researchers have also been made available as a way to gain future leaders as partners for Germany.

Leading by example: Newly founded universities

Newly-founded universities such as the German University in Cairo (GUC) and the German Jordanian University (GJU) are not only looked upon favourably in the region – they are also leading by example. The new GJU campus in



Forests for the desert

An unusual project in Egypt

A German-Egyptian research project has managed to kill two birds with one stone by turning desert into forest and finding a productive, efficient use of Egypt's wastewater. "We're using wastewater for forestation," explains Hany El Kateb, a forestry scientist at the Technical University Munich (TUM) and initiator of the cooperation project "Development of Sustainable Forestry in Desert Lands of Egypt Using Sewage Water".

Initiated by the Egyptian government in the mid 1990's, this unusual afforestation project has been sponsored by the DAAD since 2012 as part of the German-Arab Transformation Partnership. In addition to TUM, the Ain Shams University in Cairo and the University of Alexandria are also involved in the project. At several test plantations in the Egyptian desert, impressive stands of African mahogany, pine, Casuarina and especially eucalyptus trees have already reached impressive heights – some as high as 20 metres.

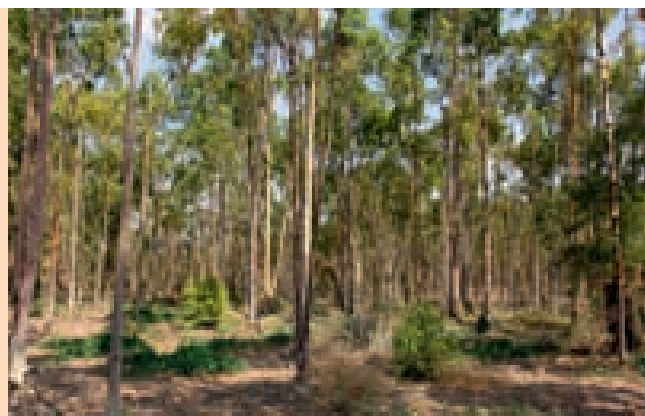
The rapid growth is the result of wastewater being used for the irrigation, which has been treated using special bacteria, and is very rich in the nutrients nitrogen and phosphorous. These conditions make it possible for some tree species to grow up

to 4.5 times faster than they would in Germany. It's a promising approach that conserves resources and can help expand the country's vegetative cover. "Egypt has the world's highest desertification rate," says Hany El Kateb. The country loses 3.5 hectares of fertile soil per hour – the equivalent of about 50 football pitches every day.

El Kateb, who was born in Egypt, explains how the project can help combat deforestation: "With the 5.5 billion cubic metres of wastewater being produced each year, we could plant roughly 650,000 hectares of forest," he says. According to El Kateb, this forest would be able to capture at least 25 million tonnes of carbon dioxide and might even increase rainfall in Egypt.

El Kateb also knows that more research and hard work is required before this vision can become reality. "We want to improve our afforestation efforts from the ground up, both in terms of ecology and economics – from the selection of tree species, to seed quality, to forest management and harvesting," he explains.

"The collaboration between Egypt and Germany in the area of forestry is very important," says Abdel-Ghany El-Gindy, Professor of Agriculture at the Ain Shams University. Germany has a strong tradition in the forest sciences, going back



300 years, and the Egyptians want to take advantage of this experience. The project in Egypt is a learning experience for the German silviculturists as well. "It's a huge challenge to establish a stable forest ecosystem where there has never been one before," says Reinhard Mosandl, Professor of Silviculture at TUM and director of the DAAD project.

Educating local foresters

The cooperation also provides the basis for training forestry professionals in Egypt, who will then be responsible for managing the existing plantations and expanding them sustainably over the long term. The goal is not only to create more green space, but also to produce timber. Timber production can be a catalyst for local industry and job creation, which is another goal for this country in transformation.

Planting trees in the desert of Egypt – African mahogany, pine and especially eucalyptus trees are already reaching impressive heights on the test plantations.



Round table discussion: Exactly ten years after the founding of the German University in Cairo (GUC), Egyptian journalists gathered at the DAAD headquarters in Bonn to learn about the German higher education system (right). GUC students join in the discussion (above).



A job well done: Graduation ceremony at the German University of Technology (GUTech) in Oman (bottom right).



On site: DAAD Secretary General Dorothea Rüländ with members of the liaison office in Kabul (far right).



Madaba outside Jordan's capital of Amman was officially opened last year by Germany's former Minister for Education and Research Annette Schavan and King Abdullah of Jordan. The DAAD also launched comprehensive scholarship programmes to promote the development

of young university-level teachers in Iraq, some of which are co-funded by the Ministries of Higher Education in Baghdad and Erbil. German and Iraqi universities are also working together on six different structural projects to bring faculties up to date.

GERMAN SCIENCE CENTRE OPENS IN CAIRO



German Foreign Minister Guido Westerwelle wished the German Science Centre (DWZ) many successful years as a wellspring of innovation, describing the centre in Cairo as a “window to Germany” in his speech at the centre’s official opening on 13 November 2012. “Our goal is to inspire Egypt’s scientists to work together with Germany. The centre’s modern approach of bringing together research, science and business will make for fruitful collaboration.” Several top-ranking

scientific and political representatives from Egypt and Germany joined the DWZ on the DAAD Cairo Office campus to ring in a new era of German-Egyptian collaboration. “It is a sign and a symbol of both the stability and maturity of our bilateral partnership,” emphasised DAAD President Margret Wintermantel.

Progress has also been made in the region’s non-Arab countries. The DAAD provides support, for example, to German higher education institutions that collaborate on research projects with local partners in Pakistan. Collaborations like these provide a valuable jump-start for former scholarship holders from the joint government scholarship programme who are returning home to Pakistan. In 2012, the DAAD also marked the 10th anniversary of its involvement in rebuilding Afghanistan’s higher education system. Secretary General Rüländ travelled to Kabul to celebrate this important milestone, taking stock of the achievements so far and marking the start of the “Decade of Transformation” (2015–2024). Negotiations were undertaken in Iran in an effort to establish some form of contact with and for the country’s academic community and civil society. There is now hope that the Tehran Information Centre will be re-opened and a Lektor can be placed back in Isfahan at some point during 2013.

A rocky yet worthwhile road

The journey has been a long and arduous one, demanding patience and resilience from everyone involved. Nonetheless, the DAAD commitment to higher education cooperation in crisis and post-conflict countries is and will remain a central element in the German government’s ongoing conflict prevention and stabilisation efforts in this geopolitically vital region of the world.



Table 7 : DAAD funding for foreigners and Germans in 2012 according to programmes and countries of origin / destination

North Africa and the Middle East

Please see page 94 for explanation of tables.

G = Germans going abroad

F = Foreigners coming to Germany

		Egypt	Algeria	Bahrain	Iraq	Iran	Israel	Yemen
I. Individual funding – Total		G 94	2		5	6	102	2
		F 494	40	3	234	171	81	99
1. By status								
Undergraduate students	G	46				1	66	
	F	118	16	3		33	60	
Students already holding a first degree (graduates)	G	34	1		3	3	17	
	F	330	20		227	122	20	95
of these, PhD students	G	5			1	2	9	
	F	237	17		148	114	3	18
Academics und university lecturers (incl. postdocs)	G	14	1		2	2	19	2
	F	46	4		7	16	1	4
2. By duration of funding								
< 1 month	G	4				1	17	
	F	58	16	3		21	38	
1–6 months	G	49				3	22	
	F	92	9		6	27	26	9
> 6 months (long-term funding)	G	41	2		5	2	63	2
	F	344	15		228	123	17	90
3. By selected programmes								
DAAD one-year scholarships for research and study	G	5				1	16	
	F	57	13		44	97	18	30
Scholarships as part of cooperation programmes	G							
	F	230			181			
“Sur-place” and in-country / in-region scholarships	G							
	F	1						45
“Lektors”	G	6	1		2		3	
	F							
Long-term lectureships, visiting lectureships, professorships	G	2				1	4	
	F							
Conference travel and lecture tours	G	2				1	10	
	F							
Specialist and language courses	G							
	F	50	16			19	26	
Interns	G	14				1	22	
	F	33		3		14	32	
Research visits for university lecturers	G							
	F	44	4		7	7	1	4
II. Project funding – Total		G 491			65	58	265	10
		F 937	30	4	260	365	134	33
1. By status								
Undergraduate students	G	159			6	23	194	10
	F	211	1	2	57	37	24	24
Students already holding a first degree (graduates)	G	151			16	18	42	
	F	333	15		46	217	79	8
of these, PhD students	G	53			11	4	19	
	F	86	1		10	108	11	4
Academics und university lecturers (incl. postdocs)	G	181			43	17	29	
	F	393	14	2	157	111	31	1
2. By duration of funding								
< 1 month	G	423			56	39	173	
	F	744	24	2	210	220	52	16
1–6 months	G	45			6	16	87	10
	F	160	2		13	124	41	5
> 6 months (long-term funding)	G	23			3	3	5	
	F	33	4	2	37	21	41	12
3. By selected programmes								
PROMOS – Programme to enhance mobility	G	50			8	5	223	
	F							
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	G	15				15	12	
	F					2	1	
Scholarship and guidance-counselling programmes (STIBET)	G							
	F	43	2		8	135	25	9
Project-related exchange programmes (PPP)	G	18						
	F							
DAAD funding – Total (I + II)		G 585	2		70	64	367	12
		F 1,431	70	7	494	536	215	132
DAAD funding – Germans and foreigners, total		2,016	72	7	564	600	582	144

III. THE DAAD WORLDWIDE : NORTH AFRICA AND THE MIDDLE EAST

Jordan	Qatar	Kuwait	Lebanon	Libya	Morocco	Oman	Palestinian Territories	Saudi Arabia	Syria	Tunisia	United Arab Emirates	Total
37	3		27		19	9	9	4	5	12	6	342
113	4	21	35		55	238	158	277	165	127	5	2,320
6	3		19		4	5	5			6	4	165
34	4	21	22		29	237	27	274		99	5	982
22			6		9	3	1	2		4		105
69			12		16		122	2	165	27		1,227
1			2		5	1	1	2		1		30
35			10		15		40		84	12		733
9			2		6	1	3	2	5	2	2	72
10			1		10	1	9	1		1		111
1			3		4	1	2			1		34
29		1	11		33	9	18	5		38		280
9	3		18		5	5	3	1		5	4	127
15	4		8		11	8	10	1	2	44	5	277
27			6		10	3	4	3	5	6	2	181
69		20	16		11	221	130	271	163	45		1,763
1			5		3					1		32
32			14		4		79		40	7		435
		20				224		269	92	60		1,076
							39	1	1			87
5					2	1	2	2		2	2	28
2			1		1		1		1			13
1					4							18
21			3		29	5	10	3		25		207
6	3		19		4	5	5			5	4	88
13	4	1	14			8	9	2		14	5	152
9			1		6	1	9	1		1		95
147	1	2	23		30	6	56	2		226	46	1,428
445		1	59	14	231	157	139	2	985	333	6	4,135
22	1	2	8		21	6	39			50	27	568
296			21		162	150	91	1	447	71	3	1,598
13			6		5		2	2		102	17	374
60			17	1	36	1	26	1	507	136		1,483
7			2		4		1			60	2	163
20			3		13		13	1	216	88		574
112			9		4		15			74	2	486
89		1	21	13	33	6	22		31	126	3	1,054
84	1		15		20	2	43	1		222	30	1,109
192		1	40	13	118	63	61		119	279	6	2,160
30		2	8		10	4	13	1		3	9	244
32			13	1	99	33	42	1	849	47		1,462
33										1	7	75
221			6		14	61	36	1	17	7		513
10	1	2	9		20	6	8	2		15	22	381
1										1	7	51
			1						3			7
28			12	1	135	1	25	1	869	31		1,325
												18
184	4	2	50		49	15	65	6	5	238	52	1,770
558	4	22	94	14	286	395	297	279	1,150	460	11	6,455
742	8	24	144	14	335	410	362	285	1,155	698	63	8,225

Sub-Saharan Africa

The German-South African Year of Science further strengthens scientific and academic ties between the two countries in 2013.

Once again in 2012, the countries of Sub-Saharan Africa experienced economic growth rates of over four percent, driven primarily by the export of raw materials, but also by further expansion of the industrial sector. At the same time, however, insufficient infrastructure, corruption, political unrest and armed conflict continue to hinder an overall increase in prosperity in many African countries. The corresponding figures for 2012 are significantly lower than expected.

A growing middle class, which makes up roughly four percent of Africa's population, is not only driving economic growth, but also demands, as in Kenya, for improvements in education and healthcare. In 2012, Kenyan teachers, university professors and doctors went on strike, demanding higher salaries as well as greater government funding for their institutions.

The governments of Kenya and Uganda increased investment in their technical universities – a response to the growing demand in the private sector for skilled engineers. The African Development Bank supported the move with 156 million US-dollars in expansion funding. Kenya and Uganda are following the example set by Ethiopia, which increased its investment in the engineering sciences back in 2006 and began focusing its education policy on collaborative partnerships between universities and industry.

Setbacks due to conflict

The dispute continued in 2012 between Sudan and South Sudan over oilfield rights and the distribution of proceeds from oil sales. Representatives from German universities visited the South Sudanese capital Juba for the first time

GERMAN-SOUTH AFRICAN YEAR OF SCIENCE



The German Federal Ministry of Education and Research (BMBF) and South Africa's Department of Science and Technology (DST) joined forces to initiate the German-South African Year of Science 2012/13 based on the motto "Enhancing Science Partnerships for Innovation and Sustainable Development". The DAAD office in Johannesburg made a key contribution to this effort with numerous projects and events, including the alumni conference in Cape Town, hosted by the DAAD and Alexander von Humboldt Foundation (AvH), which served as the kick-off event for the Year of Science. The DAAD also conducted a tour through South Africa to promote study and research in Germany, and organised a webinar and various informational events. A lecture series on the topic of energy research is planned for 2013.



as part of a DAAD delegation. In September, religiously motivated protesters inflicted serious damage to the German embassy in Khartoum. Despite the DAAD efforts to maintain the continuity of its programmes, it was unable to prevent delays in payments to 72 scholarship holders in Sudan, who were forced to wait several months for their scholarship money. Following the military coup in Mali, the DAAD was forced to close its Lektor office in Bamako.

Continuous relationship building

While there was plenty of bad news on South Africa's social and political front, including the violent end to the miners' strike, it was a banner year for South African science. Together with Australia, South Africa was selected as the site for the world's largest radio telescope installation, the SKA.

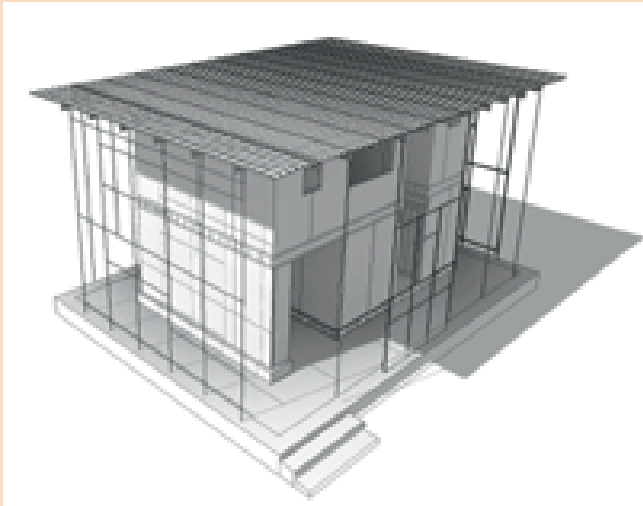
For the last 15 years, the European Union and South Africa have engaged in a successful strategic partnership with a strong focus on research. In 2012, Germany and South Africa launched the German-South African Year of Science 2012/13 to further strengthen the scientific and academic ties between the two countries. The Year in Science kicked off with

a gathering of high-ranking DAAD alumni in Cape Town, organised by the DAAD together with the Alexander von Humboldt Foundation (AvH). The central theme of the event was the DAAD theme for 2012: "Society in Change – Change by Exchange".

In the summer of 2012, responsibility for the Engineering Education Capacity Building Program was transferred almost entirely from Germany's Federal Ministry for Economic Cooperation and Development (BMZ) to the Ethiopian government. In autumn, following the death of Ethiopia's charismatic Prime Minister Meles, the Ethiopian Ministry of Education took over the long-term specialist programme which had been administered together with the DAAD. Thanks to the new partner, working conditions for the DAAD improved dramatically.

In Senegal, the DAAD is working together with the AvH to establish the African Institute of Mathematical Sciences (AIMS), and is currently engaged in finding German partners for the new institute. The "Welcome to Africa" programme, financed by the Federal Ministry of Education and Research (BMBF), is another example of increased collaboration between Africa and Germany. In 2012, eleven joint projects between

Smiles at the alumni conference in Cape Town where alumni gathered to launch the German-South African Year of Science.



Experimental building

Knowledge transfer in Ethiopia

With walls made of straw, many of the students doubted the structure's ability to withstand wind and rain over time – but the guest house still stands, fully intact and functioning, on the Addis Ababa University campus. “It actually started out as a prototype,” explains Dirk Donath. “But it turned out so well that the university decided to turn it into a guest house.” The architecture professor from the Bauhaus-University Weimar coordinates projects in Ethiopia for his university. The Bauhaus-University Weimar is one of eleven German universities collaborating with African partner universities as part of the DAAD “Welcome to Africa” programme. This three-year, three-phase programme (2012–2015) funded by Germany’s Federal Ministry of Education and Research (BMBF) gives German higher education institutions the opportunity to come into contact with African universities, deepen existing relationships and strengthen academic dialogue and exchange.

With Ethiopia’s population on the rise, housing is in high demand. To tackle this challenge, the participants from Weimar joined forces with students and researchers from the Ethiopian Institute of Architecture, Building Construction and City Development at Addis Ababa University as well as the University of Juba in Sudan to develop sustainable building and planning standards for Africa’s cities. The two-storey structure on the Addis Ababa University campus is one of the programme’s three different building projects. The focus of this particular project was on innovative construction materials – compressed straw board panels produced by the German company STRAWTEC. Straw is a common agricultural waste product in Ethiopia. Project participants developed various water sealants and joining techniques and used sandbag testing to gauge the load capacity of the structure. German and Ethiopian researchers and students working on the project have since left the university campus and are currently building a house in a densely-populated slum area in the centre of Addis Ababa, where they will be until September 2013.



Students and researchers from Weimar and Ethiopia collaborate on the development of innovative building materials. They are currently building a house in a slum of Addis Ababa until autumn 2013.

Our aim is get the people in the community involved in the process.

Community is involved in the planning

“Our aim is to get the people in the community involved in the process. The idea is to motivate them to continue building on their own, using the techniques they learn from the hands-on experience with us,” says Dirk Donath. According to Donath, the upshot of this approach is to encourage the community to identify with the housing project while offering a sustainable alternative to the reinforced-concrete dwellings that seem to be shooting up everywhere in Ethiopia.

Unlike the first project, which focused on testing a variety of building materials, the second project is all about the construction process. The third and final phase of the project will take place in 2014 in Juba (Sudan). “What we’ll be looking at there is the holistic approach to building,” explains the supervising professor from Weimar. In addition to materials, production processes and the social environment, the students and researchers will also pay particular attention to the issues of design and how the

structure fits into South Sudan’s architectural landscape.

The three-part building and construction project is much like a relay race, with new knowledge getting passed on with every new leg. The Bauhaus-University Weimar was in charge of the first project, the Ethiopians took the lead for the inner-city housing project in Addis Ababa, and the University of Juba, with support from its Ethiopian partners, will assume responsibility of the third and final building project.

German universities and 29 African universities and research institutions were selected for funding. The DAAD also agreed with the BMBF on a new programme for developing and expanding joint master’s degree programmes with African universities in the area of information and communications technology. Three courses of study were selected to receive funding over a two-year period as part of this project.

An evaluation of the five African Centres of Excellence (including two double centres), funded by the Federal Foreign Office, resulted in a positive assessment. As of 2013, the Centre of Excellence in Accra (Ghana) will no longer receive funding for its work in the area of health/healthcare.

Intra-African networks

For years, the DAAD has supported 18 discipline-specific networks as well as regional training and research institutes in Africa with 870 to 890 scholarships each year. In 2012, several

countries organised meetings of the in-country and in-region scholarship holders.

The African Good Governance Network grew in 2012 and now comprises 58 student and graduate members from 19 different African countries. The network was established to support the democratisation process in Sub-Saharan Africa. At the 2012 DAAD scholarship holders’ meeting in Münster, Germany, representatives from the African Good Governance Network gave a presentation on the network and its various activities.

Support for German Studies and German Studies scholars from Africa was a DAAD focus in 2012. In March, German scholars from Africa met with members of the DAAD advisory council for German Studies in Stellenbosch, South Africa. In Cameroon, German Studies lecturers took part in a two-week DAAD-funded programme. For the first time, three German Studies scholars from Cameroon, Zimbabwe and Uganda were awarded scholarships for a master’s degree programme at the University of Nairobi. «

The “Welcome to Africa” programme promotes greater collaboration: In 2012, funding was provided for eleven cooperation projects between German universities and 29 African universities and research institutions.

Table 8 : DAAD funding for foreigners and Germans in 2012 according to programmes and countries of origin / destination

Sub-Saharan Africa

Please see page 94 for explanation of tables.

G = Germans going abroad

F = Foreigners coming to Germany

		Angola	Equatorial Guinea	Ethiopia	Benin	Botswana	Burkina Faso	Burundi	Dem. Republic of Congo	Djibouti	Ivory Coast	Eritrea	Gabon	Gambia	Ghana	Guinea	Guinea-Bissau	Cameroon
I. Individual funding – Total	G	1	47	5	2	7	1	1	3	2	78	1	19					
	F	1	223	40	4	37	1	8	12	21	3	6	149	6				70
1. By status																		
Undergraduate students	G		1	2	1	5	1				1		71					11
	F		4	3	4	1			3		2	2	59					4
Students already holding a first degree (graduates)	G		5	1	1	1			1		1		4	1				5
	F		212	35	4	26	8		6	20		4	89	5				60
of these, PhD students	G		3		1	1			1		1		2	1				3
	F		139	19		10	6		6	1			30	1				41
Academics und university lecturers (incl. postdocs)	G	1	41	2		1			2				3					3
	F	1	7	2		7			3	1	1		1	1				6
2. By duration of funding																		
< 1 month	G		1	5		3			2				20					4
	F		4	3		5			3		2		34					4
1–6 months	G		8	2	2	3					2		54	1				9
	F	1	18	2		8	1		3	1	1	2	27	1				7
> 6 months (long-term funding)	G		34	3		1	1		1				4					6
	F		201	35	4	24	8		6	20		4	88	5				59
3. By selected programmes																		
DAAD one-year scholarships for research and study	G						1						1					2
	F		46	7		4	3		2	2			1	29				31
Scholarships as part of cooperation programmes	G																	
	F		38											12				
“Sur-place” and in-country / in-region scholarships	G																	
	F		62	16	3	19	5		4			3	10	5				16
“Lektors”	G		1	2		1			1				1					1
	F																	
Long-term lectureships, visiting lectureships, professorships	G		34															
	F																	
Conference travel and lecture tours	G	1	3						2									2
	F																	
Specialist and language courses	G																	
	F		4	3		4			3		2		3					3
Interns	G		1	2	1	5			1				70					9
	F						1						2	56				
Research visits for university lecturers	G																	
	F	1	6			2			2		1					1		5
II. Project funding – Total	G	11	126	7	12	15	4	4	3		8	1	102					73
	F	1	1	208	23	11	33	23	7	1	16	22	9	163	6	1		360
1. By status																		
Undergraduate students	G	4	39	5	5	8			2		2	1	59					24
	F		9	5	5	3		1	6		8		18	2				189
Students already holding a first degree (graduates)	G	2	36	1	4	4	1						28					24
	F	1	88	8	2	12	6	1	1	4		3	7	95	1			83
of these, PhD students	G	1	21	1	2	1							4					2
	F		1	64	3	1	6	2		2		1	1	49				18
Academics und university lecturers (incl. postdocs)	G	5	51	1	3	3	3	4	1		6		15					25
	F		111	10	4	18	17	5	6		11	2	50	3	1			88
2. By duration of funding																		
< 1 month	G	7	112	3	5	8	4	4			7	1	67					50
	F	1	1	162	14	7	23	18	7		8	13	8	97	5	1		163
1–6 months	G	4	14	4	7	7			3		1		31					23
	F		29	5	4	8			3		7		27	1				183
> 6 months (long-term funding)	G												4					
	F		17	4		2	5		1	5		2	1	39				14
3. By selected programmes																		
PROMOS – Programme to enhance mobility	G		30	5	3	11	1		2		1	1	53					27
	F																	
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	G				4								5					
	F			1	5		1		1	1		1	8					
Scholarship and guidance-counselling programmes (STIBET)	G																	
	F		14	5		2			6		7		16	3				215
Project-related exchange programmes (PPP)	G																	
	F																	
DAAD funding – Total (I + II)	G	11	1	173	12	14	22	4	5		6	10	1	180	1			92
	F	2	1	431	63	15	70	24	15	1	28	21	25	15	312	12	1	430
DAAD funding – Germans and foreigners, total		13	2	604	75	29	92	28	20	1	34	21	35	16	492	13	1	522

III. THE DAAD WORLDWIDE : SUB-SAHARAN AFRICA

Cape Verde	Kenya	Congo	Lesotho	Liberia	Madagascar	Malawi	Mali	Mauritania	Mauritius	Mozambique	Namibia	Niger	Nigeria	Rwanda	Zambia	Senegal	Seychelles	Sierra Leone	Zimbabwe	Somalia	South Africa	Sudan	Swaziland	Tanzania	Togo	Chad	Uganda	Central African Republic	Total
57	261	3	4	1	12	11	9	1	8	4	20	2	13	2	4	9	2	12	2	136	5	19	8	15				484	
					25				4	6	45	7	62	22	21	21			57	216	168	6	139	32	7	153	2	1,876	
39					10				6	2	13	2	7	2	2	2	2			49	3		11	4		9		256	
21					3	1			1				18	5		3			1	9	4		1	3		2		154	
9					1						5		2		2	5				40			6	2		3		95	
234	3	4		1	18	10	9	1	3	6	45	7	39	17	21	15		12	55	200	162	6	135	20	7	149	2	1,650	
6					1						3		1		1	4				30			5	1		3		68	
119	2	1			12	5	3		1	1	6	3	21	4	2	7		1	20	113	129		91	9	2	38	1	844	
9					1				2	2	2		4			2			2	47	2		2	2		3		133	
6					4								5			3			1	7	2		3	9		2		72	
5									2		1			2			1		1	58	2		1	1				109	
5					3								7	5		2			1	1	3			4				86	
44					11				6	2	16		9		3	5	1			44	2		13	5		11		253	
27					4				1	4	1		8			4				8	12		4	8	1	6		160	
8					1					2	3	2	4		1	4			1	34	1		5	2		4		122	
229	3	4		1	18	11	9	1	3	2	44	7	47	17	21	15		12	56	207	153	6	135	20	6	147	2	1,630	
3												2	1		1	1				23			5			1		41	
36					4	2	3		1	1	1	2	15	3	6	1		4	8	13	32		16	5	1	15		294	
26						1																	35					112	
120	3	4		1	8	4	4	1	2	4	30	5	26	8	8	9		5	42	180	113	5	62	11	5	108	2	913	
2					1					1	1		1			1			1	4	1			1		1		22	
1																				1			1			1		38	
1									2											56								67	
5					3								5			2						2			3			42	
41					10				6	2	13		7	2	2	3	2			36	3		10	4		8		238	
8									1				3	5		1						1		1				79	
2					2								5			2				6	5		1	6		1		48	
97	10	1			17	16	1		9	141	135	1	10	18	24	9	1	1	1	471	10		126	15		50		1,530	
1	333	47			11	56	16	12	3	27	59	4	109	58	44	78		7	24	1	172	69	200	24	7	153	2	2,402	
41	5	1			7	10	1		5	5	90	1	2	5	14	4	1	1	1	266			71	1		27		708	
8					3	1		9	1		35		14	1	1	13		3	3	1	33	5		16	7	5		405	
23					7	2			1	5	17		3	5		5				157	3		28	13		9		378	
1	116	46			7	13	1	2		13	8	1	56	22	14	18		1	15	71	20		99	8	4	74		923	
8						2			1		2		1	1		1				36	2		5			5		96	
67	3				3	6	1	1		2	2		26	8	4	3			7	24	12		45	3	2	40		407	
33	5				3	4			3	131	28		5	8	10					48	7		27	1		14		444	
209	1				1	42	15	1	2	14	16	3	39	35	29	47		3	6	68	44		85	9	3	74	2	1,074	
64	8				10	10	1		5	133	71	1	3	14	16	3		1	1	185	8		48	15		18		883	
1	307	1			4	53	16	7	2	12	24	3	71	50	36	66		6	15	115	56		140	15	5	138	2	1,673	
31	2	1			7	6			4	8	64		7	4	8	6	1			285	2		77			32		639	
5					5	1		4		12	13	1	27	4	4	10		1	4	1	44	12		16	9	1	6		447
2																				1			1					8	
21	46				2	2		1	1	3	22		11	4	4	2			5	13	1		44		1	9		282	
47	5	1			13	10	1		5	7	90	1	4	9	7	5	1	1	1	306	1		76	14		27		766	
1																					38							61	
										3	10								2		30							62	
6	3				3	1		9	1	2	2	1	23	3	2	5		1	3	1	5	14		8	10	2	7		380
154	10	1			29	16	1		17	145	155	3	23	20	28	18	3	1	3	607	15		145	23		65		2,014	
1	594	50	4	1	36	67	25	13	7	33	104	11	171	80	65	99		19	81	1	388	237	6	339	56	14	306	4	4,278
1	748	60	5	1	65	83	26	13	24	178	259	14	194	100	93	117	3	20	84	1	995	252	6	484	79	14	371	4	6,292

Asia-Pacific

The year 2012 was a stable year for Asia despite various government elections and leadership changes. Revolutions and natural disasters, which had stricken several countries in 2011, took place elsewhere. For academic exchange, it was a year characterised by continuity. The “New Passage to India” programme successfully completed its first phase (2009 to 2012), providing funding for four centres and financial support to 1,000 Germans and over 600 Indians in 45 cooperative projects – reason enough for the Federal Ministry of Education and Research (BMBF) to extend the programme for an additional four years. Several of the 800 Indians participating in the “Working Internships for Science and Engineering” (WISE) programme moved on to doctoral programmes in Germany or became active “Young Ambassadors” in India.

Strong results for the “New Passage to India” programme: Funding for four centres, 800 Indian research interns, 1,000 Germans and over 600 Indians in 45 cooperative projects.

Taking into account the increasingly important role of China in the area of science and research, the DAAD set the course in 2012 for future collaboration with the Asian giant. This included the development of the DAAD



Song helps solidify common bonds

The first meeting of East Asian alumni

How does individual action and involvement contribute to a progressive society? The question has not, at least traditionally, played a significant role in East Asia. But for many East Asian DAAD alumni, the experience in Germany has made them consider it from a different perspective. In March 2012, 190 former DAAD scholarship holders from Korea, Japan, Taiwan and China met to exchange views on the topic of “Responsible Research and Activities in East Asian Civil Societies”. Hosted by the Hankuk University of Foreign Studies in Seoul, the event was the first interregional alumni meeting in Asia.

Among the participants was Korea’s most prominent DAAD alumnus Dr. Kang-Kook Lee, President of the Constitutional Court of Korea, and DAAD Vice President Professor Joybrato



Mukherjee. German Federal President Joachim Gauck was unable to attend due to his swearing-in ceremony in the German Bundestag. Germany's ambassador to Korea read a short welcoming speech on Gauck's behalf, in which Gauck stressed the importance of the event's theme and described the gathering as an important addition to Germany's network of friends around the world.

The goal of the three-day meeting was to strengthen the network of East Asian academics who had trained in Germany. "More than ever, the countries of East Asia are looking to establish interregional cooperation," explains Dr. Ursula Toyka-Fuong. "Certainly there is still resentment between these countries, and historical events that have not yet been forgotten, but it was striking to see how the alumni – many of whom were meeting each other for the first time – gave each other their trust and 'benefit of the doubt' based on their common relationship to

Germany and mutual desire to work together to build an 'East Asian peace community'." The alumni chose to emphasise this common bond not only through discussions and debates, but also by singing German and Asian folk songs.

Commitment to engage

One of the goals of the Seoul conference was to realise an idea, born in 2004, of establishing DAAD-funded transregional specialist networks. Participants took part in 24 different workshops which addressed some of the more sensitive social issues in East Asia today – from medical ethics to critical views of the legal system. They considered options for socially motivated, scientific action and engagement. The German scholars decided to establish a "DAAD Alumni in East Asia" section within the Association for German Studies in Asia. In the areas of law, medicine and natural sciences, alumni opted to establish specialist networks and successfully



A reunion for some, a first encounter for others: DAAD alumni from Japan, Korea, Taiwan and China gathered for the first time in Seoul (top and left).



DAAD Vice President Joybrato Mukherjee greeted the alumni (bottom).

secured conference funding in cooperation with researchers from the University of Bonn and the Ludwig-Maximilians-University Munich (LMU). The goal of the conferences is to facilitate exchange on issues such as quality control within the legal / court system and the ethics of new techniques and methods in the areas of medicine and natural sciences. The first meetings in 2013, which will bring together East Asian DAAD alumni, German experts and other Germany alumni from East Asian countries, will be held in Taipei and Beijing.

Another marked increase in the number of Chinese students in Germany.

country strategy for China and the signing of a framework agreement for continued cooperation with the China Scholarship Council, which defines new programmes as well as new cooperation principles and guidelines.

Focus on networking

The number of Chinese students in Germany saw another marked increase in 2012. As part of the BMBF special programme “Deutschland Alumni China” (DACH), the DAAD continues to solidify its contacts to Chinese trade associations in Germany, as well as its efforts to recruit foreign students who are in Germany without scholarships (“free movers”) to take

part in DAAD alumni networks. In 2012, eleven events were held with a total of more than 1,600 Chinese participants.

Networking played a particularly important role in 2012. Ninety scholars from 15 DAAD centres for German and European Studies worldwide gathered for a conference at Peking University (see p. 36). At Tongji University, the Chinese-German Campus coordinated its second “German Week” – a series of 40 events with 30 different partners from the scientific, political, business and cultural fields. Several thousand Chinese students participated in the events and took the opportunity to gain an in-depth look into Germany. Highlights of the German Week included various company events, as well as events with the former judge of Germany’s Federal Constitutional Court, Professor Udo Di Fabio.

In Korea, DAAD long-term lecturers and Lektors in the area of law and legal studies took part in a law conference together with their regional partners from East and Southeast Asia. Shortly thereafter, DAAD alumni from East Asia gathered in Korea for their first alumni event. They established an interregional alumni network for law and an additional network for natural sciences and medicine. Both networks have announced follow-up events in 2013.

An assessment of the Chinese-German law institute at the China University of Political Science and Law (CUPL) resulted in a positive

LONGING FOR PEACE



“The DAAD is my best-possible refuge,” says Liao Yiwu, the Chinese writer and winner of the 2012 Peace Prize of the German Book Trade. Liao Yiwu has lived and worked in Berlin since fleeing to Germany in 2011.

A guest of DAAD’s Artists-in-Berlin Programme in 2012, Yiwu says he is very thankful to be able to live – and write – in freedom. According to Yiwu, it is his longing for peace that drives him to write.



International research marketing

“Research in Germany – Land of Ideas” is the campaign slogan used by the DAAD around the world to inform about Germany as an internationally attractive centre for research and innovation. The aim of the campaign is to draw greater attention to Germany in key research markets around the globe and attract established scientists and promising junior researchers from abroad.

The DAAD has been organising events and producing communications tools, such as brochures and a website dedicated to the German research sector, since 2006 as part of the “Promote Innovation and Research in Germany” project funded by the Federal Ministry of Education and Research (BMBF). Other research and funding organisations joined the campaign in 2010, including the Alexander von Humboldt Foundation (AvH), the German Research Foundation (DFG) and the Fraunhofer-Gesellschaft.

High visibility campaign

The DAAD gives universities and research institutions the opportunity to present themselves effectively and professionally under a well-known brand name. The “Research in Germany” publications present topics of interest to international (junior) researchers, who are interested in learning more about the research sector in Germany.

The DAAD also operates the English-language website www.research-in-germany.de, a goldmine of information for individuals wishing to learn about research in Germany. It provides funding

and career opportunities as well as practical tips on planning a research stay in Germany. German universities and research institutions can also use the site as an international communication platform for their English-language press releases and scientific news. The website, together with its embedded social media elements, guarantees a high level of visibility. Selected news features are published in a separate newsletter, which appears both online and in print.

Other effective marketing and recruiting tools include the highly-frequented regional and specialist career, research and technology fairs. The DAAD also regularly coordinates group stands at international career fairs for German universities and research institutions. The “Research in Germany” events of 2012 included the Study & Research Expo in India, the European Career Fair in the USA, the Naturejobs Career Expo in Great Britain, the PhD Workshop in China as well as the Euroscience Open Forum in Ireland.

The “Research in Germany – Land of Ideas” campaign is designed to strengthen the competitiveness and international reputation of the German research sector. German universities, research institutions and businesses interested in participating can find more information online:

► www.research-in-germany.de/beteiligung

Brochures and pamphlets can be highly informative and effective marketing tools for promoting German research and innovation at home and abroad. They are available online (PDF) under www.research-in-germany.de/downloads. They can also be ordered through the DAAD online order service under www.daad.de/publikationsbestellung (German only).

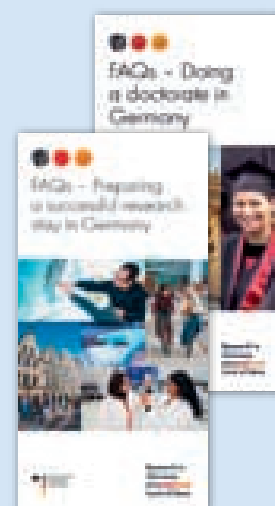


Table 9 : DAAD funding for foreigners and Germans in 2012 according to programmes and countries of origin / destination

Asia-Pacific

Please see page 94 for explanation of tables.

G = Germans going abroad

F = Foreigners coming to Germany

		Afghanistan	Australia	Bangladesh	Bhutan	Brunei	PR China	Cook Islands	Fiji	Hong Kong	India	Indonesia	Japan
I. Individual funding – Total	G	6	256	5	1	2	367	5	4	40	196	66	254
	F	84	66	69	7		403			34	626	258	148
1. By status													
Undergraduate students	G		79	4			97	5	2	22	100	43	71
	F		25	1			87			15	222	32	57
Students already holding a first degree (graduates)	G		94	1	1	1	109		1	10	53	10	133
	F	84	35	67	7		239			18	350	212	75
of these, PhD students	G		69	1	1	1	53			3	14	5	62
	F	8	16	25	2		144			15	176	98	41
Academics und university lecturers (incl. postdocs)	G	6	83			1	161		1	8	43	13	50
	F		6	1			77			1	54	14	16
2. By duration of funding													
< 1 month	G		107			1	132		1	7	36	9	84
	F	5	4				59			9	33	29	44
1–6 months	G	2	97	5		1	83	5	2	8	113	39	48
	F		33	3			65			9	268	13	30
> 6 months (long-term funding)	G	4	52		1		152		1	25	47	18	122
	F	79	29	66	7		279			16	325	216	74
3. By selected programmes													
DAAD one-year scholarships for research and study	G		30				61			22	8	2	48
	F	61	17	24	1		128			12	99	81	70
Scholarships as part of cooperation programmes	G						1						32
	F	14					25					77	
“Sur-place” and in-country / in-region scholarships	G												
	F											9	
“Lektors”	G	1	4				38			3	6	7	1
	F												
Long-term lectureships, visiting lectureships, professorships	G	1					7				1	2	2
	F												
Conference travel and lecture tours	G		103			1	94		1	6	17	3	71
	F												
Specialist and language courses	G												
	F						48			9	18	14	30
Interns	G		75	4			52	5	3	7	97	45	43
	F		22	1			5			6	204	13	27
Research visits for university lecturers	G						24			1	9		4
	F		4	2			57			4	38	12	10
II. Project funding – Total	G	12	656	16	2	1	984		5	111	565	190	315
	F	386	68	89	3	2	1,159			14	698	463	235
1. By status													
Undergraduate students	G		375	6	2	1	587		4	42	258	111	157
	F	11	13	5			490			6	93	131	98
Students already holding a first degree (graduates)	G	4	196	6			244		1	34	239	48	117
	F	331	19	48	3	2	529			4	485	187	105
of these, PhD students	G		68	2			50			22	62	4	47
	F	29	6	13		1	88				149	62	32
Academics und university lecturers (incl. postdocs)	G	8	85	4			153			35	68	31	41
	F	44	36	36			140			4	120	145	32
2. By duration of funding													
< 1 month	G	5	210	8	1	1	453		1	69	180	94	84
	F	236	40	64	2	2	395			5	285	394	100
1–6 months	G	6	442	7	1		462		4	33	370	96	196
	F	26	25	23	1		572			9	360	52	127
> 6 months (long-term funding)	G	1	4	1			69			9	15		35
	F	124	3	2			192				53	17	8
3. By selected programmes													
PROMOS – Programme to enhance mobility	G		470	9	2	1	591		5	47	162	131	155
	F												
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	G		28				173			4	41	3	61
	F		1				180			7	39		10
Scholarship and guidance-counselling programmes (STIBET)	G												
	F		17	17			325			4	192	48	78
Project-related exchange programmes (PPP)	G		148				100			60	27		
	F									1	26		
DAAD funding – Total (I + II)	G	18	912	21	3	3	1,351	5	9	151	761	256	569
	F	470	134	158	10	2	1,562			48	1,324	721	383
DAAD funding – Germans and foreigners, total		488	1,046	179	13	5	2,913	5	9	199	2,085	977	952

III. THE DAAD WORLDWIDE : ASIA-PACIFIC

Cambodia	DPR Korea (North)	Republic of Korea (South)	Laos	Macao	Malaysia	Maldives	Mongolia	Myanmar	Nepal	New Zealand	Pakistan	Papua-New Guinea	Philippines	Samoa	Singapore	Sri Lanka	Taiwan	Thailand	Timor-Leste	Tonga	Vietnam	Total
19	3	68	4		29	1	29	8	14	43	4		24		34	12	89	74			56	1,717
14	10	82	8	2	12		110	63	59	16	268	1	38		7	19	120	98	3	4	246	2,871
13		13			18		7	3	10	9	1		16		17	10	47	39		4	21	651
		16	2	1	2		18		1	2	1		5		3	3	27	40			9	569
2		26			5	1	4	2	4	22			4		8	1	25	10			10	537
14	5	58	5	1	10		75	55	58	13	263	1	33		4	16	87	51	3		228	2,067
1		14			4	1	3		1	12			2		6		10	6			6	275
1	1	27	2	1	7		13	19	11	4	187		12		1	10	79	25			158	1,083
4	3	29	4		6		18	3		12	3		4		9	1	17	25			25	529
	5	8	1				17	8		1	4						6	7			9	235
3	1	30			7		13	1	2	7	1		4		12		21	24			17	520
		17	2		2		6	1	1		2		5		3	2	28	20			11	283
14		14	1		16	1	8	4	9	17			16		16	10	43	34		4	24	634
	5	21	1	1	1		28	9		6	4		1			2	21	26			10	557
2	2	24	3		6		8	3	3	19	3		4		6	2	25	16			15	563
14	5	44	5	1	9		76	53	58	10	262	1	32		4	15	71	52	3		225	2,031
		11			2		1		3	12	1				5	1	22	4			3	236
2	5	44	2	1	5		26	8	7	9	35		12		4	8	35	27			40	763
							46				187						42	1			132	524
3								20			14		5					8	3		17	79
	1	9	1		1		4	1		1	1		2			1	2	3			4	91
2			1				2	1		1	1						1	5			2	29
	1	30			7			1	1	7			1		12		11	12			10	389
		14	2		2		6						2		2	2	18	9			9	185
14		10			17		7	4	10	8			17		14	10	18	38		4	20	522
		2		1			10		1		1		3			1	9	31				337
							11										6					55
	5	8	1				17	9		1	3						6	6			9	192
18		291	3		109		38	5	35	149	49	1	45	2	135	22	125	152			174	4,210
38		229	24	1	96		40	158	145	14	217		99	1	23	21	33	235	6		371	4,868
11		167	2		52		10	1	19	120	4	1	33	2	101	17	66	94			28	2,271
8		116			18		3	2	34	2	8		5		15	7	16	72			58	1,211
3		89			20		20		10	28	21		9		34	2	41	32			39	1,237
14		76	7	1	30		25	15	77	8	148		29	1	6	5	10	74	1		147	2,387
		17			4		2		3		12				2	1	19	5			13	333
2		24	2		13		5	4	16		50		10			3	6	27			47	589
4		35	1		37		8	4	6	1	24		3			3	18	26			107	702
16		37	17		48		12	141	34	4	61		65		2	9	7	89	5		166	1,270
6		71			57		34	4	16	37	46	1	14	2	9	7	42	49			130	1,631
38		111	20		73		28	148	104	3	134		91	1	15	13	10	195	6		258	2,771
12		192	3		49		4	1	19	107	3		31		120	15	67	89			37	2,366
		99	3	1	14		10	4	32	11	71		4		8	8	17	27			96	1,600
		28			3					5					6		16	14			7	213
		19	1		9		2	6	9		12		4				6	13			17	497
14		147	2		59		27	1	24	138	2	1	40	2	120	12	72	101			35	2,370
		66			3					11			1		14	7	15	18			3	448
		7			2					8					1	4	1	9				269
		144		1	16		12	5	30	4	61		6		15	4	23	24			61	1,087
																	36	8				379
																	1	9				37
37	3	359	7		138	1	67	13	49	192	53	1	69	2	169	34	214	226		4	230	5,927
52	10	311	32	3	108		150	221	204	30	485	1	137	1	30	40	153	333	9		617	7,739
89	13	670	39	3	246	1	217	234	253	222	538	2	206	3	199	74	367	559	9	4	847	13,666

Proud to be part of DAAD's WISE programme: Scholarship holders at their 2012 gathering in Berlin.



A highlight in Southeast Asia was the touring photo exhibition "Eye of the Sky" – part of the ASEAN-EU Year of Science, Technology and Innovation 2012. The striking satellite images of Asia and Europe were exhibited by the DAAD regional offices and information centres in Vietnam, Indonesia, Singapore, Malaysia and Thailand.

evaluation and approval for additional funding. In Vietnam, a long-term lectureship in law and legal studies was filled for the first time.

After several years of negotiations, an agreement was reached in 2012 with the Japan Society for the Promotion of Science for a co-financed funding programme. The programme's very first tender announcement generated a great deal of interest among German universities.

Building on relationships in Myanmar

The democratic transformation in Myanmar was another source of hope in 2012. As Myanmar carefully begins to relax the restraints on its political system and to open its doors to the rest of the world, German and international politicians have been quick to express their interest in greater cooperation. The DAAD is well prepared for the new situation. It is one of the few foreign institutions that has continually awarded scholarships in Myanmar, even in times of isolation. The DAAD has also had a Lektor on the ground in Myanmar since 2009. With the help of DAAD alumni and its existing contacts to institutions in Myanmar, the DAAD now wants to expand the collaboration between Germany and Myanmar. In 2012, cooperation was expanded in the areas of the Development-Related Postgraduate Courses and the in-country/in-region scholarships. In addition, a new long-term lectureship in Geography was launched in 2012, along with an alumni event held in Myanmar.

In Indonesia, the new Indonesian German Scholarship Programme (IGSP) was launched and a first group of scholarship holders received their funding. One highlight in Southeast Asia was the touring photo exhibition "Eye of the Sky", which was part of the ASEAN-EU Year of Science, Technology and Innovation 2012. Conceived by the International Bureau of Germany's Federal Ministry of Education and Research (BMBF) and produced by the German Aerospace Center (DLR), the exhibition featured striking, large-format satellite images of Asia and Europe, which show how human activity has changed natural environments. The photos also help the viewer visualise the challenges that science faces with regard to sustainable resource management for a growing human population. With organisational support from the respective DAAD regional offices and information centres, the images were exhibited in Vietnam, Indonesia, Singapore, Malaysia and Thailand.



IV.

Facts and figures

Overview of DAAD funding

Table 10 : DAAD funding for foreigners and Germans
Overall for 2011/12

The organisation's funding figures are presented in a way that reflects the two basic kinds of funding that are provided by the DAAD. The DAAD's **individual funding** provides support to Bachelor students, graduates, academics and university lecturers who have applied for a DAAD scholarship either from Germany or from abroad. DAAD's **project funding** pertains to funding provided to university projects that generally (yet not exclusively) enhance the mobility of individuals.

	Foreigners funded		Germans funded		Total funded		of these, newly funded
	2011	2012	2011	2012	2011	2012	2012
I. Individual funding – Total	17,674	18,376	9,129	9,237	26,803	27,613	17,666
1. By status							
Undergraduate students	6,458	7,152	2,989	2,925	9,447	10,077	8,078
Students already holding a first degree (graduates)	9,929	9,935	3,166	3,333	13,095	13,268	6,283
of these, PhD students	4,690	4,735	1,685	1,856	6,375	6,591	3,249
Academics und university lecturers (incl. postdocs)	1,287	1,289	2,974	2,979	4,261	4,268	3,305
2. By duration of funding							
< 1 month	2,342	3,144	2,801	3,168	5,143	6,312	6,249
1–6 months	4,485	3,690	3,213	2,873	7,698	6,563	5,768
> 6 months (long-term funding)	10,847	11,542	3,115	3,196	13,962	14,738	5,649
3. By selected programmes							
DAAD one-year scholarships for research and study	4,071	4,027	1,361	1,421	5,432	5,448	2,071
Scholarships as part of cooperation programmes	3,984	4,800	33	37	4,017	4,837	1,966
“Sur-place” and in-country / in-region scholarships	1,257	1,253			1,257	1,253	465
“Lektors”			590	586	590	586	122
Long-term lectureships, visiting lectureships, professorships			161	156	161	156	101
Conference travel and lecture tours			2,350	2,406	2,350	2,406	2,406
Specialist and language courses	2,149	2,516			2,149	2,516	2,516
Interns	1,727	1,777	2,081	2,141	3,808	3,918	3,754
Research visits for university lecturers	1,032	1,054	140	114	1,172	1,168	1,022
II. Project funding – Total	24,780	26,830	17,389	20,889	42,169	47,719	39,080
1. By status							
Undergraduate students	8,342	8,855	8,982	11,202	17,324	20,057	18,006
Students already holding a first degree (graduates)	9,091	10,181	4,462	5,437	13,553	15,618	12,626
of these, PhD students	3,017	3,452	1,476	1,736	4,493	5,188	3,906
Academics und university lecturers (incl. postdocs)	7,347	7,794	3,945	4,250	11,292	12,044	8,448
2. By duration of funding							
< 1 month	15,613	17,392	9,702	11,874	25,315	29,266	24,441
1–6 months	5,874	6,917	6,500	7,690	12,374	14,607	12,839
> 6 months (long-term funding)	3,293	2,521	1,187	1,325	4,480	3,846	1,800
3. By selected programmes							
PROMOS – Programme to enhance mobility			7,489	10,310	7,489	10,310	10,310
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	775	730	2,067	2,084	2,842	2,814	1,919
Scholarship and guidance-counselling programmes (STIBET)	4,333	4,864			4,333	4,864	3,964
Project-related exchange programmes (PPP)	449	477	1,592	1,745	2,041	2,222	1,530
DAAD funding – Total (I + II)	42,454	45,206	26,518	30,126	68,972	75,332	56,746
EU mobility programmes	51	70	33,893	37,258			
1. ERASMUS student mobility grants for studies abroad			25,178	27,593			
2. ERASMUS student mobility grants for internships abroad			5,096	5,770			
3. ERASMUS staff mobility grants (lecturers, other staff)	51	70	3,619	3,895			

Chart 1 : Share of female scholarship holders by academic status
(Individual funding only; in %)

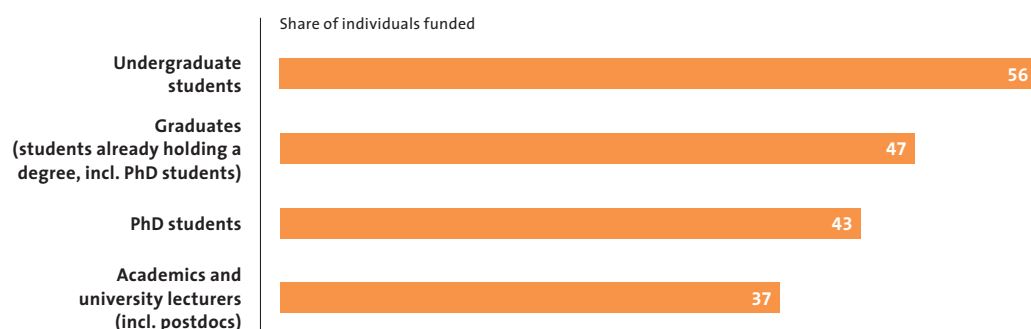


Chart 2 : Funding by subject area
(incl. both individual and project funding)

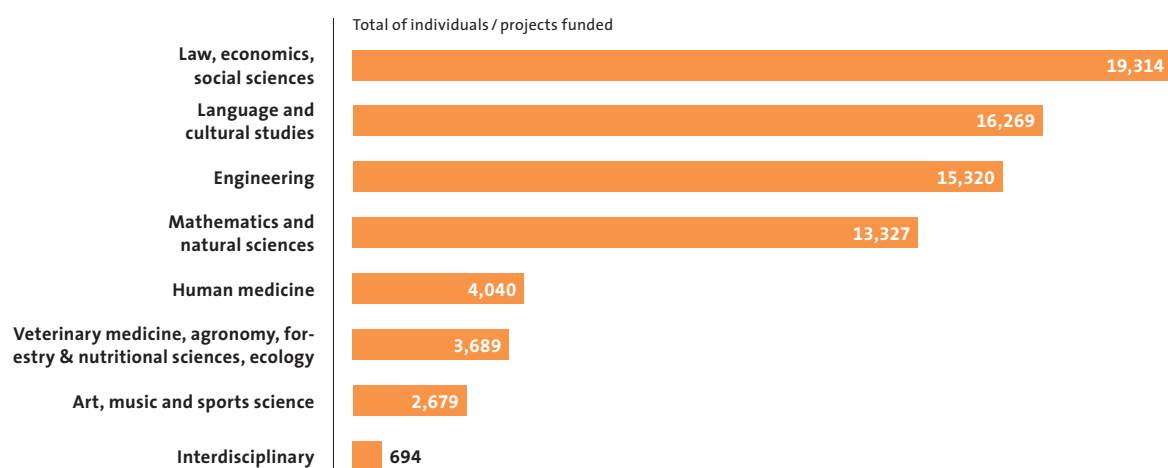
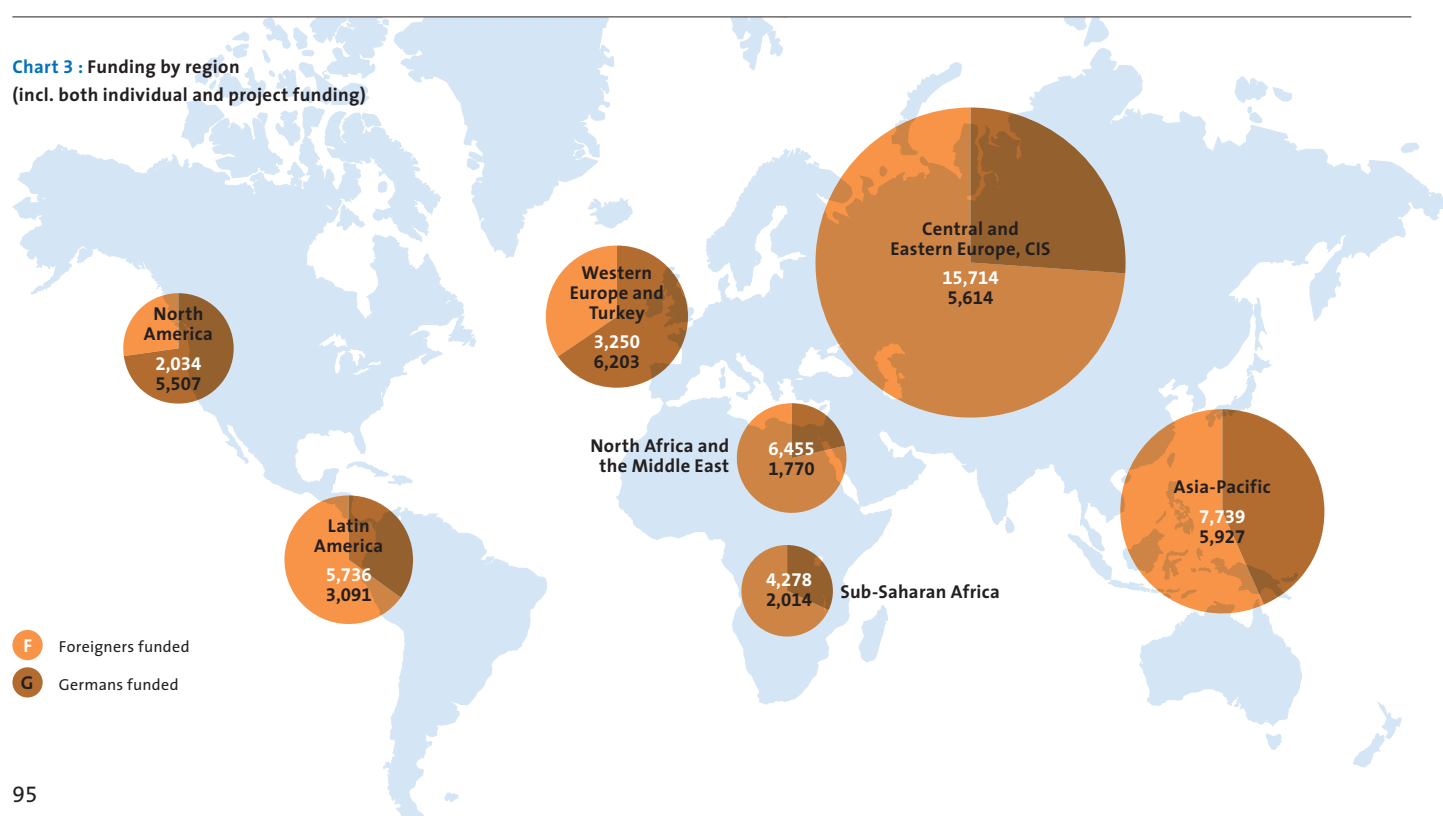


Chart 3 : Funding by region
(incl. both individual and project funding)



Financial Statement

Table 11 : 2012 Financial Statement

	Overall funds EUR	Overall expenditure EUR
A – SUB-BUDGET I (strictly financed from public funds)		
a) Administrative budget		
1. Domestic		
Own income	27,962.06	27,962.06
City State of Berlin	283,229.41	283,229.41
Federal Foreign Office	16,454,272.63	16,440,392.20
Total	16,765,464.10	16,751,583.67
2. Abroad		
Own income	541,216.59	541,216.59
Federal Foreign Office	6,049,023.37	6,049,023.37
Total	6,590,239.96	6,590,239.96
Sum a)	23,355,704.06	23,341,823.63
b) Programme budget		
1. State funding		
State Ministers of Cultural Affairs	39,500.91	39,495.94
Berlin Senate, Senate Chancellery – Cultural Affairs	109,770.59	109,770.59
State of Baden-Württemberg	274,984.00	188,122.75
Darmstadt University of Technology	52,821.00	52,821.00
Total	477,076.50	390,210.28
2. Funding provided by international organisations		
UNESCO	3,680.00	3,680.00
European Union (EU)	59,564,946.16	57,202,579.16
Total	59,568,626.16	57,206,259.16
3. Federal Government funding		
Federal Foreign Office	157,408,813.00	156,098,578.37
Federal Ministry of Education and Research	100,519,664.57	96,783,945.37
Federal Ministry for Economic Co-operation and Development	37,654,000.00	37,217,954.80
Federal Ministry of Economics and Technology	967,594.80	959,062.54
“Kreditanstalt für Wiederaufbau” (KfW – Reconstruction Credit Institute)	48,172.00	48,172.00
Total	296,598,244.37	291,107,713.08
Sum b)	356,643,947.03	348,704,182.52
Administrative budget	23,355,704.06	23,341,823.63
Programme budget	356,643,947.03	348,704,182.52
Sum A (Sub-budget I)	379,999,651.09	372,046,006.15

	Overall funds EUR	Overall expenditure EUR
B – SUB-BUDGET II (financed from own funds and third-party funds)		
a) Own funds sector		
Measures in the project and assets sector		
Programme costs	32,191.98	31,478.25
Investment and project-related administrative costs	115,892.03	115,335.03
Sum a)	148,084.01	146,813.28
b) Third-party funding sector		
1. University offices		
Programme costs	854,851.10	985,233.49
Project-related administrative costs	–	–
Total	854,851.10	985,233.49
2. German Houses of Science and Innovation (DWIH)		
Programme costs	57,825.81	83,703.43
Project-related administrative costs	–	–
Total	57,825.81	83,703.43
3. GATE-Germany – Consortium for higher education marketing		
Programme costs	742,357.09	908,669.08
Project-related administrative costs	553,861.60	553,861.60
Total	1,296,218.69	1,462,530.68
4. International DAAD Academy (IDA)		
Programme costs	119,020.09	119,020.09
Project-related administrative costs	283,351.91	283,351.91
Total	402,372.00	402,372.00
5. “Gesellschaft für Internationale Zusammenarbeit” (GIZ)		
Programme costs	3,755,948.00	3,446,315.13
Project-related administrative costs	907,005.93	714,878.64
Total	4,662,953.93	4,161,193.77
6. Cooperation projects with German and foreign partners		
Programme costs	27,784,035.91	20,447,396.83
Project-related administrative costs	3,883,190.34	3,825,606.15
Total	31,667,226.25	24,273,002.98
7. “Stifterverband für die Deutsche Wissenschaft”		
Programme costs	1,598,407.76	1,136,356.15
Project-related administrative costs	237,184.33	244,519.05
Total	1,835,592.09	1,380,875.20
8. Dr. Mildred Scheel Foundation for Cancer Research		
Programme costs	845,718.72	704,660.66
Project-related administrative costs	48,741.20	54,729.34
Total	894,459.92	759,390.00
9. Other donors		
Programme costs	2,582,973.71	1,164,363.54
Project-related administrative costs	642,991.80	536,552.40
Total	3,225,965.51	1,700,915.94
Total programme costs	38,373,330.17	29,027,196.65
Total investment and project-related administrative costs	6,672,219.14	6,328,834.12
Sum b)	44,897,465.30	35,209,217.49
Sum B (Sub-budget II)	45,045,549.31	35,356,030.77
Total programme budget	395,017,277.20	377,731,379.17
Total administrative budget	30,027,923.20	29,670,657.75
Sum A+B (Sub-budgets I + II)	425,045,200.40	407,402,036.92
C – FUNDING ADMINISTERED BY TRUSTEES – INSURANCE OFFICE		
Sum	3,208,406.76	3,095,358.36
Total budget (A + B + C)	428,253,607.16	410,497,395.28

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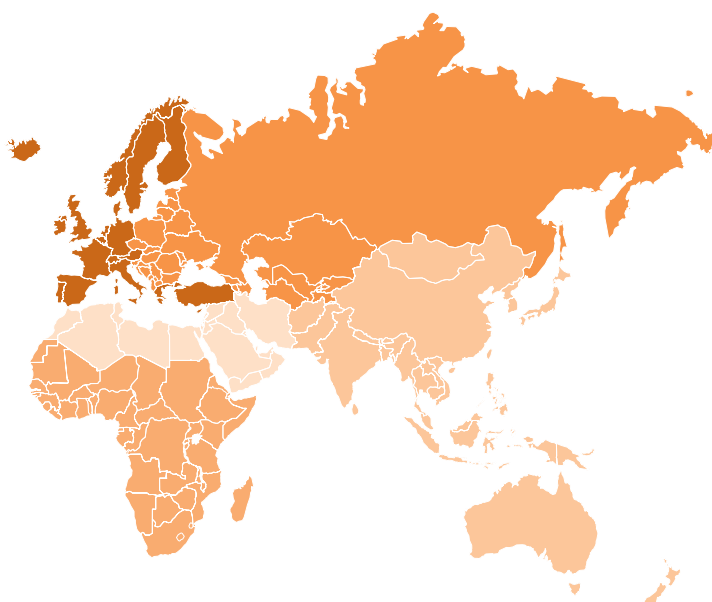
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List of abbreviations

AA Federal Foreign Office	GU German-Jordanian University
AvH Alexander von Humboldt Foundation	GUC German University Cairo
BKP Artists-in-Berlin Programme	GUTech German University of Technology
BMBF Federal Ministry of Education and Research	HRK German Rectors' Conference
BMZ Federal Ministry for Economic Cooperation and Development	IC Information Centre
CEE Central and Eastern Europe	iDA International DAAD Academy
CIS Commonwealth of Independent States	ISAP International study and exchange partnerships
CSP Carlo Schmid Programme	PPP Project-related exchange programmes
DFG German Research Foundation	PROFIN Programme to Promote the Integration of Foreign Students
DIES Dialogue on Innovative Higher Education Strategies	PROMOS Programme to enhance the mobility of German Students
DUO Deutsch-Uni online	RISE Research Internships in Science and Engineering
DWZ German Science Centre	STIBET Scholarship and guidance-counselling programmes
ERASMUS European Community Action Scheme for the Mobility of University Students	
EU European Union	
FDIBA Department of German Engineering and Business Administration	
GAIN German Academic International Network	
GATE-Germany Consortium for higher education marketing	
GIP German Institute Partnerships	
GIZ Gesellschaft für Internationale Zusammenarbeit	

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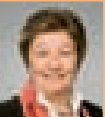
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