



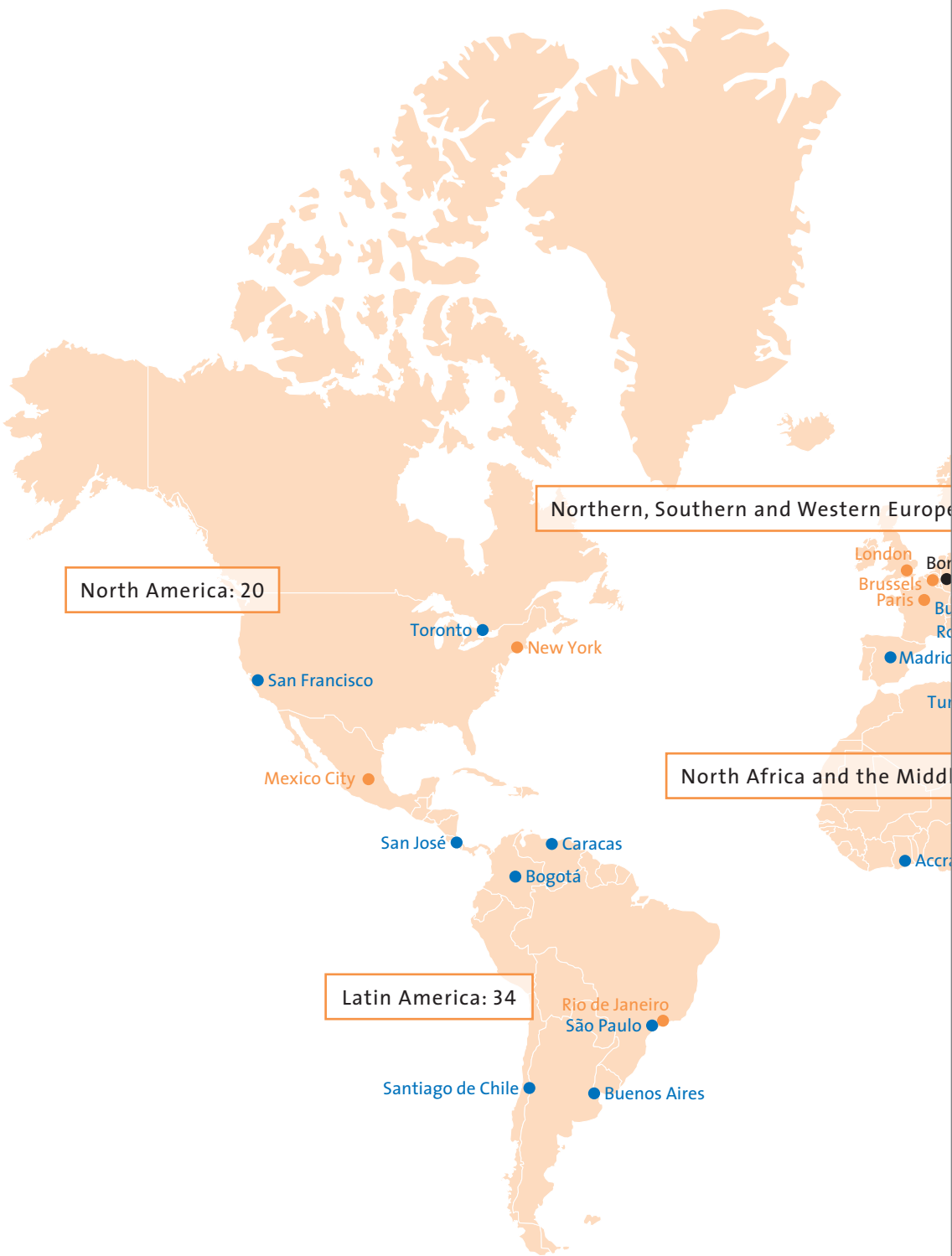
2013

Annual Report

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

The DAAD worldwide





Annual Report
of the German Academic
Exchange Service
2013

There are no film studios in Chile, and no structures. Just a few crazy people who want to make films. That's what made this grant so incredibly valuable. Thanks to the DAAD, I was able to spend time in Berlin, where I not only edited my film "Gloria" but developed material for two new films. It was like being given a set of training wheels to get me rolling.

Sebastián Lelio

Chilean film director
Guest of the DAAD Artists-in-Berlin Programme
in 2012. His film "Gloria" won the 2013 Silver Bear
for Best Actress.



In 2013, 52 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,

We look back on an eventful 2013 – a year in which we focused on defining strategic goals and action measures in the area of academic exchange and the internationalisation of Germany's science system.

Ours is a highly dynamic working environment. The DAAD sees internationalisation as a complex process. It's about aligning the diverse interests of students, researchers, institutions of higher education, our international partners, as well as decision makers in the areas of cultural and education policy, national scientific policy, and development cooperation. Our role is to help shape this process, to lend structure to it, and, at the same time, to remain flexible so that we can react quickly to changes in higher education policy both in Germany and in our partner countries abroad.

Political developments in Egypt and Tunisia, for example, reminded us of how important it is to be able to adjust our programmes, such as the Transformation Partnerships, according to the situation in each individual country. The financial crisis and its dramatic impact on countries in southern Europe also demonstrated the importance of international knowledge sharing – and the ability to move quickly to ensure scientific exchange. Our "Academic Future Fund for Southern Europe" programme has initiated numerous projects with scientists and institutions of higher education in Greece, Spain, Italy, Portugal and Cyprus.

The central challenge remains the competition between institutions of higher education and higher education systems globally. On the one hand, these institutions and systems are cooperating and networking with each other, but on the other, they are competing with each other to attract the best talent.



Press conference: DAAD President Prof. Margret Wintermantel and Secretary General Dr. Dorothea Rüländ present the “Strategy 2020”.

The DAAD’s motto “Change by Exchange” applies not only to the nearly 120,000 German and foreign students and researchers that we supported in 2013. For the DAAD as a funding organisation, “change” also means taking on the challenges associated with this dynamic process, and helping to shape this process.

Early in 2013 we presented the “Strategy 2020”, which was discussed and unanimously adopted by the Executive Committee. With the three main action areas “Scholarships for the Best”, “Structures for Internationalisation” and “Expertise for Academic Collaborations”, we are emphasising not only new ideas, but also experience and continuity.

Scholarships for the best

Providing scholarships remains the DAAD’s “core business”. In 2013 alone we were able to support 30,000 German and international students, doctoral candidates and researchers with scholarships and individual programmes. In order to serve the worldwide demand for highly qualified specialists and managers in the future, we will continue to focus on two main areas: educating young German academics at the best universities around the world, and education and training for outstanding international students, doctoral candidates and researchers here in Germany.

Structures for internationalisation

This second action area focuses on creating and maintaining the structures that make academic exchange and mobility possible. This includes international degree programmes, such as the new German-Egyptian master’s course in “Cultural Resource Management”, which we launched last year in Luxor, or the PROMOS programme to enhance the mobility of German students, which

finances short stays for German students abroad. The “Strategic Partnerships and Thematic Networks” programme was also very much in demand last year and currently comprises partnerships with 21 institutions of higher education. As a national agency for EU mobility programmes in higher education, the DAAD played an instrumental role in 2013 in transitioning Europe’s successful Erasmus programme to the new programme generation “Erasmus+”. Model projects for the future include transnational higher education projects such as the Turkish-German University, which opened its doors last September in Istanbul.

Expertise for academic collaborations

In the future, the DAAD will apply its competence and expertise even more to providing information and advisory services to institutions of higher education and other academic exchange stakeholders, both in Germany and abroad. With its decades of experience in programme work and its unique worldwide network of 15 regional offices and 55 Information Centres, which we expanded in 2013 with new locations in Kazan and Tel Aviv, the DAAD brings tremendous knowledge of higher education systems and national science systems around the world.

Germany’s parliamentary elections and the new legislative period in 2013 also made it a crucial year for the DAAD. We were very pleased to see that the government’s 2013 coalition agreement explicitly identified the DAAD as a central driver of mobility for institutions of higher education and research, and that the German federal government wants to increase the DAAD’s capacity in this regard into the future. It was particularly encouraging to see that our goal to increase the number of foreign students in Germany to 350,000 by 2020 is also anchored in the coalition agreement.

Success in achieving this objective will require a joint effort on the part of political decision makers, the DAAD's international partners and the DAAD as Germany's most important funding organisation. The current figure of over 300,000 foreign students at German institutions of higher education today is proof that we are well on our way to realising this goal.

I hope you find this report to be informative and inspiring,



Prof. Dr. Margret Wintermantel
President, German Academic Exchange Service (DAAD)
Bonn, May 2014

I.

Who we are

Change by exchange

Two new offices were added to the DAAD's global network in 2013 – in Kazan and Tel Aviv.

Li Ma plans to fight for environmental protection in China. Augustine Magolowondo is helping to further democratisation and good governance in his home country of Malawi. And the Egyptian journalist Doaa Mohamed Soliman is inspiring her friends to open up and broaden their views. These three individuals from three different countries probably would have never met if it weren't for the one thing they all have in common: a DAAD scholarship. For the DAAD, these three individuals are important "change agents", alumni who choose to return to their home countries and regions after completing their scholarships to champion sustainable development at home.

Doaa Mohamed Soliman, Li Ma and Augustine Magolowondo did indeed meet. It was at the "Change Agents – The Faces of Change" conference in Heidelberg held in the summer of 2013, which brought together scholarship holders from emerging and developing countries, alumni, university partners, researchers and academics and development policymakers to discuss the role of higher education as a driving force for sustainable development. The event was one of several projects organised around the DAAD's official theme for 2013 – "Fostering International Sustainability" – which was highlighted around the world in the most diverse settings. The success of the theme-driven events and projects was due in great part to the DAAD's alumni around the world. 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 160 alumni associations in 70 countries worldwide.

Launched: "Strategy 2020"

In its ongoing effort to advance the internationalisation of the higher education system, the DAAD formulated a new strategy for its scholarship and funding programmes in 2013, which involved expanding its global network and establishing a new area devoted to providing expertise for developing and maintaining international university and scientific collaboration. More young people in Germany and elsewhere should be given the opportunity to gain academic and research experience abroad. The new DAAD "Strategy 2020" is leading the way, with the goal of securing Germany's position as one of the most popular destinations for internationally mobile students and attracting at least 350,000 foreign students by the year 2020.

A worldwide network

The DAAD relies on a truly global network made up of 15 regional offices and 55 Information Centres (IC). The longstanding international experience and know-how of the DAAD staff brings expertise and a broad perspective to all of the organisation's projects and programmes.

New locations were added to the DAAD network in 2013. The DAAD Information Centre at Kazan Federal University opened its doors in



Total funding 1950–2013:

825,000

FOREIGNERS HAVE EXPERIENCED
LIFE IN GERMANY

1,105,000

GERMANS HAVE SEEN
THE WORLD

October and will serve as a bridge to Russia's entire Volga region. The DAAD also strengthened its presence in the Middle East, adding a regional office in Tel Aviv to its global network.

The work of the DAAD helps advance the internationalisation of Germany's institutions of higher learning by promoting the mobility

of undergraduates, graduate students, researchers, academics and artists. The DAAD also conducts international marketing activities to promote Germany as a top location for both higher education and research, supports developing countries in establishing effective higher education institutions of their own, promotes the study of the German language >

More knowledge, international experience and interesting contacts:
The DAAD gives young academics the chance to broaden their horizons.

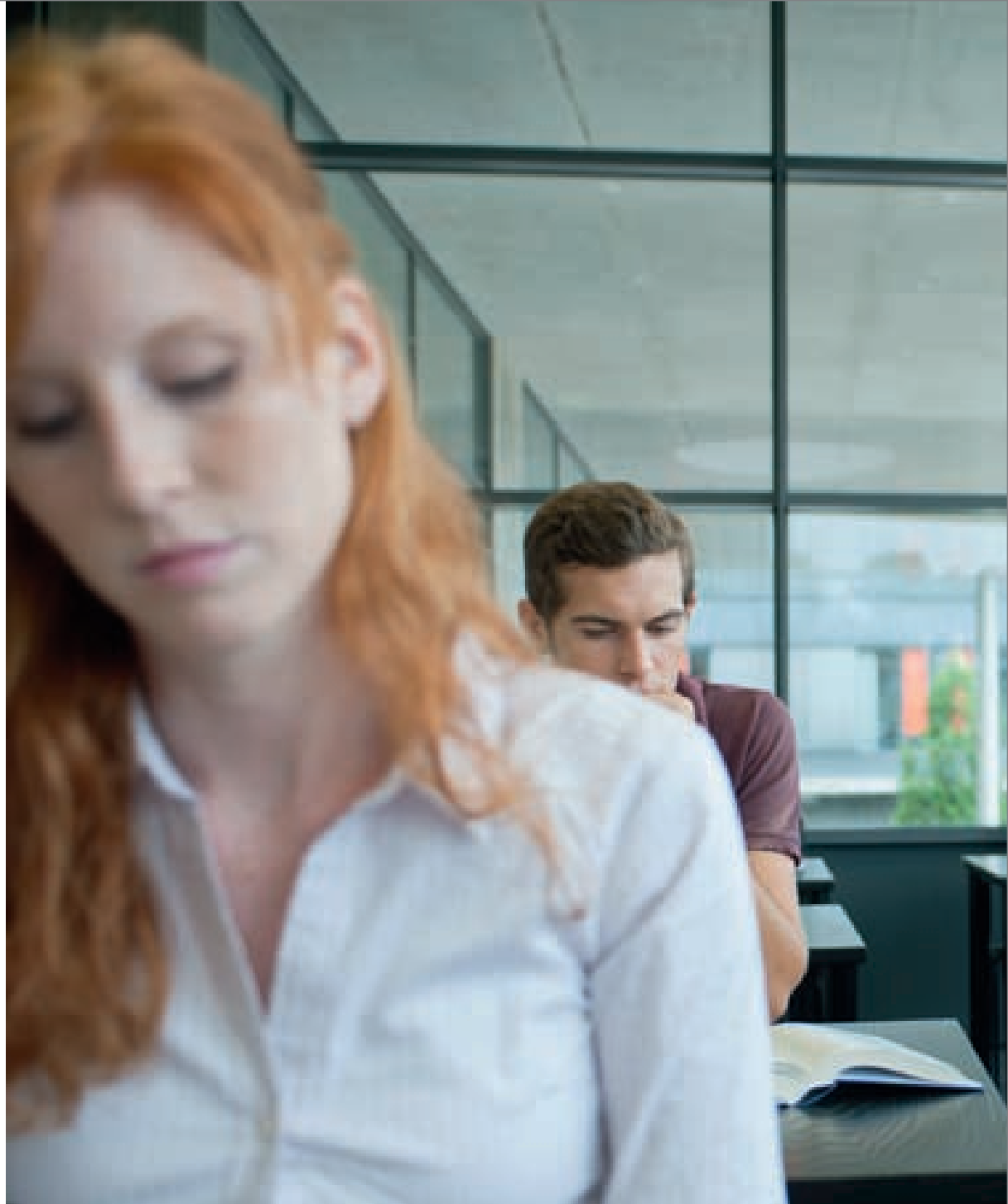
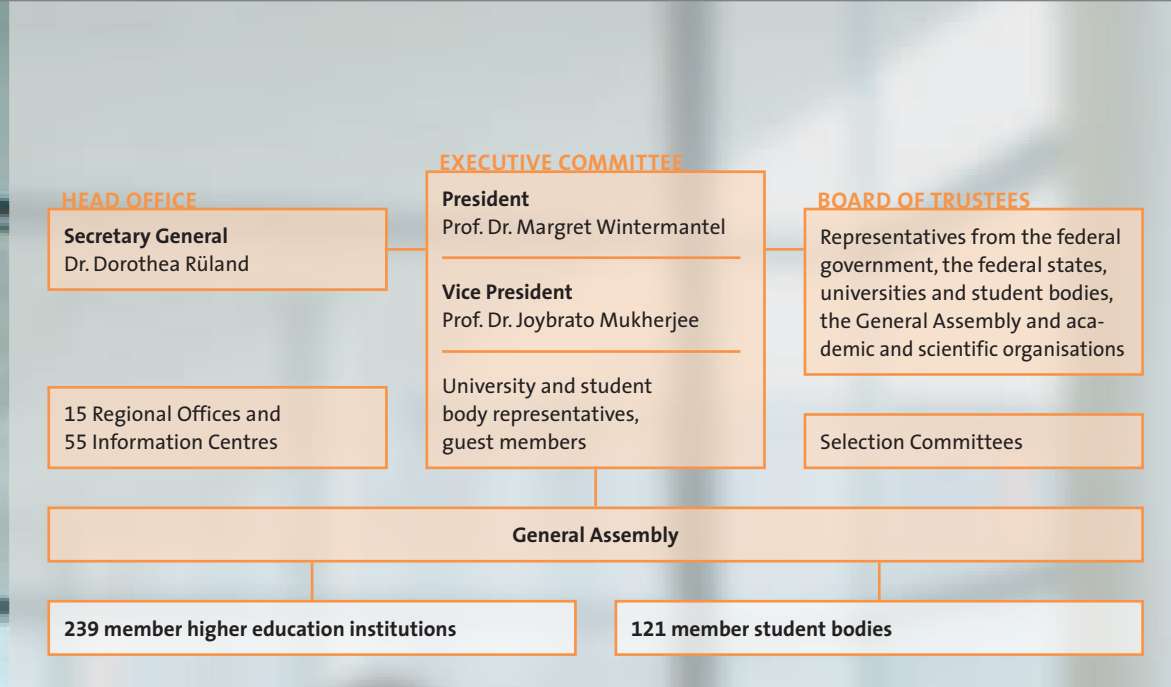


Table 1 : Key figures in the DAAD's development 1950–2013

	1950	1960	1970	1980	1990	2000	2010	2012	2013
DAAD scholarship holders (total)	426	4,861	10,883	21,813	38,883	64,047	105,886	112,660	119,906
from Germany	230	1,710	2,035	7,699	16,909	37,451	63,807	67,384	69,813
from abroad	196	3,151	8,848	14,114	21,974	26,596	42,079	45,276	50,093
Print-run of publications		155,000	200,000	415,000	427,000	825,000	1,600,000	1,300,000	1,700,000
Budget (expenditures / in thousand EUR)	75	4,512	26,404	69,936	134,590	218,801	383,977	407,417	429,802
Established posts (Headquarters, Regional Offices, Berlin Office)	8	48	142	215	309	307.5	293.5	292	288
Project and third-party-funded posts		6	2	12.5	25.5	161	534.5	591	623
Headquarters, Berlin Office, Regional Offices, Heinrich Heine House Paris		4	6	10	14	16	18	18	18
Member higher education institutions	62 (Pers.)	32	38	64	189	231	234	236	239
Member student bodies		32	37	49	99	127	124	124	122
Commission members		44	187	328	474	543	584	542	549



The DAAD's structure

abroad and advises on issues of cultural, education and development policy. These are all strategies designed to open up Germany in a globalised world and strengthen its overall competitiveness.

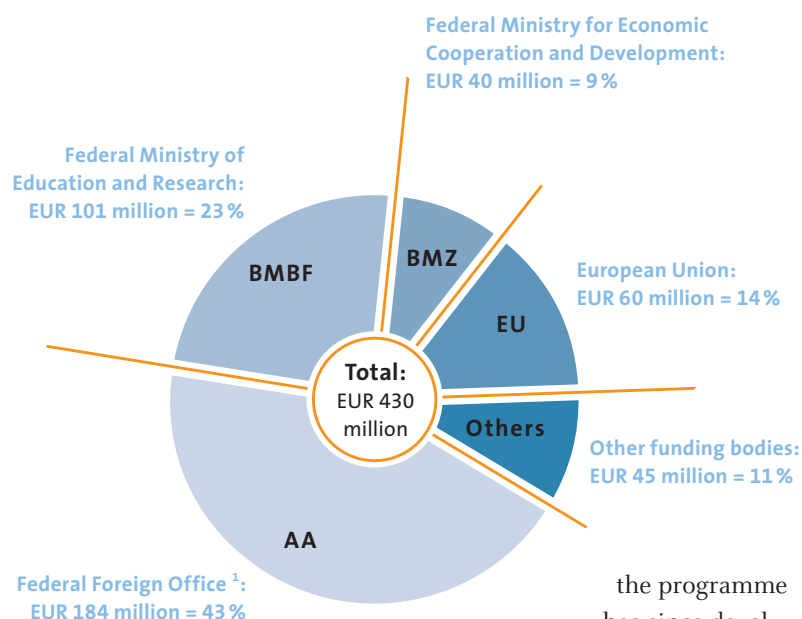
Two success stories with a promising future

The Erasmus exchange programme has also made a lasting contribution to an increasingly global-minded Germany. Established in 1987, the higher education programme has already become one of the EU's biggest success stories yet, and is responsible for promoting the international mobility of students, lecturers and academic staff within Europe. The Erasmus programme came to an end on 31 December 2013 and was replaced by a new generation of the programme called Erasmus+. Launched

1 January 2014, this new seven-year framework programme for education, vocational training, youth and sport, will have enough funding to provide up to five million individuals – nearly double the number than before – with scholarships to spend a portion of their education abroad. This includes nearly three million students at the vocational and university levels.

Another success story for Germany is the the DAAD Artists-in-Berlin Programme, which celebrated its 50th anniversary in 2013. Since the programme's inception in 1963, some 1,000 artists have received grants to Berlin. Former grant recipients include authors Ingeborg Bachmann and Peter Handke, the British artist and film-maker Steve McQueen and the US film director Jim Jarmusch. Once designed to foster the East-West exchange,

In 2013, the DAAD provided funding to nearly 120,000 individuals, including those participating in EU mobility programmes. This figure represents a six-percent increase over the previous year.



¹ Of which 22.5 million euros covered DAAD administrative expenses (staff, material and equipment costs, investment) in 2013

the programme has since developed into a vehicle for international dialogue that includes voices from the Middle East, India, Africa, China and Korea.

Strengthening academic exchange

The DAAD is the largest funding organisation for academic exchange in the world. Since it was established in 1925, it has provided funding to more than 1.9 million young academics both in Germany and abroad.

In 2013, the DAAD provided funding to nearly 120,000 individuals, including those enrolled in EU mobility programmes – an increase of six percent over the previous year.

A total of 80,000 undergraduates, graduate students, scientists, scholars and administrators were supported through individual scholarships and project funding (excluding the EU programmes) in 2013 alone – 50,000 of them were foreigners who came to Germany, the remaining 30,800 were Germans seeking experience abroad. All of them are living examples of “change by exchange”.

The DAAD is a registered association and as such, it is maintained by its members, which include German institutions of higher education and their student bodies. In 2013, member numbers totalled 239 higher education

DAAD Budget 2013

institutions and 121 student representative bodies. The General Assembly elects the DAAD Executive Committee, which has been headed by Professor Margret Wintermantel since 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.

The DAAD budget is primarily made up of funds from various ministries within Germany, most notably the Federal Foreign Ministry (AA), the Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Economic Cooperation and Development (BMZ). Additional funds are provided by the European Union (EU) as well as by a number of enterprises, organisations and foreign governments.

DAAD theme for 2014: “Equal Opportunity in Education and Research”

Our society is growing increasingly diverse, with life-long learning posing new challenges for the educational system. What remains is the need to ensure equal access to education for all, irrespective of race, gender, religion, educational background and age. To begin tackling this challenge, the DAAD has made “Equal Opportunity in Education and Research” its theme for the year 2014, a focus that will be reflected in its events and projects throughout the year.



II.

Our goals

Scholarships for the best

Scholarships for foreigners

Glowing reviews for Germany: 95 percent of scholarship holders from abroad are happy with their stay in Germany.

The best minds for Germany: Every year the DAAD organises a global scholarship programme competition to attract outstanding students and young researchers to German universities. The road to a DAAD scholarship usually begins with a consultation at one of the DAAD regional offices, Information Centres, or with a DAAD Lektor. This is followed by a multi-stage selection process, which culminates with the final selection by a university teachers' commission. Tens of thousands of applicants take part in this highly competitive selection process every year – a clear sign that Germany is a highly attractive location for studying and research.

GREECE'S BEST IN GERMANY

Alexia Papaioannou has been studying Law at Heidelberg University since the 2013 winter semester. For family, friends, colleagues and country, Papaioannou's decision to study in Germany was a source of both pride and regret. Papaioannou, after all, had scored higher than anyone in Greece on the centralised aptitude test used for admission to the country's universities.

Even before the test, Papaioannou, who attended a private secondary school in Athens with a strong German-language focus, knew she had won the DAAD scholarship for study in Germany. Her scholarship is funded through the German Schools Abroad programme. One of the central goals of this programme is to encourage scholarship holders to return home after completing their studies to actively contribute to progress in their country. "Attending university here in Germany is a real challenge. If I succeed, I should have a number of job opportunities," says Papaioannou.

Regular surveys tell us that 95 percent of grant holders are satisfied with their stays in Germany, so it's no surprise that many alumni look back very fondly on their DAAD experience. "Thank you for this unbelievable opportunity; it changed my life." "The experience abroad was tremendously enriching both academically and personally." "I had the opportunity to work in an outstanding academic environment." This is the tenor of the feedback overall.

Many roads lead to Germany

DAAD scholarships provide a wide range of opportunities to study or conduct research in Germany – from a three-week intensive language course to a multi-year PhD programme at a German university. The DAAD continues to develop its programmes in response to changes in the higher education landscape both in Germany and abroad. In 2013, it established a new funding programme for international PhD candidates enrolled in doctoral programmes at German universities. Following an intensive selection process, the DAAD identified 40 PhD programmes which were particularly strong in providing student support and guidance. Each programme received a funding commitment for a maximum of four DAAD PhD fellowships.

Along with academic performance, equal opportunity also plays an important role in the selection process, which is conducted jointly by the DAAD and the German host universities.

Surprise inspiration

PhD candidate rubs shoulders with Nobel laureates

Andrey Seliverstov could hardly believe his eyes when he read the invitation to the 63rd meeting of Nobel laureates in Lindau. "This is what the surprise must feel like when you receive a Nobel Prize," said Seliverstov, a DAAD scholarship holder from Russia who is currently pursuing a doctorate in Inorganic Chemistry at the University of Ulm. Each year, the DAAD invites ten select foreign scholarship holders to attend the prestigious meeting. For Seliverstov, 24, the opportunity came as a complete surprise.

"It was great to see how open and personal the Nobel laureates were in conversation," recalls Seliverstov, who took full advantage of the breaks between the fascinating lectures to network with world-class scientists and young colleagues. Since 1951, Nobel Prize laureates in the fields of Chemistry, Physics, Medicine and Physiology have convened on the shores of Lake Constance to meet with other outstanding scientists from around the world. In 2013, "Green Chemistry" was the focus of the lectures and debates put on by some 625 young researchers together with 35 Nobel laureates. For Seliverstov, it was also a

tremendous opportunity to talk about his own work.

Seliverstov has long been interested in the analysis of crystalline structures. Currently his work focuses primarily on clusters – a collection of atoms or molecules with specific properties – and their possible functions. "Specific clusters with metal oxides in their molecular structure can be used, for example, as catalysts for chemical reactions," explains Seliverstov. "In this way, a material can be given new properties, such as magnetism or luminescence."

An unforgettable experience

Seliverstov's most memorable experience in Lindau was his encounter with the British chemist Sir Harold Kroto, who was among the winners of the 1966 Nobel Prize in Chemistry. "We talked for two hours about my work and he even suggested solutions for specific problems that I've been working on." Because Kroto had also conducted research on the functionalisation of molecules with the help of metals, DAAD scholarship holder Seliverstov did in fact come away from his meeting with Kroto a step closer to his goal. "It was fantastic. He had a simple idea that I had not thought of before." Kroto also asked his young colleague to keep him abreast of progress with his dissertation on "The



Synthesis and Characterisation of Polyoxovanadates with Lanthanides" – a special honour for Seliverstov.

The Lindau gathering was also an opportunity for Seliverstov to network with fellow students from the US, Italy, Germany and Australia. The collegial exchange on efficient research methods and possible collaborative projects has continued to develop beyond the initial meeting. And Seliverstov's experience in Lindau taught him something new about life as well. "Inspiration and discovery come when you least expect it. New and creative things don't necessarily

DAAD scholarship holder
Andrey Seliverstov had the chance to discuss his research in Lindau with the British Nobel laureate Sir Harold Kroto.

It was great to see how open and personal the Nobel laureates were in conversation!

happen because you want or need them to happen," says Seliverstov. "They happen when you stay open and take advantage of random opportunities as they arise."



A good example is the “Development-Related Postgraduate Courses” programme funded by Germany’s Federal Ministry for Economic Cooperation and Development (BMZ). Since the programme’s launch 25 years ago, the percentage of female scholarship holders has increased from 25 to 46 percent. A similar increase can be seen in the share of programme participants from educationally disadvantaged groups – up from 12 to 31 percent. During this period, no change was observed in the percentage of scholarship holders who returned to their home regions directly after completing their programmes; this remained constant at 70 percent. Three-quarters of alumni confirm that they have become catalysts for change in their work environments and are having a lasting impact in their home countries.

In 2013, demand for the “Public Policy and Good Governance” master’s programme was very high, with approximately 900 applicants for just 85 scholarships. Funded by the Federal Foreign Office (AA), the programme focuses on developing and emerging countries. Additional funding by the AA made it possible to expand the programme in 2013 with special scholarships for young Pakistani students.

The numbers reflect the strong demand for the “Public Policy and Good Governance” master’s degree programme; in 2013 some 900 candidates applied for just 85 scholarships.

International ambassadors

Many scholarship programmes are funded jointly by the DAAD and various foreign governments. The focus regions include Latin America, North Africa and the Middle East, Pakistan, the Caucasus and Central Asia, and the Russian Federation. ➤

GOOD GOVERNANCE PAKISTAN



realise my dreams. After completing my master’s in Public Policy I would like to work in education research and policy, ideally at a research organisation in Pakistan.”

Pakistan’s elections in May 2013 marked the first time that a democratically elected government in Pakistan had completed a full term in office. To continue strengthening democracy there, the Federal Foreign Office, as part of its crisis prevention efforts, supports DAAD projects with a focus on good governance. This includes academic exchanges, three study trips to Germany for Pakistani students as well as scholarship funding for the “Public Policy and Good Governance” programme. One of the 15 scholarship holders from Pakistan so far is Mariam Farid, who is studying at the Hertie School of Governance in Berlin. “This scholarship is my chance to

DAAD scholarship holder meetings, complete with musical entertainment and a greeting from Secretary General Dr. Dorothea Rüländ, are a great opportunity to share experiences and make new friends.



For all scholarship holders coming to Germany, the success of their experience depends largely on their ability to integrate into the new

environment. Learning German is an important part of this, which is why DAAD scholarship holders take part in intensive German language courses for several months before their academic programmes begin. Scholarship holders can also take advantage of the free online language-learning platform "Deutsch-Uni online" (DUO), which allows participants to begin studying German before they leave their home country.

VALUED PARTNER



The Higher Education Commission is Pakistan's government scholarship programme, whose goal is to enhance the quality of teaching and research at the country's colleges and universities. The programme also enables young Pakistanis to study at German universities at all degree levels. Over the last ten years, the DAAD has been a reliable partner in this effort. The DAAD not only selects the scholar-

ship winners, but also supports them before, during and after their time in Germany. Back in Pakistan, programme alumni benefit from a large network, as well as DAAD resources designed to promote research collaboration with German universities. "The goal of this project is to create an incentive for alumni in Pakistan to maintain their contact to Germany," explains DAAD Department Head Lars Gerold. So far over 500 Pakistanis have participated in the programme and more than 260 have already returned home.

Orientation seminars and get-togethers for DAAD scholarship holders also help international guests acclimate to Germany, make new contacts and foster friendships. The result has been a global network of DAAD alumni who act as "ambassadors" for study and research in Germany and maintain lasting ties to Germany.





Growing up faster abroad

Dr. Julia Zimmermann teaches and conducts research at the Friedrich Schiller University Institute of Psychology in Jena, Germany. As part of her dissertation, she examined the effects of a semester abroad on the personal development of university students. Her research has resulted in the most comprehensive analysis yet of the effect of international experience on German university students. The results indicate that students who attend university in a foreign country become more open to new experiences, more adaptable and more stable emotionally.

Do students who go abroad share certain personality traits?

We found that students who choose to go abroad to study are usually more open, conscientious and extroverted than those who stay home – even before they leave for the host country. When we compare the development of students who study abroad to those who do not, we see that the experience abroad has a positive impact on their openness to new experiences as well as their social tolerance and compatibility. At the same time we see less anxiety, shyness and nervousness among the exchange students. The conclusion we can draw is that young people grow up faster when they go abroad.

In the study you talk about intercultural sensitivity among the students. What do you mean by that?

We define intercultural sensitivity in terms of two components. First there is cultural consciousness, which refers to a person's awareness and

assessment of cultural influences, and the impact of these influences on perception, thoughts and actions. Second is a person's view of cultural diversity, their openness, and whether or not they have a positive attitude towards diversity. As compared to the control group, the cultural openness of the students increased significantly over the course of the semester abroad.

What would you say is the central finding of your study?

Experience abroad has a clear and positive impact on the development of fundamental personality traits. The study also demonstrates why experience abroad has an influence on personality. While in



Taking a close look at international students: Jena-based psychologist Dr. Julia Zimmermann investigated the impact of foreign study experience.

Students who attend a university in a foreign country become more open to new experiences, more adaptable and more stable emotionally.

a foreign country, students establish considerably more international contacts; these contacts help socialise the students and stimulate personal and personality development. People who have successfully integrated themselves into another culture have an easier time adjusting to new situations and overcoming challenges. It is not yet clear, however, how long this development "boost" lasts.

Scholarships for Germans

What motivates students and young researchers in Germany to seek an academic experience abroad? Some want to get to know a foreign culture and language first-hand. Others are focused on expanding their professional and academic knowledge. Some are looking to gain practical experience in a foreign company or organisation, while others look to take advantage of attractive research opportunities. The DAAD provides future leaders in science and business with a chance to further their international careers at some of the most prestigious institutions and most interesting locations worldwide. In 2013, scholarship funding was provided by Germany's Federal Ministry of Education and Research (BMBF) and the Federal Foreign Office (AA).

The goal of the FITweltweit scholarship programme is to interest more computer scientists in going abroad.

Individual scholarships are the DAAD's main form of financial support. These enable scholarship holders to plan their own foreign study, research, language, or work stay regardless of field or country. Following a careful selection process, the DAAD provides funding for both short-term stays as well as longer stays for entire academic degree programmes such

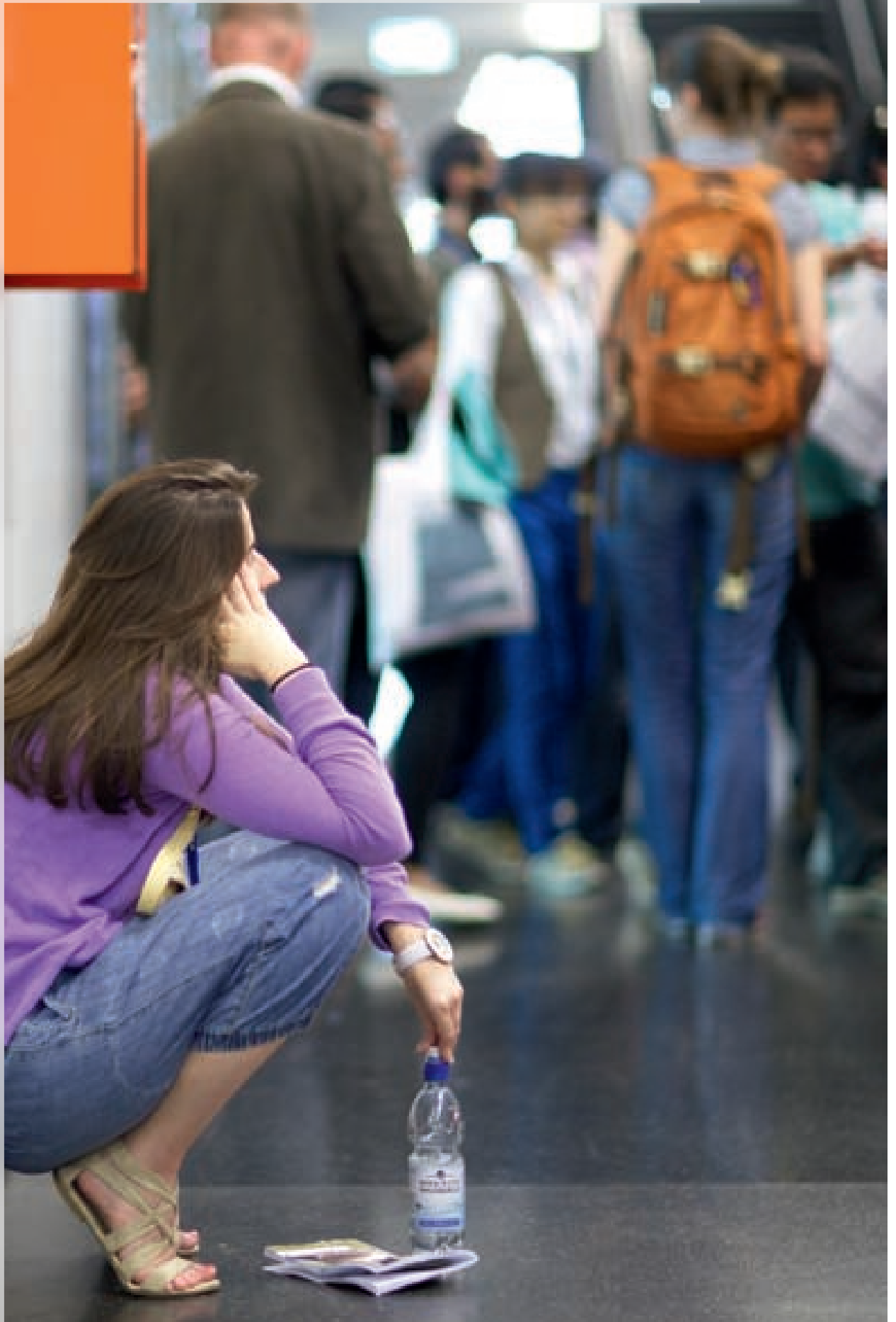
as for a master's degree. Last year, the DAAD funded 9,082 persons from Germany through individual scholarships.

Demand for international study programmes is greater in some academic disciplines than in others. In 2013, the scholarship programme "International Research in the Field of Computer & Information Science" (FITweltweit) was launched as a way to interest more computer scientists in going abroad. With funding provided by the BMBF, this programme supports master's students, PhD students and postdocs in the field of Computer Science who want to conduct research in another country. The USA and Japan were particularly popular destinations last year.

The DAAD also awards young artists scholarships for stays abroad in a wide range of disciplines from the fine arts, music, dance and theatre, to photography, film and design. A grant of this kind can be a valuable stepping stone for a career as an artist, and the stays have produced some impressive work so far. Over 100 guests attended the opening of the "The Art of Freedom: 7 Uneasy Positions" exhibit, which was curated by DAAD scholarship holders and alumni, and hosted by the Deutsches Haus at New York University.

Internships beyond borders

Internships abroad are becoming more and more attractive as an opportunity to improve



Successful sleuthing

Around the world for an art project

“A coincidence led me into a real crime story,” says conceptual artist Elianna Renner, recalling her latest project. Renner stumbled upon the lyrics to a rare Yiddish Tango from Buenos Aires. The song depicts a young woman who longs for her mother back in Poland. She has been forced into becoming a prostitute in Buenos Aires and her “employer” is providing luxury goods to make her new life seem palatable. Renner was struck by the text and wondered whether there could be a true story behind it. She began researching the story and made an interesting find. The lyrics led her to a mid-19th century

Jewish prostitution ring, which had abducted Jewish girls from Galicia and sent them to Argentina, India, Africa and China over the course of some 80 years.

“My goal was to reconstruct this story both historically and artistically,” says Renner, who was born in Switzerland and now lives in Bremen after completing her degree at Bremen’s University of the Arts in 2009.

Funded by a short-term grant from the DAAD and equipped with four video cameras, Renner travelled for six months from continent to continent – from New York to Buenos Aires, Rio de Janeiro, São Paulo, Montevideo, Mumbai, Shanghai, Cape Town and Johannesburg. “Tracking the traffic” is Renner’s title for her work on the trail of the abducted girls.

The project is part of her artistic treatment of history and biography. “I am always interested in exploring the ways in which history can be told,” says Renner.

Winner of a 2012 prize awarded by GEDOK, the Society of Women Artists and Art Patrons (Gemeinschaft der Künstlerinnen und Kunstförderer e.V.), Renner visited various historical archives, met with historians, and conducted research in Jewish communities and civic centres, where she sought out older members of the community and their memories. As she learned in her research, Jewish communities around the world helped care for the abducted girls and discussed the topic in Jewish newspapers. Because Renner herself is

As part of the popular “RISE worldwide” programme, 254 applicants were offered a research internship at a university or research institution in 2013. The most popular destinations were the USA and Canada.

language fluency, key competencies, and to gain practical experience. One example is the specialist internship for future engineers organised by the International Association for the Exchange of Students for Technical Experience (IAESTE), which is active in over 80 countries. Another example is the Carlo Schmid Programme, which funds internships at various international organisations and EU institutions. In 2013, the special programme “Sprache und Praxis in Japan” (Language Training and Work Experience in Japan) celebrated its 30th anniversary and a total of 386 grant winners. Since 1996, the internship programme with China has provided practical work experience to a total of 233 scholarship recipients. In 2013, for the second year in a row, the most recent version of this internship programme,

“Russia in Practice”, sent a group of around 30 students to Russia to gain practical work experience.

The “RISE worldwide” programme maintained its successful course. Initiated in 2011, RISE gives bachelor’s students the chance to work with researchers all around the world for six to twelve weeks during the summer months. In 2013, the DAAD funded research stays for 254 applicants. The most popular destinations were the USA and Canada, with Australia, Singapore and Colombia also in great demand.

Opportunity for young researchers

More and more PhD students and postdocs are seeking advanced training opportunities at



“Tracking the traffic” is part of an artistic treatment of historical and biographical subject matter.

Jewish and also fluent in the thousand-year-old Yiddish language, she had no trouble interacting with the people and accessing the source materials. At the same time, the many different cultures made for some very interesting challenges. “When you adopt the different rhythms of the many different people, it really opens up new perspectives,” says Renner. “Experiencing this is something that I will never forget.”

Inspiration for the future

Renner recorded all of her conversations in the form of video interviews. “This trip served as the basis for the project, which is now developing quite dynamically,” she reports. Over the long term, Renner plans to use the video footage to create a digital archive on the Internet with the goal of bringing together artists and scholars around the world. Her collaboration with historians has already

resulted in follow-up projects. A lecture tour took Renner back to New York in October 2013, and she has planned workshops in Bremen and Basel, a video installation in Argentina, and is preparing an interdisciplinary, international conference.

foreign universities and research institutions – a trend reflected in the high number of applicants in 2013. Conducting research in a foreign country can often enhance the quality of one’s PhD work. At the same time, it provides PhD candidates with insight into different academic systems, as well as the opportunity to expand their professional networks. Postdocs who spend time at a leading research institute abroad can make great strides towards establishing themselves in their chosen field. The DAAD scholarship programme provides a structure to make this happen. <<

Structures for internationalisation

University internationalisation strategies

Institutions of higher education are extremely well connected internationally. The programmes of the DAAD support German universities and their international partners to further develop these networks and realise their internationalisation strategies. Most recently, these programmes have focused on creating strategic international alliances with select cooperation partners in key subject areas – an objective in line with the DAAD's new flagship programme "Strategic Partnerships and Thematic Networks" (see Highlight on page 49).

The DAAD's university cooperation projects and programmes also focus on areas such as

foreign science policy, transnational educational programmes, and development cooperation in the area of higher education – some of which have a long history at the DAAD.

Initiated back in the late 1980s together with the Technische Universität Braunschweig and the former Technische Universität Karlsruhe, the Department of German-Language Engineering and Business Administration (FDIBA) in Sophia today turns out some 180 graduates per year and is the largest German university project in Eastern Europe. At Tongji University in Shanghai, an engineering master's degree programme has developed over the years into a Chinese-German university (CDH) with the help of the Chinesisch-Deutsche Hochschulkolleg (CDHK), which was founded by the DAAD in 1998. Today the CDH acts as a hub for cooperation partnerships between numerous German universities and Tongji University.

GERMAN UNIVERSITY IN CAIRO OPENS CAMPUS IN BERLIN

As of the 2012/13 winter term, students at the German University in Cairo (GUC) can spend a semester at the GUC campus in Berlin. So far 400 students have taken advantage of this opportunity, and the plan is to bring 1,000 students per year to the Berlin branch campus in the future. The branch campus offers the GUC students from Egypt new opportunities. While they continue their studies in Management Technology, Pharmaceuticals, Engineering and Architecture, they also gain valuable intercultural experience. Because the GUC campus cooperates with a number of German universities, students can also start building their network of academic / professional contacts in Germany. Another great advantage of the programme is that the courses in Berlin are coordinated with the curriculum in Cairo so that students do not lose time during their semester abroad. With some 10,000 students enrolled today, the GUC in Cairo is the largest DAAD-sponsored university project in the area of transnational education. The DAAD has supported the GUC since 2001.

► www.guc.edu.eg/CampusBerlin/CampusBerlin.aspx

Transnational education in demand

The DAAD's transnational education (TNB) programme, funded by the Federal Ministry of Education and Research (BMBF), is more and more in demand. With its emphasis on quality and international cooperation, TNB also continues to gain recognition around the world. Good examples of this include the German University in Cairo (GUC), which recently enrolled 2,000 new students, and the German University of Technology (GUTech) in Oman, which nearly doubled its student body in 2013.



with 1,000 new enrollees. A new addition last year was the Turkish-German University (TDU) in Istanbul, which began operations this past winter semester with five degree programmes and 123 students.

In Africa, the Federal Foreign Office programmes “Aktion Afrika” and “Research and Academic Relations Initiative” helped establish centres of excellence at leading universities in key partner countries. With the support of German universities and their international partner institutions, these centres not only showcase German teaching and research, but also contribute actively to development cooperation in Africa. Interim project results received largely positive evaluations in 2012 and 2013, and the DAAD plans to further expand the programme. In late 2013, a call for applications was issued for a new centre for educational research and management in Africa.

In terms of development policy, the DAAD and participating university partners paid particular

attention to three larger university projects in 2013. Initiated by the African Union, the Pan-African University (PAU) is conceived as a “network university”. Five future locations in Cameroon, Nigeria, Kenya, South Africa and Algeria will become centres for top-class teaching and research. With help from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the DAAD, Germany is supporting development of the Tlemcen, Algeria Centre in the areas of water and energy.

Also with support from GIZ and the DAAD, the new German-Mongolian Institute for Resources and Technology (“Deutsch-Mongolische Hochschule für Rohstoffe und Technologie”) commenced instruction in September 2013. The curriculum emphasises hands-on, practical training and is closely coordinated with industrial partners. In Afghanistan, the DAAD responded to the demand for commodities-sector specialists at Balkh University in Mazari Sharif by developing a

Initiated in the late 1980's, the Department of German-Language Engineering and Business Administration (FDIBA) in Sophia is the largest German university project in Eastern Europe today.

Outside perspectives

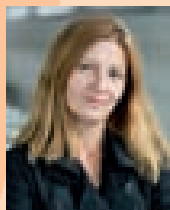
International election observers in Germany

On the occasion of Germany's 2013 parliamentary elections, renowned Germany experts from around the world travelled to Germany to observe the final phase of the campaign up close. It's a proven format with a long tradition. The DAAD has been organising these visits for over 30 years, providing select experts with an opportunity to interact with top-level German politicians during the last several days of the campaign and to participate in special committees, political party events or canvassing activities. In 2013, the DAAD also collaborated with the Center for German Studies at Hebrew University of Jerusalem to organise an informational trip for young researchers from the centres for German and European Studies. In addition, the DAAD supported a delegation of American and British election observers from the International Association for the Study of German Politics.

The assessments of the foreign election observers also caught the attention of the German press:



“Just the fact that the DAAD provides this opportunity to scholars from around the world demonstrates once again how effectively it cultivates and further develops Germany's connections to the rest of the world. Many of the candidates involved in either the state- or national-level election campaigns took the time to meet with us, answer our questions and discuss issues – and this was in the final stages of the campaign! This would certainly not be the norm in the UK.” Prof. Dr. Simon Green, Aston University, UK, quoted in the FAZ on 20 Sept. 2013 (translated from the German)



“The end of the legislative period and the formation of the new German

government means, for all EU countries, that from now on discussions should focus not only on the problems in the southern European countries and the excessive debt of the member states, but also on our common European identity and the institutional and functional weaknesses of the EU as a whole.” Prof. Dr. Vasiliki Georgiadou, Panteion University, Greece



“We (...) met with representatives from German politics, business and media, and talked about the hot issues of this campaign, including the role of the media and polling organisations during the campaign, the percentage of women in leadership positions, social equality, the energy turnaround, eastern Germany, the European debt crisis and the future of Europe.” Dr. Zheng Chunrong, Director of the Institute for German and European Studies, Tongji University

Mongolia's new German-Mongolian Institute for Resources and Technology (GMIT) emphasises hands-on, practical training and is closely coordinated with industrial partners.

project proposal, which is now scheduled to be implemented in 2014.

Internationalisation in the form of dialogue

The key to successful university cooperation projects is also the key to successful international student mobility programmes. In Germany, internationalisation is always

regarded in terms of dialogue. To ensure that German students go abroad, a well-established “infrastructure” is required with programmes that provide well-established channels for mobility as well as mutual recognition for academic achievement. These include the so-called “Bologna macht mobil!” mobility programmes, such as the Integrated “International Degree Programs with a Joint/Double Degree”, in which



“The sense of calm here in Germany is in stark contrast to the significance of this

election for the rest of the world. **Dr. Paul Rueda Leal, Constitutional Judge, Costa Rica, as quoted in the FAZ on 20 Sept. 2013 (translated from the German)**



“As we approach the end of the campaign, it seems the topic of demo-

graphic change is non-existent in the political debate. Will we have to wait another four years for this issue to be addressed? And yet demographic change is, without a doubt, one of the more

troubling issues for German society and the German economy over the short and medium term. **Prof. Dr. Gabriel Colletis, Laboratoire d'Etude et de Recherche sur l'Economie, les Politiques et les Systèmes sociaux (LEREPS), Université de Toulouse**



“Active and passive – this is the difference between the citizens

of Germany and citizens of China when it comes to elections; in fact not only with elections, but also with all of today's important issues and problems. **Xue Jiang, doctoral candidate at the Centre for German Studies (ZDS), Beijing**



“I am extremely pleased with the programme, which pro-

vided me not only with input for my own teaching and research, but also valuable contacts for the future. This opportunity to observe the election not only confirmed but also significantly increased my interest in Germany and its political landscape. **Antoine Acker, doctoral candidate at the Centre interdisciplinaire d'études et de recherches sur l'Allemagne (CIERA), Paris**

participants study at two different partner universities and then earn a joint or double degree. The “Bachelor Plus” programme funds four-year degree programmes with an integrated year abroad at a partner university, the “International Study and Exchange Partnerships” (ISAP) programme enables bachelor's and master's candidates to spend one to two academic semesters abroad, and the BMBF-sponsored programme

to enhance the mobility of German university students (PROMOS) supported nearly 10,000 students at 284 universities over the course of 2013.

Last but not least, the EU's Erasmus educational programme has made internationality a “reality” for countless members of the German higher education community over the years. ➤

Table 2 : Programmes to promote the internationalisation of higher education in 2013 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
I. Higher education cooperation and networks			
Partnership programmes			
A new passage to India	34	637	2,450
PPP – Project-related exchange programmes	742	2,412	3,529
Partnerships with Eastern and South-Eastern European countries	90	4,482	1,988
Partnerships with Japan and Korea / GenKO	28	147	364
IPID – International Doctorates in Germany	38	611	3,041
Strategic Partnerships / Thematic Networks	21	784	2,023
Welcome to Africa	11	232	1,048
Programmes promoting academic cooperation with Greece / South-Eastern Europe	68	926	1,464
Support and events for DAAD alumni abroad	74	1,987	4,203
Transnational educational projects			
Study programmes run by German higher education institutions abroad	23	307	3,407
Study courses in German	29	619	1,278
Bi-lateral educational partnerships with universities and colleges abroad	5	292	4,524
Specialist centres and centres of excellence			
Specialist centres in Africa	7	116	2,358
Centres of excellence for research and teaching abroad / Specialist centres CUPL and IRDLK	6	277	3,800
Lectureships			
Programme for visiting lectureships	126	126	2,369
Long-term lectureships		93	3,306
Short-term lectureships		231	653
II. Mobility			
Erasmus	333	39,118	58,895
PROMOS – Programme to enhance the mobility of German students	285	9,764	9,649
ISAP – International Study and Exchange Programmes	273	1,534	6,294
Integrated international study courses with double degree	157	733	3,188
Bachelor Plus	83	626	2,605
Go East	146	696	1,145
STIBET – Scholarship and guidance-counselling programme	435	5,125	10,031
RISE – Research Internships in Science and Engineering		723	1,489
Conference travel and lecture tours		2,566	3,018
Higher education marketing (GATE-Germany)			7,725
Research marketing			844
Go out!			1,201

More and more universities rely on Erasmus for their teaching and administrative staff. In 2013, it supported over 3,200 lectureships and approximately 1,000 training stays.

In the 2012/13 academic year alone, some 39,000 individuals in Germany took part in this EU programme. Approximately 320 German universities and universities of applied sciences participate in the programme and rely on Erasmus more and more for their teaching and administrative staff. In 2013, the programme funded over 3,200 lectureships and some 1,000 training stays. The sustained success of Erasmus has led to the launch of the new generation “Erasmus+” programme (2014–2020).

Programme diversity

While large-scale exchange programmes such as PROMOS and Erasmus drive “high-volume” exchange across a broad range of disciplines,

other DAAD programmes are smaller and more focused. “The Project-Based Exchange Programme” (PPP), for example, promotes the bilateral mobility of German-based research groups working with foreign partners on concrete research projects. The primary focus of the programme is on professional training and development for young PhD and postdoctoral students. The DAAD’s “specialist programmes” funded by the Federal Ministry of Education and Research (BMBF) are even more focused. By the end of 2013, organisers saw the successful completion of the “Study and Research Scholarships of Today for the Megacities of Tomorrow” programme.



As part of the “Modern Applications of Biotechnology” programme, five junior researcher groups from Germany continued their collaboration with their partner groups in China, producing several joint publications – one of the many testaments to the programme’s success. In the spirit of DAAD’s core theme for 2013 – “Fostering International Sustainability” – participants in the “Sustainable Water Management” programme took part in the international trade fair “Wasser Berlin” in April.

German university students abroad, internationally experienced professors and lecturers, worldwide cooperative partnerships in teaching and research – all of this contributes to the internationalisation of higher education. Germany’s institutions of higher education take pride in their open, international orientation and actively promote this, as in the new DAAD film “Germany – New Horizons” in which six young men and women from India, Saudi Arabia, the USA, Russia, Colombia and the UK talk in German about their life as foreign students in Germany.



A lively discussion at the conference on the Internationalisation of Teacher Training, which took place as part of the “International Dialogue on Education” workshop series in Berlin.

Winners of the Federal Foreign Office prize for outstanding foreign student support services at German universities.

In its online communications, the DAAD uses the full range of digital channels to reach its various target audiences. The social media campaigns “study-in.de”, “Research in Germany” and “Go out” reach German students, foreign students, doctoral candidates and researchers in a way that is fast, direct and authentic. These campaigns have been very well received so far and have a rapidly growing fan base. Webinars have also established themselves as a valued medium for DAAD communications. With its webinar series “Hochschulmärkte weltweit” (higher education markets worldwide), the DAAD brings universities and its network directly into contact with one another online.

But even the best marketing strategy can’t succeed if foreign guests have trouble gaining access and entry to Germany. The “uni-assist” association has been providing support in this area for the last ten years. With 157 member universities today, uni-assist – the “University Application Service for International Students” – provides an established process for



The search for applicants abroad

Marketing at international education fairs

Higher education fairs provide a valuable tool for marketing and attracting international students to Germany. As part of its “GATE-Germany” campaign funded by the Federal Ministry of Education and Research (BMBF), the DAAD helps ensure the presence of German universities at educational fairs around the world.

“In 2013, more German universities were represented than ever before at the Romanian International University Fair (RIUF) in Romania, one of the

largest international higher education fairs in Eastern Europe,” reported Dorothea Neumann, responsible for International Education Fairs at the DAAD. Last spring 14 higher education institutions and consortiums travelled to Romania, among them the Technische Universität Dresden (TU Dresden), the University of Passau and Jacobs University in Bremen. “The primary objective was to recruit bachelor and master’s students,” says Neumann, “but the universities also used the fair to further develop their relationships with the Romanian universities.”

The EuroPosgrados fair in Colombia also provided participating German universities with

the chance to deepen existing relationships and initiate new collaborative partnerships. The fair featured “matchmaking” events, a regular feature at recruiting fairs, which brought together university representatives from the two countries.

The EuroPosgrados, which is aimed primarily at master’s students and PhD candidates, is organised each year by a bilateral team from France and Germany. Participation is open to universities from all across Europe and university representatives have given the fair particularly positive reviews thus far. “The applicants are highly motivated, open and well-educated – you don’t find this level of quality everywhere,” said Dr. Mathias

reviewing foreign student applications before they are submitted for final evaluation. Uni-assist also processes the master’s degree applications of both German and foreign university graduates. Today, uni-assist processes over 100,000 applications each year.

Once foreign students arrive in Germany, their academic success depends a great deal on the quality of support provided by the host university. This is where the scholarship and support programme STIBET comes in. With funding from the Federal Foreign Office (AA), STIBET provides scholarships and support to foreign students and doctoral candidates at 250 German universities.





Erasmus+: Europe on course for strategic internationalisation

The 2012/13 academic year was another record-breaking year for Europe's flagship programme Erasmus. As one of the programme's national agencies, the DAAD was able to provide funding to a total of 39,000 students and university staff members from Germany for study, teaching or professional training in another European country. The numbers speak for the programme's overwhelming success and were used in the campaign to extend the European educational programme until 2020, starting in 2014. The continuation of Erasmus was discussed by EU policymakers in Brussels over the course of 2013, with a final decision being reached by the Council of the European Union and the European Parliament in December of the same year.

The result is Erasmus+, the EU's comprehensive educational programme that consolidates all of its education programmes, including its higher education programmes Erasmus, Erasmus Mundus, Edulink, Tempus and Alfa, into one. The significant increase in financial backing for the programme was a notable development, especially in these times marked by financial and economic crisis across Europe. The EU increased its education budget by 40 percent to 14.8 billion euros. This is an important signal for Europe's young generation and institutions of learning, especially its higher education institutions (HEIs). The largest share of the budget – at least 4.9 billion euros – will go toward higher education in Europe.

More opportunities for HEIs

The next generation of EU education programmes, scheduled to run from 2014 to 2020, will open up new opportunities for mobility and academic collaboration both within the EU and beyond. In line with the goals of the European education agendas, Erasmus+ was developed to help advance efforts to modernise, internationalise and improve the quality of Europe's higher education systems. Erasmus+ also aims to enhance the skills, personal development and employability of students, and to establish the EU as an attractive location for study and research. The programme will also help drive the sustainable development of higher education in non-EU countries and deepen collaboration between and among the various educational sectors. As such, Erasmus+ merges the former Erasmus programme with the other international EU programmes for higher education into one single framework. It also continues successful funding lines and introduces a range of new measures as well. "Mobility" and "Partnerships" are the programme's key action areas within higher education, with mobility as a clear priority. Even the most modest of measures to open up internationally give HEIs the opportunity to enhance their relationships with partners around the globe and help strengthen their internationalisation strategies.

A real plus for internationalisation and openness

While not necessarily reflected in terms of budget figures, the key action area “Partnerships” plays a significant role in the Erasmus+ programme. The sub-area devoted to strategic partnerships supports higher education institutions in developing and expanding their internationalisation strategies. Cooperation-enhancing measures include the establishment of innovative subject-driven and regional networks, the creation of common curricula and summer schools. Non-academic partners are also to be included as a way to enhance international prestige. The concerted effort to create greater transparency in the education sector gives HEIs the chance to develop into open institutions of higher learning with a broader reach. The modernisation and diversification of learning programmes as well as the inclusion of new target groups are just a few of the many aspects grouped under the “Strategic Partnerships” action.

Erasmus+ also encourages HEIs to expand their international activities to include countries outside of Europe. In addition to initiating international partnerships, Erasmus+ measures range from building networks for the sustainable development of higher education systems to capacity building in HEIs. Projects with countries neighbouring the EU are particularly welcome. One upshot of the new integrated funding programme has been the need for the national agencies to adjust their support services and communications.



As the official National Agency for Erasmus+ in higher education, the DAAD will determine where assistance is needed based on the internationalisation strategies of Germany's HEIs and provide targeted advice and support.

Nadine Bretz from the University of Trier, pictured here with Xavier Prats Monné (l.), Deputy Director General for Education and Culture at the European Commission, and Dr. Siegbert Wuttig (r.) from the DAAD, accepts the award on behalf of the other three winners of the Erasmus diary competition (top photo).

Posing for a group shot: Ministers from Asia and Europe gathered in Kuala Lumpur, Malaysia for the 4th Asia-Europe Meeting of Ministers for Education to discuss the topic of quality assurance (bottom photo).

The German language

Promoting German studies and the German language abroad is one of the DAAD's core objectives.

One of the main objectives at the DAAD is to promote and strengthen German studies and the German language around the world. The aim is to strengthen German as a lingua franca of commerce, culture and science, and, through the German language, generate interest in Germany as a cultural centre and top location for science and business. The DAAD's objectives for promoting Germany and the German language are as diverse as they are far-reaching: to increase the academic success and integration of foreign students, to strengthen Germany's image abroad, and to support German departments at universities around the world so that

they can develop curricula tailored to various target groups. The DAAD is also involved in training German teachers and facilitating exchange among teachers, professors and lecturers around the world.

A literary world tour marks 25 years

The Lektor programme is the DAAD's most comprehensive programme for the promotion of German area studies and the German language. The worldwide network includes more than 500 "Lektors" in over 110 countries, including 57 Lektors for individual subjects and 51 IC



Modern fairy tale tellers from all around the world gather for the award ceremony.

Tracking down the Pied Piper

The idea for the competition, which invited students of DAAD Lektors from all around the world to submit a sequel to the

well-known tale of the Pied Piper of Hamelin, originated from writer and Georg Büchner Prize winner Felicitas Hoppe. A total of 196 students from 38 different countries responded, providing closure to the story of Hamelin's children while employing motifs and narrative traditions of their home countries. Felicitas Hoppe and the other members of the jury selected 20 winning fairy tales, awarding each of the authors a DAAD scholarship for a four-week language course in Berlin. The competition also produced a book titled "Ein Märchen geht um die Welt – Neues vom Rattenfänger" (A Fairy Tale

Goes around the World – News from the Pied Piper). The publication not only offers culturally rich and diverse takes on the fairy tale. It also showcases – better than any evaluation ever could – the quality of the German language and German studies courses given by the DAAD Lektors.

"Die absonderliche Stadt" (The Strange City), written by Noémie Smith, was one of the winning tales. Smith, a 19-year-old Modern Foreign Languages student at the University of Cambridge in the UK, is taught by DAAD Lektor Maren Fuhst da Silva.



The Strange City

(translated from the German)

When the children of Hamelin crawled out of the dark chasm in the earth, they were illuminated – blinded in fact – by the sun's brightness. They found themselves in a strange and bizarre city full of medieval courtyards, porticos and steeped towers that reached high into the sky. Great gates rose from the earth, granting ingress into an intricate network of smaller passageways and peaceful gardens. The blare of pipe organs could be heard in every corner of the city, punctuated by the intermittent

cacophony of bells and the shrill laughter of young students. The streets bustled with classical philologists dressed in long, black garb. They moved everywhere. Beneath archways, through long alleys and over wide bridges spanning the sparkling river. The river was hidden behind trees of all kinds. Flowing willows, proud oaks and placid elms. Long, narrow boats, steered by burly men with wooden poles, glided beneath their boughs and under the bridges.

The Pied Piper, playing on his flute ever so sweetly, led the children through the city's largest

gate and into a vast courtyard that was surrounded by buildings of palatial proportions. A fountain, royal and majestic, sat in the middle of the courtyard, filling the halls with the sound of spring water.

As soon as the children set foot in the courtyard an army of rats appeared. The smack of their paws against the cobblestones, like the sound of one thousand drums, drowned out the flute's mesmerising melody. The music stopped and the spell was broken.

The Pied Piper disappeared instantly. The small animals turned on their heels and jumped into the enchanted fountain. Confused and bewildered, the children ran after them, jumping into the glistening water.

And then, as if by way of a miracle, as if nothing had happened at all, the children woke to find themselves tucked tightly in their small, warm beds. Evening had come and through the opened windows they could hear the lonely song of a nightingale reverberating in the crystalline reflection of the moonlight.

To this day, the children of Hamelin still do not know what was real and what was dream – the Pied Piper, the mysterious city, the legion of rats, all 1,000 of them, and the majestic fountain.





DAAD President Prof. Margret Wintermantel and Dr. Hans-Ulrich Seidt from the Federal Foreign Office were on hand for the stimulating lectures and discussions at the 25th summer meeting of DAAD Lektors in Bonn.

Lektors, who teach German language, literature and regional studies as well as non-philological subjects relating to Germany. In 2013, the annual summer meeting of DAAD Lektors celebrated its 25th anniversary in Bonn with over 200 attendees. To mark the occasion, DAAD Lektors invited their students on a “literary world tour” with Felicitas Hoppe (see pages 38–39).

In July, 2,700 teachers, scholars and students from more than 100 countries met in Bolzano, Italy for the International German Teachers’ Conference. The DAAD’s wide range of conference activities included the podium discussion “Deutsch als Wissenschaftssprache im Zeitalter der Globalisierung” (German as a language of science in the age of globalisation). Podium participants discussed practical approaches to language study for foreign students, ways to teach and acquire scientific and academic writing skills, as well as language policy in the university context.

Every year the DAAD organises annual conferences together with its Advisory Council on German Language and Literature to promote international dialogue on German Studies. In September, approximately 70 participants

from Brazil and Germany met in Rio de Janeiro to explore the topic “Germanistik in Brasilien: Herausforderungen, Vermittlungswege, Übersetzungen” (German Studies in Brazil: Challenges, teaching strategies, translations). Discussions focused on issues specifically related to German Studies and policy, on needs-based curricula, and enhancing the profiles of degree programmes.

Recognition for outstanding research

In September, the DAAD’s Jacob and Wilhelm Grimm Prize was awarded to the German Studies professor Elisabeth Knipf-Komlósi from Hungary. The prize is awarded each year to foreign scholars for outstanding work in the areas of German literature and language, German as a foreign language, as well as German Studies. The Jacob and Wilhelm Grimm Sponsorship Award went to the Chinese literature scholar Li Shuangzhi. The award is given to young foreign scholars who have already received public recognition for their work researching and conveying the German language, German literature and German culture.

Again in 2013, the DAAD provided a diverse range of support for institutional collaboration



Prof. Elisabeth Knipf-Komlósi (2nd from left) was the winner of the DAAD's Jacob and Wilhelm Grimm Prize and Li Shuagzhi (3rd from left) winner of the Jacob and Wilhelm Grimm Sponsorship Award. Ambassador Dr. Heinrich Kreft, Commissioner for Foreign Science and Educational Policy, and Prof. Eva Neuland, from the University of Wuppertal and member of the Advisory Council on German Language and Literature, congratulated the winners.

between German universities in the areas of German language and literature and German as a Foreign Language. This included 66 German Institute Partnerships in Central and Eastern Europe (CEE), the CIS, Asia, Africa and Latin America, as well as four doctoral colleges as part of the Vladimir Admoni Programme in CEE. The DAAD also funded 29 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. It also continued to expand its language training support with 1,323 scholarships to help foreign students prepare for their time in Germany. In 2013, the DAAD also continued its support for language training during the academic year.

In 2013, the 17 DAAD-supported centres for German and European Studies – located in the USA, Canada, UK, France, the Netherlands, Poland, Russia, Japan, China and Israel – focused on interdisciplinary teaching and research in subjects related to contemporary Germany and Europe. Selected projects in the USA, Canada

and the UK also focused on this topic. “Das Weimarer Dreieck und seine Nachbarn: Kulturbeziehungen und Kulturtransfer” (The Weimar Triangle and its neighbours: Cultural relationships and cultural transfer) was the motto of a

In 2013, the DAAD increased its language course funding, awarding 1,323 scholarships to foreign students.

trilateral summer school in Paris with 30 young academics participating from seven countries. Discussions focused on current issues such as migration, knowledge transfer and cultural policy in Europe. The event was financed by the centres for German and European Studies in Paris (CIERA) and Wrocław (Willy Brandt Centre) in partnership with the Ludwig-Maximilians-Universität München (LMU).

Table 3 : Programmes for promoting the German language abroad in 2013 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
Centres for German and European Studies	17	834	2,770
German language and literature studies institute partnerships (GIP)	65	982	1,582
Language and specialist courses (intensive language courses; university summer and winter courses)		2,684	4,586
Lektor programme		597	22,079
Language assistant programme		297	1,986

Development and dialogue

The “Change Agents – The Faces of Change” conference at the University of Heidelberg in June was among the highlights in the area of development cooperation. DAAD scholarship holders reported on their work in their respective countries and talked about the tremendously positive impact of the DAAD’s individual scholarships on transformation processes in the partner countries.

Assessments conducted in 2013 of the DAAD’s development cooperation-based programmes and of the “Higher Education Excellence in Development Cooperation” (EXCEED) programme confirm that the DAAD is on the right track with its many activities in the partner countries. The assessments also provided important feedback on how best to further develop the DAAD’s portfolio. One step will be to take an

their interconnectedness at the same time – for example, with the “Development-Related Post-graduate Courses” or the programmes designed to support partnerships with higher education institutions in developing countries. In its statement on development policy issued in May 2013, the DAAD Executive Committee once again emphasised the crucial role of universities in the development cooperation process and the significance of collaboration in general.

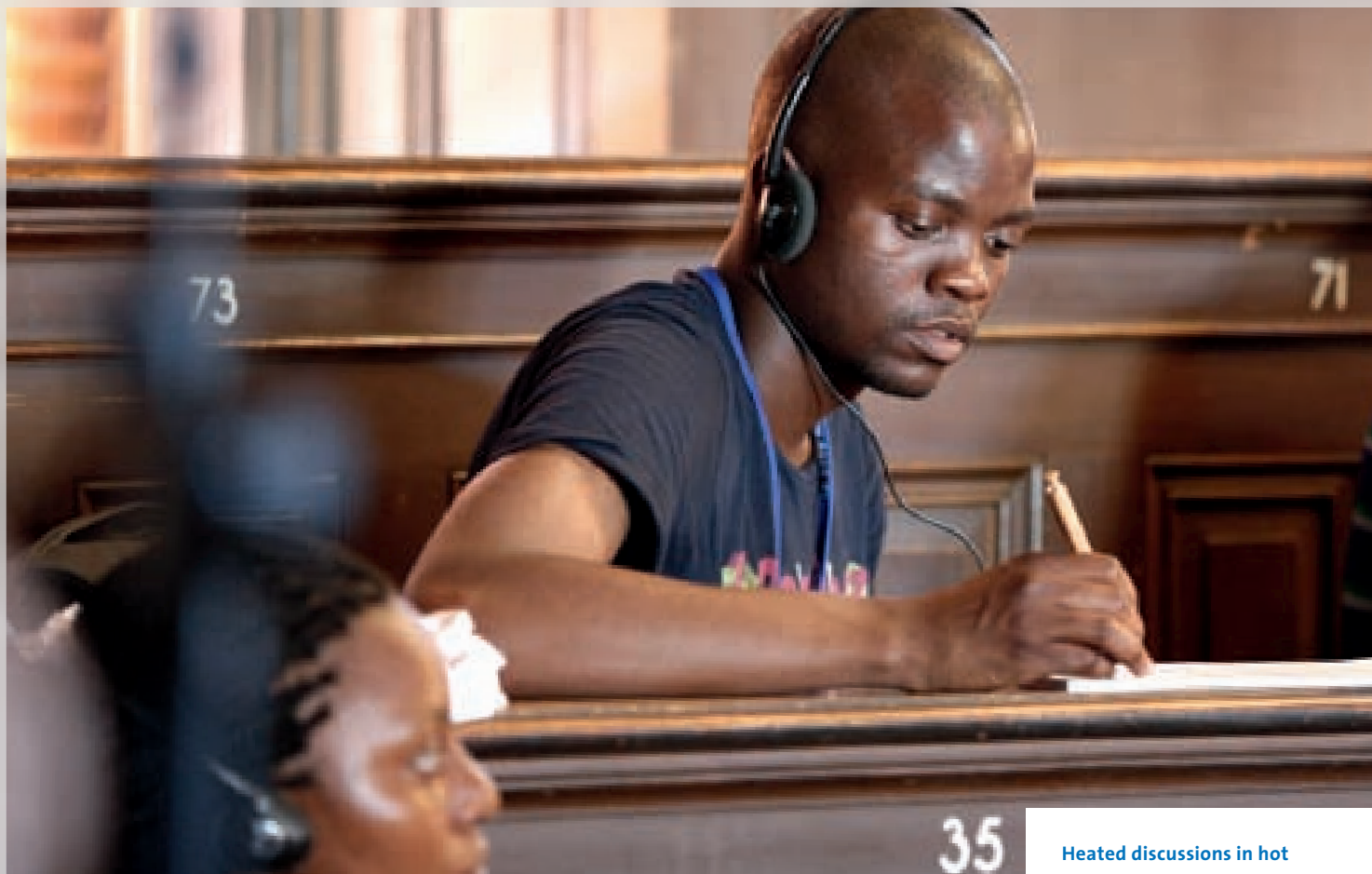
Strong presence in the Hindu Kush

In 2013, the DAAD continued to demonstrate its strong commitment to the post-conflict and transition countries. This included the development of a long-term assistance strategy for Afghanistan with target objectives through the year 2024. The DAAD has been actively engaged in Afghanistan since 2002, supporting efforts to rebuild and rehabilitate the country’s largely destroyed academic systems and infrastructure. In 2013, Kabul University’s German Studies department celebrated 50 years of ongoing partnership with Germany and the DAAD.

The year 2013 also witnessed remarkable progress for the Transformation Partnerships with the “Arab Spring” countries Egypt and Tunisia, as well as with partners in South-Eastern Europe. An assessment confirmed the importance of the Stability Pact for South-Eastern Europe for the region. The DAAD initiated a series of new activities in the Arab transition countries in 2013, including two

Assessment results confirm that the DAAD is on the right track with its many activities in the partner countries.

even more structured and targeted approach to measuring and promoting the positive impact of DAAD programmes, for which the DAAD has developed a strategic monitoring system. The DAAD also wants to simplify its existing programmes, while increasing



Heated discussions in hot summer weather: At the University of Heidelberg, DAAD scholarship holders and alumni joined university officials and political representatives in discussions on the role of “Change Agents”. Alumni reported on how they are contributing to change in their home country.



degree programmes administered jointly by German and Egyptian partner universities. Demand for DAAD expertise is high in other regions of conflict as well. In autumn 2013, the DAAD introduced an online degree programme administered by a German university together

with partners in Israel and Palestine. The programme allows German, Israeli and Palestinian students to work and learn together. ➤



Specialists for Mongolia

Along with engineering theory, the German-Mongolian Institute for Resources and Technology (GMIT) places a strong emphasis on hands-on, practical training.

Joint university for mineral resources opens its doors

The autumn of 2013 saw the opening of the German-Mongolian Institute for Resources and Technology (GMIT). With support from German experts, GMIT will train specialists for the mineral resource sector and downstream manufacturing industries. The joint university is the result of the strategic resource partnership established during a visit by Angela Merkel to Mongolia in 2011. With funds provided by Germany's

Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the DAAD are providing key support in the university's early stages.

"The GIZ is helping set up management infrastructure and networking with industry partners in the region, while the DAAD is working with specialists from the Technische Universität Bergakademie Freiberg, RWTH Aachen University, Technische Universität Darmstadt, Bochum University of Applied Sciences and other universities on developing a curriculum based on the German model," explains Dr. Klaus Birk, who heads the Asia-Pacific section at the DAAD and was one of the early project coordinators. GMIT's mission is to respond to the country's urgent demand for qualified engineers and technology experts. While Mongolia is rich in mineral resources such as copper, gold, coal and iron ore, its processing and manufacturing industries remain underdeveloped. "Higher education in Mongolia must move beyond pure mining and provide training in areas such as mechanical engineering and material sciences – areas where Germany is a world leader," says Birk.

European standards

To prepare GMIT's future graduates for university-level study,

the first 40 students began a one-year Basic Engineering Programme in autumn 2013 – roughly comparable to a German Studienkolleg – which will provide the requisite fundamentals in Mathematics, Physics, Chemistry and English. "The preliminary work is necessary, because the secondary-school qualification in Mongolia is not comparable to the German Abitur," explains Birk. Beginning with the 2014 winter term, the students can then choose between bachelor's degree programmes in Mechanical Engineering or Raw Materials Engineering. Two additional courses of study are in the planning phase.

The degree programmes will be accredited according to European standards so that graduates have the option of moving on to a German master's degree programme. GMIT will focus on practical training and has already established partnerships with a number of regional companies, which will award scholarships and internships.

So far, construction has been completed on the main university building along with a residential facility in the vicinity of Ulaanbaatar. Teaching will begin in the 2014 winter term. In the future, GMIT plans to offer bachelor's and master's degree programmes to a total of 1,000 students.

Table 4 : Programmes for promoting development and dialogue in 2013 (selection)

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
DIES – Dialogue on Innovative Higher Education Strategies	51	1,428	2,142
Subject-related partnerships with higher education institutions in developing countries	80	925	2,196
“exceed” – Higher Education Excellence in Development Cooperation	5	1,002	4,924
Special programme for Iraq / Middle East	33	351	2,101
Cultural Dialogue with the Islamic World	28	705	1,427
German-Arab Transformation Partnership	107	2,458	2,937
Academic rehabilitation South-Eastern Europe	38	1,516	2,248
Academic rehabilitation Afghanistan	12	404	2,840

Model project “Policy Makers”

In 2013, the DAAD successfully expanded its work in the areas of university management and developing/restructuring research and science systems. As part of the DIES programme, it launched a West African initiative together with UNESCO and African partners with a focus on the development of quality assurance “infrastructure” in Francophone West Africa.

Last year’s “Policy Makers” pilot project was in many ways a model project. Ten visitors from Egypt and Tunisia spent four weeks conducting an up-close analysis of the decision-making structures and processes in Germany’s education and science systems. The three-part information and training programme will help these research managers contribute to the political transformation process in their home countries.

The founding of the Pan-African University (PAU) is among the African Union’s (AU) most ambitious projects. German development cooperation is supporting this with the largest new project in higher education of the last ten years. The DAAD is participating in cooperation with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the KfW Development Bank. PAU will be based at existing universities in five locations throughout Africa. Germany will focus on developing the PAU Institute for Water and Energy Sciences (including climate change) in the Algerian city of Tlemcen.



Alumniportal Deutschland is the online platform for connecting with former scholarship holders and international students.

Several new DAAD initiatives in the area of alumni relations in developing and emerging countries were launched in 2013. The DAAD collaborated with the German Gesellschaft für Internationale Zusammenarbeit (GIZ) and other partners to host job fairs through its Alumniportal Deutschland, online as well as on location in Brazil, India and South Africa. In November 2013, the first meeting of DAAD female alumni entitled “Ungleich gleich?! – Frauen in einer geschlechtergerechten Gesellschaft” (Unequally equal? Women in a gender-equitable society) focused on how best to structure/configure gender equality, thus addressing a highly relevant issue in the areas of developmental, scientific and research policy.



Founding the Pan-African University (PAU) is among the African Union’s (AU) most ambitious projects. German development cooperation is supporting this with the largest new project in higher education of the last ten years. The DAAD is also involved in this exciting initiative.

Expertise for academic collaborations

With its new action area “Expertise for Academic Collaborations”, the DAAD is pursuing its “Strategy 2020” goal of providing more of its own expertise to its cooperation partners.

A Friedrich Schiller University (Jena) study demonstrates that students with foreign experience are more open and able to adapt (see p. 23).

Transnational university collaborations help minimise conflict in crisis regions.

The Executive Committee finalised the DAAD’s new “Strategy 2020” in February 2013. Along with providing scholarships for outstanding students and supporting internationalisation in higher education, the third pillar of Strategy 2020 – “expertise for academic collaborations” – ensures that the DAAD responds to global challenges by making increased use of the expertise of its own employees and worldwide network for the creation of internationally successful collaboration efforts. While 2013 was largely a conceptual phase, the DAAD has the advantage of being able to build on proven structures and products in the area of knowledge transfer.

Worldwide DAAD network

Two new locations were added to the DAAD network last year. With the newly established Information Centres in Tel Aviv (Israel) and Kazan (Russian Federation), the DAAD is now present in 58 countries with a total of 15 regional offices and 55 Information Centres. This global network, with its numerous reports and analyses, both expands and deepens the DAAD’s knowledge of international education markets. This entire body of knowledge and know-how is made available to German universities through DAAD publications, training, webinars and conferences.

Studies and publications convey bundled know-how

In the context of GATE Germany, one of the DAAD’s international university marketing responsibilities is to inform German universities about the worldwide education markets. With its publications on Kenya, Colombia and Malaysia, the successful “Länderprofile” (country profiles) series was continued in 2013 and now includes 16 issues. The country profiles provide concise information about the political, economic, and educational system in the highlighted country.

GATE Germany hosted seven webinars in 2013 as part of its “Hochschulmärkte weltweit” (higher education markets worldwide) series. DAAD network representatives and external





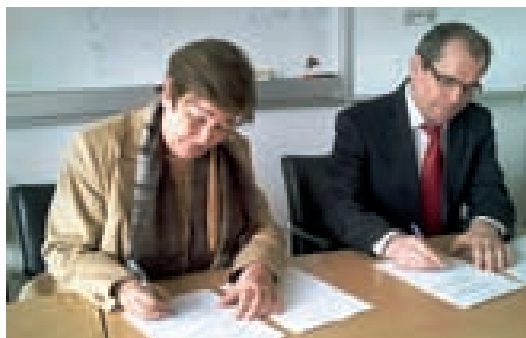
experts reported on their respective education markets. In the publication series “Hochschulmarketing” (higher education marketing), studies were prepared on Russia, South-Eastern Europe and Brazil, which will appear in 2014.

Gathering data and measuring impact

When it comes to facts and figures regarding international academic mobility, the DAAD’s publication series “Wissenschaft weltoffen” has established itself in recent years as a key source of information. Along with current statistics, the publication has also featured a thematic focus since 2010. It reflects the DAAD’s expertise in the area of academic mobility and highlights the DAAD’s unique regional knowledge. The focus themes so far have ranged from foreign doctoral candidates and master’s



In 2013, the DAAD expanded its network with two new locations in Tel Aviv and Kazan. The new Information Centre in Kazan is located at Kazan National Research Technical University, where DAAD Secretary General Dr. Dorothea Rüländ met with the university’s vice chancellor Prof. Albert Gilmudinov to sign the agreement contracts.



With 15 regional offices and 55 Information Centres, the DAAD is now present in 58 countries worldwide.



GATE-Germany hosted seven webinars in 2013 as part of its “Hochschulmärkte weltweit” (higher education markets worldwide) series, during which DAAD network representatives and country experts reported on their respective education markets.

students to Chinese students at German universities, as well as German students abroad. The thematic focus for the 2013 publication was based on a psychological study at the Friedrich Schiller University in Jena which demonstrates that students with international experience are more open and can better adapt to new circumstances (see Highlight p. 23).

The International DAAD Academy

Internationalisation has long become a central area of responsibility that involves nearly every area of university operations. The International DAAD Academy (iDA) responds to this by offering a wide array of seminars to an extremely diverse range of target groups. In 2013, these included English courses for student affairs office staff, coaching junior scientists for presentations at international conferences, workshops on effective counselling, intercultural qualification courses for trainers, workshops on recruiting international doctoral candidates, and seminars on topics such as university marketing or regional expertise for Russia. A highlight of the year's programme was the “Internationalisierungsmanagement – von der Strategie zur Implementierung” (Internationalisation Management – From Strategy

to Implementation) conference, which the International DAAD Academy hosted together with the working group “Fortbildung der Universitätskanzlerinnen und -kanzler”.

A separate unit devoted to the organisation's new strategic action area “Expertise for Academic Collaborations” will be established at the DAAD in 2014.





Pioneering partnerships and networks

The overland route from Shanghai to Darmstadt is long, giving the Chinese students aboard the Trans-Siberian Railway plenty of time to make a gift for the president of the Technische Universität Darmstadt (TU Darmstadt). The occasion for their visit was the Tongji Days event in June 2013, which kicked off the new “strategic partnership” between TU Darmstadt and the renowned Tongji University in Shanghai. Although the two universities have collaborated for decades, the new DAAD “Strategic Partnerships and Thematic Networks” programme will allow the TU Darmstadt to deepen its working relationship with Tongji University by increasing exchange between students and university teachers, expanding the partnership to include new departments, and creating joint degree programmes and research groups. In this way, both universities keep step with the international trend – positioning themselves in the competitive global marketplace by building global partnerships and networks. The DAAD programme supports universities over a period of four years for the specific purpose of expanding selected international partnerships. Twenty-one such projects were initiated in 2013. Today the DAAD supports ten strategic partnerships and eleven thematic networks with partners in 29 countries.

Making a name in their field

The DAAD-funded “Thematic Networks” programme includes an exciting project at the Johannes Gutenberg University in Mainz – a network that brings together internationally



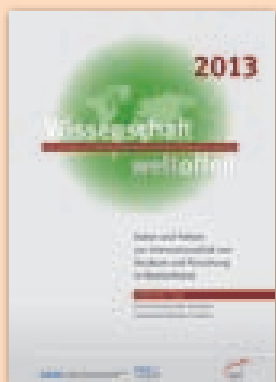
leading scientists in the area of spintronics from Stanford University, the IBM Research Center (USA), as well as Tohoku University in Japan. Spintronics technology, which exploits the quantum mechanical properties of electrons, is still in the early stages of development, but scientists believe that spintronics will enable significantly faster data transfer as well as micro-sized electronic components. The Mainz-based SpinNet consortium develops advanced materials along with measurement and characterisation techniques, and produces application-oriented systems. It is also planning a joint PhD programme – and looking to establish a leadership position in the international research landscape.



Welcome to Germany: A warm reception for Chinese students from Shanghai at the Tongji Days event in Darmstadt, which sought to deepen the relationship between the TU Darmstadt and Tongji University.

International mobility at an all-time high

“Wissenschaft weltoffen” with the latest statistics



► www.wissenschaft-weltoffen.de

More university students are going abroad during their studies than ever before. This is just one of the many findings published in the 2013 report “Wissenschaft weltoffen”. The publication providing ‘facts and figures on the international nature of studies and research in Germany’ is produced annually by the DAAD and the German Centre for Research on Higher Education and Science Studies (DZHW).

The 2013 issue focused on the international mobility of German students. Dr. Jan Kercher, who is responsible for the report at the DAAD, explains that the number of internationally mobile students has risen at a constant rate over the past several years. “In 2011, about 134,000 German students were enrolled at higher education institutions abroad,” he says. “This number was significantly lower just ten years earlier – at 53,000, not even half as many were venturing abroad in 2001.” Whether for study or an internship, approximately one-third of all German university graduates spend time abroad. The most popular destinations among German students are Austria, the Netherlands, the UK, the USA, France and Switzerland.

Nearly 10,000 PROMOS scholarships

The DAAD actively promotes the mobility of German students through programmes such as PROMOS. The number of DAAD scholarships for stays of up to six months has more than doubled since 2010. In 2013 alone, nearly 10,000 students received financial support for stays abroad, putting Germany well on its way to meeting its mobility goals. As stated by the country’s Federal Minister of Education and Research Professor Dr. Johanna Wanka, “The government of Germany and its federal states will work side by side with the DAAD to ensure that every second graduate gains the experience of studying abroad at some point over the course of his or her higher education.”

Among the most popular study abroad destinations are Austria, the Netherlands and the UK.

As a destination, Germany leads the way for foreign students who choose to study in non-English-speaking countries. The study shows that in 2011, more than six percent of all internationally mobile students worldwide were enrolled at a higher education institution in Germany. This trend can be attributed to both the good reputation of Germany’s

higher education system and the availability of English-language master’s programmes. “The liberalisation of Germany’s immigration policy has also made it easier for non-Europeans to stay in Germany, even after finishing their studies,” says Kercher.

Key source of information

The DAAD and DZHW rely on data provided by the Federal Statistical Office of Germany and OECD reports, which are further augmented by their own data on the mobility of academics and researchers. The data can be downloaded for free from the report’s dedicated website.

“Together with the accompanying website, our ‘Wissenschaft weltoffen’ series has established itself as a key source of informa-

tion for data on international academic mobility,” says DAAD Secretary General Dorothea Rüländ. “We would like to continue to live up to this reputation.” To this end, the DAAD and DZHW plan not only to produce a brochure summarising the key findings of the report but to improve the user-friendliness of the report’s website.

III.

The DAAD worldwide

Northern, Southern and Western Europe

Enrolment at German universities has nearly doubled since 2007. After the UK, Germany is the most popular host country.

After the UK, Germany is the most popular destination for students from Italy, Greece and Spain. Enrolment at German universities has nearly doubled since 2007 with bachelor's degree programmes in particularly high demand. Several factors are driving this trend, including lack of funding for higher education in the home countries, higher tuition rates, and the extremely high unemployment rates among young people – many of them with university degrees under their belts. Greece has the highest unemployment rate among young people under the age of 24 (62.5 percent), followed by Spain (56.4 percent), Portugal (42.5 percent) and Italy (40.5 percent). All of this has led to a massive “brain drain” in the affected countries.

The DAAD responded by launching the two-pronged initiative “Akademischer Zukunftsfonds Südeuropa” (Academic Future Fund for Southern Europe) in support of the Southern European countries most impacted by the economic crisis. The goal of the programme is to promote academic as well as socio-political dialogue between Germany, Greece,

Italy, Portugal, Spain and Cyprus. Measures included an increase in short-term research scholarships, university summer courses and internships. German universities also received additional financial support to expand existing partnerships and make new contacts in the region.

Two special programmes were also developed to support the goals of the Academic Future Fund. As part of the programme “Hochschuldialog mit Südeuropa” (University Dialogue with Southern Europe), more than 70 summer academies, workshops and conferences have been held so far to bring together students and academics from the partner countries. In addition, the “University Partnerships with Greece” programme supports eleven projects that either initiate or expand collaborative relationships between German and Greek universities in the areas of teaching, research and administration. The programme also includes plans for joint degree programmes and graduate schools across a broad spectrum of academic disciplines. The study and research projects were selected with a focus on hands-on experience and practical applications.

Turkish-German University successfully launched

Germany and Turkey expanded their long-standing partnership in higher education and science by joining forces to found a new university in Istanbul. Five years after signing the

TDU Vice Chancellor Prof. Halil Akkanat, DAAD Secretary General Dr. Dorothea Rüländ, Prof. Ersan Aslan, Undersecretary at the Ministry of Science, Industry and Technology, and Thomas Rachel, Parliamentary State Secretary to the Federal Minister of Education and Research (from left) review plans for the Turkish-German University campus.





bilateral government agreement, the Turkish-German University (TDU) opened its doors for the 2013/14 winter term and welcomed its first 123 students enrolled in three bachelor's and two master's degree programmes. The degree programmes are being offered together with the Freie Universität Berlin, the Technische Universität Berlin (TU Berlin) and the

Universities of Cologne, Münster and Passau. TDU's three faculties cover a broad spectrum of disciplines, from Engineering and Law, to Business Administration and the Social Sciences. In the medium term, TDU plans to enrol 5,000 students in five different faculties. The university is funded by both the German and Turkish governments; management of TDU's academic

The Turkish-German University (TDU) welcomed its first 123 students for the 2013/14 winter term. In the medium term, TDU plans to enrol 5,000 students in five different faculties.



France wants to increase university enrolment and send more students abroad.

programmes is handled primarily by a consortium of 29 German institutions of higher education. Courses are taught in German, Turkish and English. TDU operates its own language centre to help students acquire the necessary language skills. Students can also take advantage of special language courses and summer schools in Germany.

Wanted: More French students at foreign universities

One year after taking office, the French government presented its new law on higher education and research. Minister of Higher Education and Research Geneviève Fioraso wants to increase enrolment so that 50 percent of secondary school graduates enter university each year. In addition, Fioraso wants to significantly reduce the university drop-out rate and improve academic performance. Currently 30 percent of university students withdraw after just one year and only one-third complete their degree in the standard period of study. To help reverse this trend, the confusing array

of 3,800 degree programme options was reduced to just 100. These new degree programmes follow a cross-disciplinary approach and make it easier to change disciplines. In an effort to improve the quality of teaching, 1,000 new jobs have been created and innovative teaching methods introduced. Increased internationalisation is another important goal, since the international mobility of French students is currently just three percent. The DAAD's Paris office, which celebrated its 50th birthday in 2013 (along with the Élysée Treaty), will play an important role in realising internationalisation targets. «

Press conference with Federal Minister of Education and Research Prof. Johanna Wanka, DAAD President Prof. Margret Wintermantel and DAAD Secretary General Dr. Dorothea Rüländ (from left).





Prof. Effie Basdra, President of the Greek scholarship organisation IKY, helped develop and implement the new DAAD programme “Hochschulpartnerschaften mit Griechenland” (University Partnerships with Greece).



New Inspiration for Greece

Three questions for Professor Effie Basdra

What is the state of higher education in Greece today?

In the last two years the universities in Greece have implemented large-scale reforms, and the structure of higher education has undergone fundamental changes. A particularly important change was the integration of the universities in the Council for Higher Education, which was the first change in nearly 30 years. The country realised that these kinds of reforms are necessary if we want to create a truly outstanding research

environment for our teachers and students, and if we want to make international collaboration possible. The financial crisis brought not only hiring cuts in the sciences, but also led to drastic budget cuts in the area of administration. There were strikes that lasted for months; thankfully the situation has since stabilised. Another problem is that the degree programmes in Greece are not yet up to the European standard in higher education – and this needs to change. At the same time, we must not forget that there are some excellent institutions in Greece that are already working closely with German partners.

What does the “Hochschulpartnerschaften mit Griechenland” (University Partnerships with Greece) programme achieve?

During the planning phase, everyone agreed that longer-term support is very important and ultimately more effective, which is why the programme supports three-year partnerships between Greek and German universities. These include the exchange of lecturers and students, as well as the development of educational partnerships – from curriculum-related cooperation, such as summer schools, to joint degree programmes. The focus is on practical education and training. The economic crisis and the tremendous unemployment that followed showed us how

important it is for education to have a practical orientation and “real world” application. The large number of applicants – there were over 60 – confirms that this focus is the right one. Only eleven projects were selected in the end, which was not an easy task.

What’s next?

I look forward to the project results and to the further development of the programme after the first three-year phase. For this first round, applications came mainly from German universities. For the next application round I hope to see more initiative from the Greek partners. One of the goals should be to get even more projects initiated and to get other southern European countries involved as well. I am an optimist, and I know how eager the young academics and scientists are in Greece right now – how hungry they are for know-how and progress. They want to improve higher education in Greece and they want to conduct outstanding research – and I think the dialogue with the German colleagues will help advance the efforts to strengthen science and research. Greek Antiquity has been the source of inspiration around the world for thousands of years – now it’s up to some of Germany’s oldest and most established universities to provide higher education in Greece with some support and fresh inspiration.

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Central and Eastern Europe, CIS

More than 20 years after the political transition in Eastern Europe, the region's tremendous interest in academic exchange with Germany is unabated. The DAAD's 2013 country statistics report 16,048 scholarship holders from the "Central and Eastern Europe, CIS" region; once again a significantly larger number of foreign students compared to other major regions. Nevertheless, the underlying political and economic conditions for academic exchange with Eastern Europe remain difficult to predict. Many students and scholars in Eastern Europe are keenly interested in the political future of their country and what the debates in late 2013 surrounding the failed Ukraine-EU Association Agreement reveal about the current state of affairs.

The large number of applicants and scholarship holders from Eastern Europe is a clear sign that the region's tremendous interest in Germany and Europe is unabated.

Civic dialogue plays a particularly significant role in the collaboration with Eastern Europe, and is something that the DAAD has supported since 2009 with programmes such as "Support for Democracy in Ukraine". As part of this programme, Ukrainian and German universities collaborated on a total of 14 student projects in

2013, addressing topics such as the establishment of a democratic constitutional state and participatory models in a modern democracy.

Higher education systems in the Central and Eastern European EU member states have undergone significant changes. As a result, countries like Poland and the Czech Republic are more and more engaged in global competition among institutions of higher education. In 2013, Lithuania hosted the "European Higher Education in the World" conference as a kick-off to its EU Council Presidency. One of the key themes of the conference was the importance of higher education for the further progress and development of the European Union.

Challenge in the Western Balkans

After Croatia became the newest member of the European Union in July 2013, the further accession of the Western Balkan states to the European Union remains a major challenge – and the focus of the DAAD's "Academic Reconstruction of South-Eastern Europe" programme. Last year this programme comprised 24 network projects promoting regional collaboration. The projects are financed by German universities and their Southeast European partners.

Far-reaching university reforms in Russia

In 2013, the most extensive higher education reforms in Eastern Europe were undertaken by the Russian government. As of today more than

40 Russian universities have been included in the new group of “Leading Universities”, which have received a significant boost in funding along with more decision-making freedom and creative leeway. As part of their new status, these institutions are also expected to meet ambitious internationalisation targets – to attract foreign researchers and students, and to rise in international university rankings. Just one indicator of the increased dynamism of collaboration partnerships between German and high-performance Russian universities is the launch of major collaboration projects such as the new German-Russian Institute of Advanced

THE GIFT OF MULTILINGUALISM

The Hungarian professor of German Studies Elisabeth Knipf-Komlósi was the 2013 recipient of the Jacob and Wilhelm Grimm Prize, which is awarded annually to German Studies specialists abroad who have received international acclaim for their work. With the prize, the DAAD recognises Knipf-Komlósi’s research on the role and standing of Germans in Central and Eastern Europe. As part of a German-speaking minority in Hungary, she was able to conduct her research more or less in her own “back yard”. After pursuing both German Studies and Hungarian Studies as a university student, her doctoral work involved a comparison of German and Hungarian linguistic morphology. She has served as director of the Institute for German Studies at Eötvös Loránd University in Budapest and is involved in numerous projects, including a dictionary of German-Hungarian minority dialects. One thing is clear for Knipf-Komlósi: “To be multilingual is a gift and an asset – and should in no way be considered a negative.”

Technologies in Kazan. Along with funding from the DAAD, this initiative has received strong support from Russia’s National Research Technical University and a consortium of German technical universities – with an emphasis on engineering and economic sciences. ➤

The restructuring of Russian universities continues. More than 40 leading universities received a significant boost in financial support, decision-making freedom, and creative leeway, along with clear targets for increased internationalisation.



A beacon for young researchers

German-Russian Excellence Centre

The German-Russian Interdisciplinary Science Center (G-RISC) is an interdisciplinary centre of excellence that stands for world-class basic research in the natural sciences. As part of Germany's federally funded "Research and Academic Relations Initiative" and with support from the DAAD, the G-RISC was established in 2009 by the Freie Universität Berlin (FU Berlin) and the

The evaluation commission during its visit to the German-Russian Interdisciplinary Science Centre at St. Petersburg State University.

St. Petersburg State University as Russia's first excellence centre for teaching and research. Today, more than 30 institutions and 100 working groups from both countries conduct research at G-RISC. Junior and senior scientists in the fields of physics, geophysics, physical chemistry and mathematics work together to develop new projects across disciplines.

"Both countries profit from this collaboration," says Benedikt Brisch, head of section for Central and Eastern Europe (CIS) at the DAAD. Germany gains access to top-level Russian research in the natural sciences, while Russian scientists have the chance to make international contacts and publish internationally.

Beyond borders

In addition to the FU Berlin and St. Petersburg State University, an entire network of Russian and German universities and research facilities are involved in G-RISC, which could also be called an excellence "cluster". "The excellence centre clearly goes beyond the two main partner universities," observes Brisch. G-RISC's interdisciplinary approach and distinctive network character is new for many

of the Russian partners and was one of the aspects most praised as part of the evaluation last autumn.

"As with any German-Russian project, the excellence centre certainly has its challenges, too," says Brisch. As in the past, more Russian researchers want to go west than German researchers want to go to Russia. "Many German academics don't know that Russia's top universities have been investing a lot of money in their facilities over the last several years and have initiated reforms," explains Brisch. The state-of-the-art labs at St. Petersburg's university are just one example. "Over the next several years, these top universities are going to become more attractive for academics around the world. With the excellence centre, Germany has been supporting the modernisation of Russian universities from the beginning," says Brisch.

Five years after its launch, the excellence centre and its programmes – including summer schools, workshops, lectures and seminars in Germany and Russia, as well as a highly effective e-learning system – are in great demand. In the first four years, over 300 doctoral candidates and career academics





have received funding to participate in joint research projects. G-RISC applicants and participants have come to value the uncomplicated approach,

the fast decision-making and flexibility of the application process. Every six months a consortium decides which projects receive funding, which ensures

that research teams can be assembled quickly and begin work without long delays.

Yulia Rozhkova, from St. Petersburg, is conducting research in nuclear magnetic resonance at the Freie Universität Berlin.

In the Central Asia region, collaboration with German universities has a long tradition and has resulted in numerous joint projects. These projects have focused mainly on regional issues such as water resource management, energy, geology, as well as the economic and technological development in the respective regions. Examples include the numerous joint degree programmes with German universities funded by the DAAD.

Roads east

The goal of the DAAD programme “Go East” is to familiarise more German students with Eastern Europe – its regions, languages and cultures – and to encourage students to take up study in these countries. The long-term goal of the initiative is to develop more Eastern

Europe expertise at German universities. In 2013, 696 German university students and graduates spent time in Eastern Europe as part of the “Go East” programme.

The “Go East” Summer and Winter Schools have been a big success. Political scientist Eva-Maria Waltner from the University of Konstanz took part in the “Go East” Winter School “Exploring Siberia” at the Irkutsk State Technical University. “I have benefited tremendously from the experience in Irkutsk. It has helped me in my current internship, for example, and I plan to take a Russian language course at the university,” says Waltner. “The programme also opened up new career perspectives and opportunities for me.”



696 German university students and university graduates spent time in Eastern Europe as part of the “Go East” programme in 2013. The Go East Summer and Winter Schools were in particularly high demand.

North America

Nearly 100,000 Germans studied in the USA in 2013 – more than in any of the last twelve years.

North America remains the undisputed leader as an academic destination and centre for science and research. American elite universities continue to dominate the international rankings and attract students and researchers from around the world.

North America remains the undisputed leader as an academic destination and centre for science and research. American elite universities continue to dominate the international rankings and attract students and researchers from around the world. According to the most recent figures, roughly 820,000 international students were enrolled at American colleges and universities for the 2012/13 academic year. The US thus remains the most important host country for mobile international students – and is a popular destination among Germans as well. Last year 9,819 German university students journeyed across the Atlantic, which was more than in any of the last twelve years. Approximately 500 of these students received support from the DAAD in the form of individual scholarships.

Thanks in part to the DAAD-sponsored German Studies instructors, Germany and Europe also

play a role in the curricula of North American colleges and universities. Across various disciplines, the DAAD instructors convey an authentic, up-to-date picture of Germany, including recent German history and the country's current political, social and economic reality. Today, DAAD instructors teach at 21 locations in the US and Canada with funding provided jointly by the DAAD and the respective host institutions.

American students are also more and more interested in study abroad. The last two decades have seen a sharp increase in the number of Americans spending time at a foreign university. In 1994/95, less than 100,000 students chose to leave their home campus and go abroad; in 2011/12 the number was up to more than 283,000. The most popular destination among American students is the UK. While Germany



Back home

Helping scientists reintegrate into the German research system

Many German scientists dream of conducting research at a world-famous American university, and when the dream comes true, most don't think about their return home. But over the years many fall out of touch with Germany and no longer have the contacts or information necessary to find a job in Germany or set up collaborative projects. "For a long time people worried that our highly qualified scientists and researchers would not be able to resist offers from research giants like Harvard, Stanford and MIT, and would stay abroad permanently," recalls Gerrit Rößler from the DAAD regional office in New York. "And at first even the sweeping reforms in Germany, which were supposed to make Germany much more competitive and attractive, did not succeed in luring these talents back. But this has changed." Rößler is responsible for the German Academic International Network (GAIN), which was launched in 2003 as a joint initiative of the Alexander von Humboldt Foundation, the DAAD and the German Research Foundation (DFG).

GAIN connects over 5,000 scientists and researchers in the US

and Canada and keeps them up to date on developments in Germany through newsletters, workshops and webinars. The goal is to help these researchers reintegrate into the German research system.

A lively exchange

Some 300 researchers and scientists currently working in the US and Canada came together in San Francisco at the end of August to take part in GAIN's 2013 annual meeting, which included seminars, workshops and podium discussions with some 145 representatives from the German research, political, and industrial sectors. The workshops addressed questions such as: What is a "Juniorprofessor"? How can a scientist in Germany establish a junior research group? What are the alternatives to a career in research? "We try to familiarise participants with the current environment in Germany. We talk about recent changes and the kinds of opportunities they can expect to find there," explains Rößler.

In GAIN's early years, the DAAD had to do a lot of persuading. The opinion of German researchers in the US was that the German research system was too inflexible, confusing and financially unattractive. "This attitude has changed," says Rößler. "Today many scientists and researchers want to return

to Germany and our job is to help make it happen."

Among the highlights of the GAIN meeting in San Francisco was the talk by ResearchGate founder Ijad Madisch, who urged listeners to get engaged in the debate in Germany. "His animated style encouraged postdocs to approach science and research policymakers in Germany directly and to establish a constructive dialogue with them," observed Rößler.

The annual meeting also featured a career fair with 75 German universities, research organisations, funding agencies and private companies – another sign of the tremendous interest in transatlantic knowledge transfer. "Everyone took advantage of the in-depth discussions and networking opportunities," says Rößler, who is already preparing GAIN's 2014 annual meeting from 5 to 7 September in Boston.



Spotlighting Germany as a centre for science and research: DAAD President Prof. Margret Wintermantel addresses the GAIN annual meeting in San Francisco.

We try to familiarise participants with the current environment in Germany, recent changes and the opportunities they can expect to find there.



The 2013 RISE scholarship holders pose for a goodbye photo at the Cologne Cathedral.

ranks only seventh on the list behind Italy, Spain, France, China and Australia, the number of American students at German universities has also increased significantly over the last few years. In 2009 just 1,100 undergraduate students from the US enrolled in German universities. In 2010, the number was up to nearly 4,000; in 2011 it was up again to 4,128.

The success can be attributed in part to the increase in English-language bachelor's and master's programmes in Germany. It is also the result of effective marketing strategies, which German universities have been developing together with the DAAD for many years now. Despite the rising numbers, however, only 422 American students stayed on to complete a degree programme in 2011.

Germany beckons

The "RISE" programme (Research Internships in Science and Engineering) lures many North Americans abroad. As part of the programme, 2,500 students applied for research internships at German universities and research institutions in 2013. But it's not just American students coming to Germany; in summer 2013, 21 internationalisation experts from North American universities and research institutions visited German universities, universities of applied sciences and research institutes. The DAAD's "Germany Today" information-gathering trip – entitled "Internationalising Higher Education: Strategic Approaches,

Funding Opportunities and Best Practice Examples" – included visits to Berlin, Bremen and Braunschweig. The DAAD Regional Office in New York got creative with a virtual pinboard competition as a way to generate interest in Germany among North American students. Virtual pinboards were created on the social media platform "Pinterest", each with 20 images to the theme "Your Pin-Up Germany!" The colourful online exhibit featured diverse impressions of Germany – from southern German Baroque, to modern art, to a snack bar in Berlin. More than 1,000 people took part in the competition with the winners chosen by "popular vote". The images can be viewed online at http://www.daad.org/contest_winners.

As part of its "International Study and Exchange Programmes" (ISAP), the DAAD has helped develop lasting cooperative relationships between German and foreign universities since 1979. Of today's 251 ISAP projects, 97 involve partnerships with American universities, which makes the US the clear favourite as a host country. Partner universities include renowned institutions such as University of California, Yale, Stanford, Cornell and Johns Hopkins. As part of the ISAP programme, which focuses on departmental cooperative agreements, students receive scholarships for a one- to two-semester stay at the respective partner university. Curricula and credit transfers between the universities are agreed upon in advance so that curricula are coordinated and students are credited for their work. <<

With its competition "Your Pin-Up Germany!" the DAAD office in New York generated interest in Germany among North American students. More than 1,000 people took part.



Good grades for educational cooperation

How do different approaches such as scholarships or project funding impact the effectiveness of a programme? What combination is particularly effective or ineffective for a given country? And what motivates German institutions of higher education to get involved? These were among the questions addressed as part of last year's evaluation of the "Educational Cooperation with Developing Countries" programme area.

The evaluation was the first major assessment based on the development cooperation evaluation criteria defined by the OECD Development Assistance Committee (DAC) and the Federal Ministry for Economic Cooperation and Development (BMZ). DAAD programmes related to developmental policy were reviewed and graded for their relevance, effectiveness, efficiency, impact, sustainability, complementarity and coordination. Evaluators took a close look at postgraduate courses, the Stability Pact for South Eastern Europe, special alumni projects and foreign government scholarship programmes. They also reviewed four case studies in Serbia, Kenya, Colombia and Vietnam to assess the broader impact of the DAAD's programmes.

Engaging in the right place

The results of the assessment confirm that the DAAD is on the right track with its activities in developing countries. The relevance of DAAD programmes – for partner countries, donors, participating universities and programme participants – received a very high rating. By bringing together different stakeholders, the DAAD makes



"Change Agents" gain new perspectives and make new contacts at the joint BMZ-DAAD conference in Heidelberg.



a key contribution to achieving programme objectives. By creating "Change Agents" and establishing structures especially in higher education, DAAD programmes have succeeded in making an impact. DAAD's efficiency was also assessed positively. "Effectiveness" and "sustainability" were the only two aspects that underperformed, and the assessment report provided the DAAD with the recommendations on how best to respond in these areas.

The DAAD is addressing these challenges head on and will systematically review and respond to the recommendations. The programmes will be further simplified, harmonised and integrated. In 2014, the DAAD will establish a systematic monitoring system to better understand and evaluate the impact of its programmes, and to enhance its contribution to lasting change in the partner countries.

Latin America

At 20 percent, Mexico invests an above-average portion of its total budget on education. The importance of the education sector has not been lost on its Latin American neighbours, however.

Economic growth in Latin America is slow but steady, with the region's poorer countries actually posting higher growth in 2013 than their wealthier cohorts Brazil and Mexico. While poverty and social inequality continue to plague the region, many of the Latin American governments are investing more in the education sector.

Mathematics, engineering and natural sciences in demand

Based on the OECD mean, the biggest investor in education is Mexico, which spends 20 percent of its total budget on education. In an effort to increase the intake capacities of its tertiary education institutions, Mexico has invested in the building of new universities and universities of applied sciences. It has also shifted its academic and vocational education offerings to include more programmes devoted to STEM subjects (science, technology, engineering and mathematics).

Other countries continue to rely on scholarships abroad to qualify their STEM specialists. Peru is sending its PhD and master's students

to Germany to train in the STEM fields through the German-Peruvian cooperation programme ALEPRONA. The STEM fields are also front and centre in Brazil's ambitious "Ciência sem Fronteiras" (Science without Borders) programme (CsF), which funds study visits abroad to further education opportunities and drive its internationalisation efforts (see interview with the president of CAPES, p. 66). Some 42,000 undergraduates, PhD students and postdocs from Brazil have benefited from CsF scholarships so far. At the end of 2013, 2,800 of these CsF scholarship recipients were either enrolled at a German higher education institution or taking language courses to prepare for a stay in Germany. Starting in 2014, a new CsF programme line will be sending up to 200 postgraduates to Germany to participate in application-oriented master's programmes.

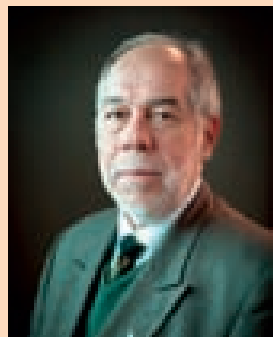
The purpose of I.DEAR, an engineering programme sponsored by the German-Argentine University Centre (DAHZ-CUAA) and launched in late 2013, is to promote and enhance student exchanges between the technical universities in both Germany and Argentina.

A done deal: The signing of the binational ALEPRONA scholarship agreement between the DAAD and the Peruvian ministry of education.



DAAD funding was continued for the Humboldt Chair in political and social sciences at the prestigious Colegio de México, which has been held by Günther Maihold since 2011. In addition to his institutional obligations, Maihold also acts as advisor to the Mexican government and was the initiator of several important conferences in 2013. The most notable of these





Prof. Jorge Guimarães is President of the Brazilian academic organisation Coordination for the Improvement of Higher Education Personnel (CAPES).

New dynamics and new opportunities

Interview with Professor Dr. Jorge Guimarães

What has the “Science without Borders” programme (Ciência sem Fronteiras, CsF) achieved so far? What has been the feedback from scholarship holders after they return from Germany?

The first important result has been the mobilisation of the Brazilian academic community – in particular students looking for further education, training and international experience. Another positive aspect is that Brazilian universities have been willing to intensify their international collaborative partnerships. The feedback from individual scholarship holders has been

very positive, with particular praise for the quality of education, the strong support, and the attractive internship opportunities.

How do the Brazilian scholarship holders benefit from their stay at a German university?

For the bachelor’s students it is certainly a big advantage to get to know Germany’s system for academic and professional training. I see this as a comparative advantage over many other countries.

What has CsF achieved aside from academic training and development for students?

An important goal of the programme is to support Brazilian universities in their efforts to modernise and meet interna-

tional teaching and research standards. CsF is also raising awareness among academic decision-makers, in both teaching and administration, with regard to foreign language and the need to increase investment in foreign language instruction. The Ministry of Education’s launch of the “English without Borders” programme (with support from CAPES) was a big success. This programme is now being expanded to “Languages without Borders” to include French, German and Spanish.

What has been the response among CsF participants to the internship option and how do the internships benefit scholarship holders on the job market? An internship integrated into the stay abroad is one of the

Many Latin American countries rely on scholarships abroad to qualify their STEM specialists. Brazil’s ambitious “Ciência sem Fronteiras” (Science without Borders) programme has enjoyed great success.

events was a symposium on drug trafficking featuring prominent researchers and government officials from Ecuador, Colombia, Guatemala, Nicaragua, the USA and Germany.

In June 2012 the countries of Chile, Peru, Colombia and Mexico founded the so-called “Alianza del Pacífico” (Pacific Alliance), a customs union based on the free movement of goods, services, capital and people. To promote mobility among students and academics, the alliance has established its own scholarship programme. The first scholarships – 98 in all – were awarded in 2013.

Where ideas connect

One of the central dimensions of the official “Year of Germany” in Brazil was built around



science, research and innovation. The science programme for the year-long initiative titled “Germany + Brazil 2013–14: Where ideas connect” was developed by the German House of Science and Innovation (DWIH) in São Paulo with backing from the DAAD. Red-letter moments included the opening event with Germany’s Federal President Joachim Gauck and DAAD alumni in Rio de Janeiro, the



innovative elements of the programme. It complements the academic training and opens broader perspectives for these young people on the globalised job market. The expectations for this internship are high and student feedback has been exceptionally positive.

How about a few words on the new programme “Mestrado Profissional”?

The professional foreign study master’s degree programme

was initiated just recently. The goal of the programme is to allow young professionals to specialise faster and with greater occupational focus without the highly specialised theoretical research that is required for a PhD, for example.

How do you see the future of CsF and the collaboration with Germany?

The “Science without Borders” programme creates new dynamics and new opportunities for

collaboration between the Brazilian and German systems of higher education. We expect more collaboration between our two countries in the years to come, and we are optimistic that we can continue to count on the collaboration between our partner institutions.

Brazilian government scholarship recipients celebrate their “Science without Borders” funding.



visit to the German research vessel “Meteor” in the northeastern city of Fortaleza, and numerous symposia, conferences and exhibits with German and Brazilian university and research partners. The “Falling Walls Lab” held in São Paulo, an event format developed especially for young innovators and researchers, was particularly well received. Yet another highlight was the German Studies



conference held in Rio which brought together members of the DAAD Advisory Council on German Language and Literature with German Studies experts from Brazil. The attendees discussed current issues and trends in the areas of teaching and research in the field of German Studies. The conference also resulted in a newly founded association for professors of German Studies in Brazil.



Participants tackle the issue of drug trafficking at a conference organised by the Humboldt Chair in Mexico City (opposite page).

Federal President Joachim Gauck and DAAD President Prof. Margret Wintermantel visited the DAAD stand at the German-Brazilian business fair in São Paulo (left).

Reason to smile: Government scholarship recipients from the Mexican state of Puebla (right).

North Africa and the Middle East

The DAAD was able to implement all four of the Transformation Partnership programme lines with Tunisia and Egypt in 2013, providing valuable input for reforming higher education in these countries. Activities ranged from summer courses and seminars to university partnerships and the establishment of joint master's programmes.

DAAD Secretary General Dr. Dorothea Rüländ receives an award from Prof. Yasser Sakr, President of Helwan University in Cairo.



Ever since the onset of the Arab Spring in 2011, the work of the DAAD in the region has struggled under less than favourable conditions. The political and economic situations of not only Afghanistan, Pakistan and Iraq, but of long-standing partner countries such as Egypt, have grown increasingly fragile. In 2013, with nothing more than the promise of an uncertain outcome, hundreds of thousands of Egyptians took to the streets once again – this time demanding the resignation of the democratically elected president Mohammed Mursi and welcoming a new phase of military rule.

“Transformation Partnership” – a source of fresh ideas

Despite setbacks and the strained security situation in the region, the DAAD was able to implement all four of the Transformation Partnership programme lines with Tunisia and Egypt in 2013, providing valuable input for reforming higher education in these countries. Activities ranged from summer courses and seminars to university partnerships and the establishment of joint master's programmes. All of these efforts revolve around modernising the higher education systems in the partner countries and improving the employability of university graduates. Given the rising unemployment rates among the region's young people, the importance of the latter aspect cannot be overstated.

DAAD alumni who return to their home countries are offered funding to set up their own

junior research groups as a way to further their own careers while sharing their expertise with younger colleagues. Student representatives from the transformation countries were also given several project-related opportunities to explore forms of student participation and representation with their German counterparts in Germany, returning to their home countries with valuable input and ideas. A large number of partly financed scholarships for junior academics and researchers have also been made available as a way to gain future leaders as partners for Germany. This also applies to the wealthy Gulf states, which have become increasingly important partners for the DAAD and German universities. The DAAD and the higher education institutions have implemented an array of student support measures to increase the number of people finishing their degree programmes.

On the wish list: New transnational universities

Newly-founded universities such as the German Jordanian University (GJU) in Amman, the German University of Technology (GUtech) in Muscat and the German University in Cairo (GUC), which opened its Berlin campus in 2013, are not only valuable newcomers in the region's higher education landscape – they are also leading by example. National education institutions as well as private investors hope to see more of these kinds of projects take hold in the region, for example in Tunisia, and have





Newly-founded trans-national universities such as the German Jordanian University in Amman, the German University of Technology in Muscat and the German University in Cairo are looked upon favourably in the region.

turned to the DAAD for support. The DAAD also funds 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 collaborating on a series of structural programmes designed to modernise or even rebuild university faculties in Iraq. The Iraqi/Kurdish side is gradually assuming a greater share of the costs.

Progress has also been made in the region's non-Arab countries. Developments in Pakistan have been particularly encouraging. Thanks to support from the DAAD, German universities and Pakistani partners are now collaborating on research projects. Collaborations such as these provide a valuable jumpstart for more than 200 scholarship holders from the joint government scholarship programme who have returned home to Pakistan. The number of government scholarships awarded by Pakistan's Higher Education Commission (HEC) also continues to rise.

The DAAD's involvement in rebuilding Afghanistan's higher education system, which started in 2002, continues, albeit under difficult conditions. Stability remains elusive in the Hindu Kush with 2014 bringing not only a newly elected president in the spring but by the end of the year, the withdrawal of the International Security Assistance Force (ISAF) troops. The DAAD's key areas of focus for Afghanistan

continue to be university-level collaboration in the areas of economics, IT and good governance, as well as the German-Afghan University Guest House in Kabul, which currently serves as the local DAAD Information Centre. Preparations were made in 2013 for a large-scale project aimed at establishing a university structure for the area of mining. The project is scheduled to start in 2014.

Two Lektors and one language assistant were granted permission to travel to Iran in 2013.

Encouraged by Iran's tentative opening to the West signalled by the country's newly-elected President Hassan Rouhani, the DAAD plans to re-establish its presence in the region and re-open its Tehran Information Centre sometime in the very near future. Two Lektors and one language assistant were granted permission to travel to Iran in 2013. The DAAD hopes to use this momentum to expand academic collaboration with a country that has such enormous scientific, technological and cultural potential.



Days like these

German Science Day in Cairo

Are we alone in our solar system or is there life on Mars? Ulrich Köhler from the Institute of Planetary Research at the German Aerospace Center (DLR) explored this ever-fascinating question in his German Science Day presentation in Cairo as throngs of listeners packed into the DAAD regional office seminar room and hung on his every word.

Space travel was just one topic in an extensive programme featuring some 30 events hosted by German scientific institutions as part of the German Science Day event in Cairo. Other lectures explored topics in medicine, technology, engineering, gender studies, political science and biology and enthralled visitors with fascinating stories about dissections and forest-growing deserts. The event also provided Egyptian students with the chance to learn more about German-Egyptian study and research programmes, as well as scholarship opportunities for study in Germany.

Celebrating science

“We experienced an unbelievable crush of visitors,” recalls Christina Stahlbock, DAAD coordinator for the German Science Centre Cairo (DWZ).

It was the second time that the DAAD organised the event together with its DWZ partners: the Freie Universität Berlin, TU Berlin, TU München, the University of Marburg, the Alexander von Humboldt Foundation, the Orient-Institut Beirut, the Fraunhofer Gesellschaft, as well as the Central Agency for Schools Abroad (ZfA) within the Federal Office of Administration. “Partners are interested in presenting their scientific programmes with Egypt to the general public,” explains Stahlbock. The 1,500 guests exceeded all expectations – a clear sign that Egyptians are indeed very interested in learning more. “It was a true celebration of science,” says Stahlbock.

The success of the German Science Day and the German-Egyptian cooperation in the sciences is based on decades of partnership and mutual trust between the two countries. On the eve of the event, the vice-presidents of the DWZ partner institutions met with several counterparts from Egyptian universities for a discussion on international networks and reforms in higher education. Professor Hossam Eissa, Egypt’s Deputy Prime Minister and Minister of Higher Education, pledged his personal support for the continued expansion of the partnership. “Days like these demonstrate the strength and depth of the relationship in

science and education between Egypt and Germany,” summed up Dr. Michael Harms, head of the DAAD regional office in Cairo. “Especially in times of political instability and change, constants like these are simply invaluable and ensure that our cooperative partnerships will remain fruitful in the future.”

The day’s programme concluded on a high note with the presentation of the DWZ Prize in the presence of Egyptian Minister of Scientific Research Dr. Ramzy George Stino and German Ambassador Michael Bock. The award was given to three renowned scientists from Egypt and Germany whose work contributes to bilateral cooperation on a daily basis. “By honouring these scientists, we want to encourage them to maintain their tremendous commitment and continue to engage as they have in the past,” says Stahlbock. “They are the soul of the German-Egyptian partnership.”

At the German Science Day in Cairo, honouring outstanding achievement in German-Egyptian science.



Sub-Saharan Africa

The greatest challenges for African higher education systems remain quality of education and teaching and fair access to higher education.

Africa is on the upswing thanks to its vast supply of raw materials, some of them just recently tapped, and its vibrant economy – and it is drawing the attention of international investors as a result. In 2013, the countries of Sub-Saharan Africa experienced economic growth rates of nearly five percent. While the commodities industry and the exploitation of raw materials remain strong, an increasing number of Sub-Saharan nations have begun developing sustainable energy and economic development strategies. Ethiopia, for example, opened Africa's largest wind farm last year, providing green energy to small manufacturers and private households with 84 turbines. This is just one component of Ethiopia's larger plan to transform itself into a climate-neutral country by 2025.

With just 24 months to go for the Millennium Development Goals, five Sub-Saharan countries – Benin, Ethiopia, Rwanda, the Gambia and Malawi – lead the list of top performers in terms of progress made toward reaching the eight goals. Tremendous progress has been made in the area of health, for instance. Child mortality, for one, has declined by 50 percent, and AIDS no longer threatens to stymie Africa's development. Yet another positive development: Most countries have achieved universal primary school enrolment rates. In 2015, the eight Millennium Development Goals will be realigned to create a post-2015 development agenda. Higher education will receive a more prominent role in the successor framework.

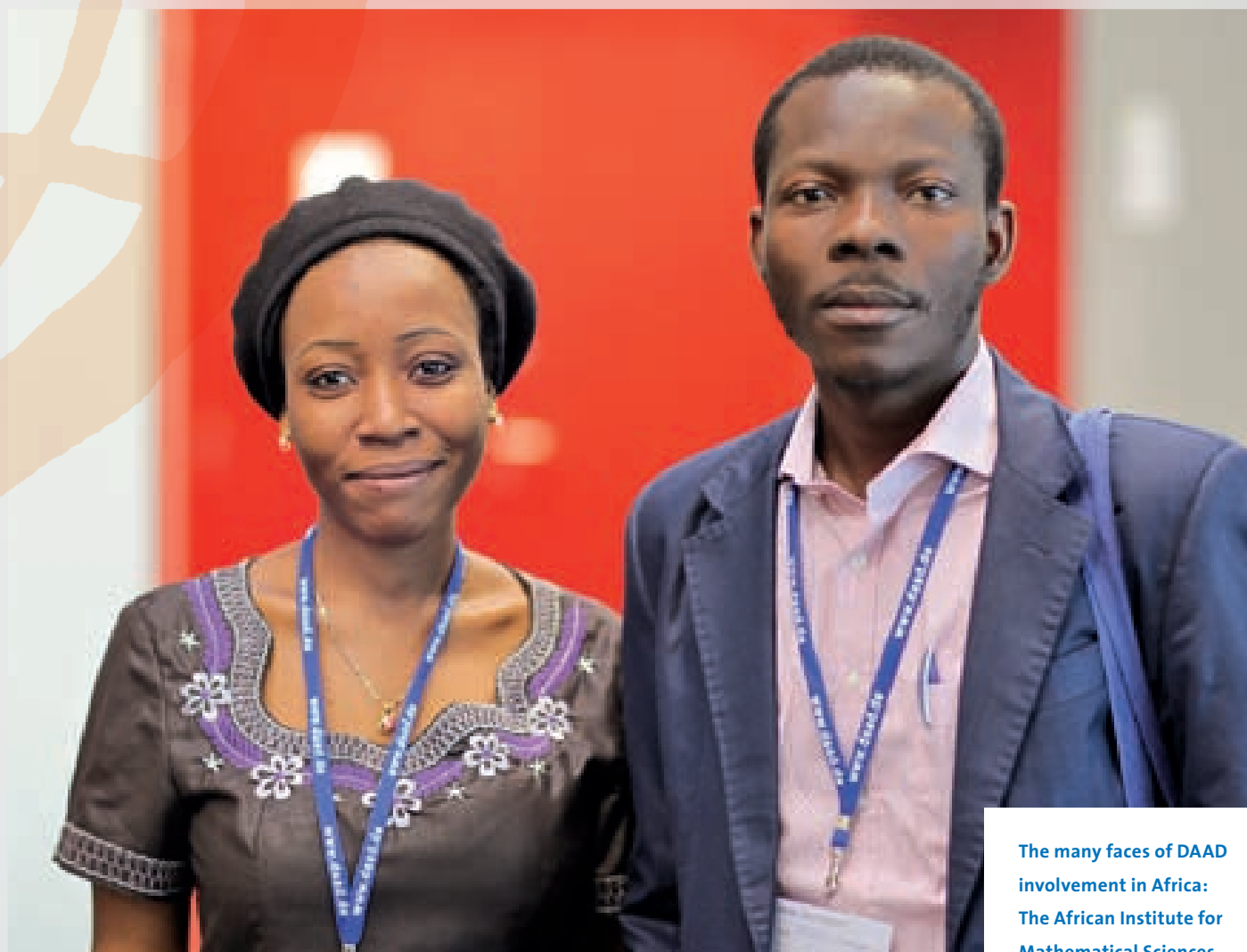
Progress in higher education

Kenya adopted new laws governing access to higher education and accreditation in the reporting year. It also founded the Commission for University Education to regulate and assure the quality of curricula and teaching at Kenya's public universities. Prior to this, only private universities were assessed for quality. A new centralised student placement system will also establish greater fairness in the admissions process.

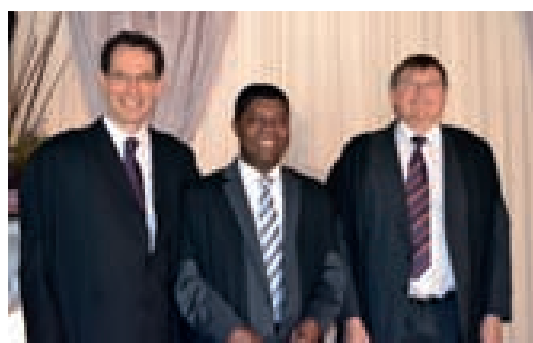
Malawi also took measures to improve and increase equal access to higher education with its Higher Education Students' Loan Bill. The new legislation gives students access to loans regardless of whether they attend a state-run or accredited private university.

The African Institute for Mathematical Sciences (AIMS) celebrated its tenth year with a Global Alumni Reunion. Many of the DAAD's 39 alumni from the AIMS centre in South Africa travelled to the anniversary event held near Cape Town. One of the core AIMS programmes, the Next Einstein Initiative (NEI), opened three new centres of excellence in Senegal, Ghana and Cameroon. The AIMS centre in Senegal receives funding from both the Alexander von Humboldt Foundation and the DAAD.

In addition to several smaller alumni events held throughout Sub-Saharan Africa in 2013,



The many faces of DAAD involvement in Africa: The African Institute for Mathematical Sciences (AIMS) turns ten – a reason to celebrate (middle, left)! Christoph Hansert, head of the DAAD regional office in Nairobi, hands out certificates from the 2013 university summer course together with the German embassy's Cultural Attaché Oliver Schwart (middle, right). Kick-off meeting for the "Environmental Management Information Systems for the Sub-Saharan Region" project at the University of Oldenburg (below, left). Presentation at the 2013 LaBa! Arts Festival in Kampala (below, right).





Well on its way

Higher education standards in East Africa

The DAAD began conducting quality assurance training for staff at East African higher education institutions back in 2007. Last year the project achieved an important milestone. For the first time, quality assurance coordinators were being trained by local experts.

The project in East Africa is one of three funded as part of the “Dialogue on Innovative Higher Education Strategies” (DIES) programme. The projects run over the course of several years and support regional higher education associations in developing and establishing systems of quality assurance.

DIES East Africa is coordinated by the DAAD regional office in Nairobi and the Inter-University Council for East Africa (IUCEA). The IUCEA represents some 100 higher education institutions along with regulating authorities for higher education in Kenya, Tanzania, Uganda, Burundi and Rwanda. These countries are involved in the East African Community’s political harmonisation process and are at the focus of DIES programme activities. The objectives in East Africa are comparable to the goals of the Bologna process in Europe, namely, to apply standards for evaluating and crediting academic performance as a way to encourage greater student mobility between higher education institutions throughout the region.

More qualified staff

“The focus of the DIES projects is on quality assurance in the area of degree programmes and teaching, and the goal is to improve the quality and relevance of degree programmes,” says Marc Wilde, head of the section for Joint Higher Education Management Programmes (DIES) at the DAAD and one of the project leaders. So far the project has trained over 80 quality assurance coordinators and some 50 external peer evaluators at 65 universities and within the five regulating commissions. The training is based on a jointly developed handbook.

The training has two main components. First, quality assurance coordinators are trained to evaluate study programmes

themselves. Second, external peers learn how to conduct a site visit and evaluate whether a programme complies with the corresponding standards. In addition, quality assurance coordinators meet in yearly forums to discuss their work and exchange best practices.

Taking responsibility

In just three years nearly two-thirds of the participating institutions of higher education have set up and staffed new quality assurance centres and

over 70 percent have developed a quality assurance strategy. Christoph Hansert, head of the DAAD regional office in Nairobi, considers this a very positive trend. "Awareness for quality assurance at the universities has been increased and the necessary structures have been put in place," says Hansert. Today the quality assurance training is being organised by higher education managers who have already undergone the training. "Our partners in East Africa are taking on more and more of the responsibility themselves,"



says Hansert. "We are well on our way and optimistic that, by 2015, the project will continue throughout the region under its own power."

Participants in a DIES informational trip pay a visit to the DAAD.

the DAAD also organised a large-scale national alumni event in Nigeria. Some 180 participants travelled to Ibadan, Nigeria to the conference on "Sustainable Development in Africa's Biggest Oil-Producing Economy". The outcomes of the conference will be submitted as recommendations to the Nigerian president Dr. Goodluck Jonathan.

The DAAD-funded East African conference on German Studies attracted German Studies scholars from Uganda, Sudan, Ethiopia, Germany and Kenya. The two-day event in Nairobi titled "Ostafrikanische Germanistik und Nachhaltigkeit: Neue wissenschaftliche Konzepte, neue Ideen" (German Studies and Sustainability in East Africa: New Concepts, New Ideas) resulted in a resolution to found a German Studies association for the region as swiftly as possible.

With funds made available through Germany's Federal Ministry of Education and Research (BMBF), the DAAD began supporting the development of three joint master's programmes in the area of applied information

and communication technologies (ICT) in 2013. The courses of study in Economics, Environmental Management and Public Health, developed and implemented jointly by universities in Germany and Africa, will be aimed at tackling the region's complex challenges in transportation and environmental and health care management, as well as strengthening pan-African collaboration. A total of 70 Africans and Germans participated in the three projects in the first year of funding alone.

2013 was also marked by the death of Nelson Mandela, an event that shook Africa to its core. While no one knows just how Mandela's passing will impact South Africa and the region over the long term, the social cohesiveness of the country is clearly at stake, as is the future of Mandela's "Rainbow" project. The loss of the continent's icon of reconciliation and forgiveness also brings with it the risk that existing rifts between South Africa and other African nations could widen even further. <<

The DAAD awarded scholarships to students from South Sudan for the very first time in 2013. The scholarships can be used to pursue a master's or doctoral degree in either Kenya or Tanzania.

Asia-Pacific

More and more Indian students are pursuing academic degrees in Germany. As in previous years, the numbers were up again in 2013 – this time by 25 percent.

With signs pointing to continued growth in Asia, the region's academic exchange with Germany is also flourishing. As in previous years, the number of Indian students in Germany rose again in 2013 – this time by 25 percent. PhD students from India make up the second largest group of foreign doctoral candidates in Germany – second only to China. The tremendous interest in Germany is reflected in the disproportionate growth in scholarship applications, which allows the DAAD to select the best candidates from a very large pool. DAAD scholarship holders continue to perform impressively

in programmes large and small. Two of the first three winners of the “Jawaharlal Nehru Award for International Understanding – Dr. Angela Merkel Scholarship”, for example, were law students who graduated first in their class from master's-level programmes in Germany.

In April 2013, Germany and India signed a memorandum of understanding on cooperation in the field of higher education. As part of this cooperation, the two countries agreed to a four-year “Indo-German Strategic Partnerships in Higher Education” programme. Both sides plan

Bonding over German law

East Asian legal experts come together

The political tension in East Asia can certainly overshadow the DAAD's strong tradition of alumni work in Japan, Korea, China and Taiwan. This is what made the “Ostasiatischen Fachnetzwerks Rechtswissenschaft” (East Asian Network of Legal Professionals) symposium all the more extraordinary. Held in Taipei in October 2013, the event marked the founding and first gathering of this network of legal experts across East Asia.

A total of 100 Germany alumni from around the region gathered to network and discuss a potentially explosive issues: the core responsibilities of the administration of justice, judicial independence and legal unity. “This gathering demonstrates the significance alumni assign to the courts for the peaceful and prosperous coexistence on all levels of society,” summed up Prof. Dr. Klaus Tolksdorf, President of Germany's Federal Supreme Court and one of the event's keynote speakers.

The conference was hosted by the “Verein der DAAD-Freunde Taiwans” (Association of DAAD

Friends in Taiwan). “It was impressive to see 31 lectures, in-depth discussions and a plenary session all in German,” says DAAD's Dr. Ursula Toyka. Legal experts from countries throughout the region bonded over German law. Participants summed it up as follows: “Without this conference we almost certainly would not have been sitting together like this!” They agreed to organise follow-up conferences in 2015 in Beijing and 2017 in Kyoto.

Görlitz attracts Korea alumni

Marking 130 years of diplomatic relations between Germany



and Korea, the first large gathering of Korea alumni took place in May 2013 in Görlitz. Over 100 alumni took part in the gathering and, before the meeting was over, founded the first association of German DAAD Korea alumni ("Verband deutscher Korea-Alumni des DAAD"). Germany and Korea's affinity for one another is based in part on their common experience as divided nations. "Germany and South Korea will continue to work together closely for the well-being of both countries, and continue to make their contributions to world peace and the good of mankind," said guest of honour

Kim Hwang Sik, former DAAD scholarship holder and Korean Prime Minister. "To this end, the dialogue and collaboration between the two countries will be expanded – and academic exchange will play an even more important role."

The DAAD's funding activities in North Korea also contributed to further exchange with and within East Asia. In October 2013, over 100 participants came together for a DAAD alumni gathering, including alumni from the Alexander von Humboldt Foundation and the Konrad Adenauer Foundation, to talk about the past and future of

academic exchange. Participants expressed their common desire to establish their own alumni association – as in South Korea, where alumni founded the German Korean Alumni Network (AdeKo) and where the DAAD today supports over 5,000 Germany alumni in 49 different associations. The long-term goal is clear: "We want to bring together the growing networks in Germany and Korea, just as we want to continue to strengthen and expand the connections to Japan, China and Taiwan," says Dr. Ursula Toyka.

Good cheer in Görlitz at the first major gathering of former DAAD scholarship holders from Korea (top).

Riveting talks and attentive listeners in Taipei as 100 Germany alumni gathered for the first meeting of the East Asian Network of Legal Professionals ("Ostasiatischen Fachnetzwerks Rechtswissenschaft").

Australian and New Zealand students researching Europe pay a visit to the European Court of Justice.

Done! Graduation celebration for Afghan scholarship holders at the Technische Universität Berlin (right).



to provide 3.5 million euros in funding for the project, which will focus on network-building among students and junior scientists and researchers.

Flood of interest from the Shanghai region

Germany is attracting more and more Chinese students as well. A survey of students at a university fair in Shanghai revealed that Germany is the second most popular destination, just behind the US and well ahead of England. A similar survey conducted among doctoral candidates put Germany in the number-one

2,200 Chinese doctoral candidates in Germany today. The very first call for applications for the newly established DAAD postdoc programme attracted significantly more Chinese applicants than expected.

Collaborative research with the Asia-Pacific region is also on the rise. The number of applicants for the “Project-Based Exchange Programmes” (PPP) with China, Hong Kong and Taiwan increased by more than 70 percent over the previous year. There has also been a very positive response to the new PPP agreement with the Japan Society for the Promotion of Science, and a new agreement was signed with Waseda University, one of Japan’s most prestigious private universities.

Germans showing more interest in Asia

Another positive trend is the growing interest in Asia on the part of German students. The prospect of studying at a good Chinese university has become very attractive, and more and more Germans are pursuing double degrees at the Chinese-German University of Applied Sciences (CDHAW) or Chinese-German College for Postgraduate Studies (CDHK) at Tongji University. There has also been an increase in the number of students applying for study programmes in Korea. Asia has become the number-one destination for participants in the PROMOS programme – German students who have been awarded short-term study grants by German universities. »

The number of applicants for the “Project-Based Exchange Programmes” with China, Hong Kong and Taiwan increased by more than 70 percent over the previous year.

spot. Interest in Germany is particularly high in the Shanghai region and the DAAD has responded by establishing a new branch office in Shanghai for its Academic Evaluation Centre (APS) so that it can respond to inquiries faster and more effectively. Its doctoral programme in China had to be temporarily discontinued due to the extensive requirements of the China Scholarship Council, which finances more than



50 years of artists in dialogue

It was 1963 when the first guests of the DAAD Artists-in-Berlin Programme arrived in West Berlin: Ingeborg Bachmann, Witold Gombrowicz, Frederic Rzewski and Iannis Xenakis. From these beginnings, the programme quickly developed into a jewel of German cultural foreign policy. Initiated by the Ford Foundation in response to the Berlin Wall, the DAAD took over as programme sponsor in 1965. Last year, the world renowned DAAD Artists-in-Berlin Programme celebrated its 50th anniversary.

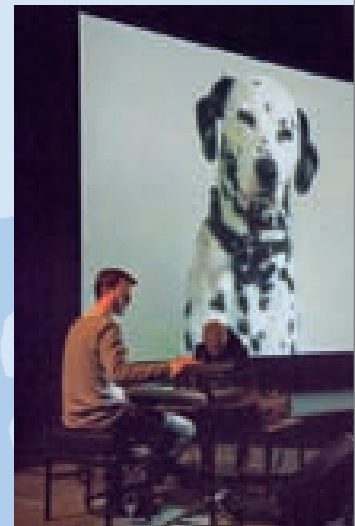
Over the last half century, the DAAD Artists-in-Berlin Programme has brought more than 1,000 artists to Berlin from all around the world. The programme's golden anniversary was marked with a three-part celebration: an opening ceremony gala on 5 December 2013, followed by a two-day public festival, and accompanied by a 400-page publication titled "Blickwechsel Zwei".

Well wishers from around the world

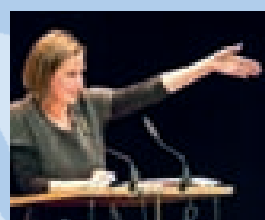
The 2013 winner of the Peace Prize of the German Book Trade Svetlana Alexievich, the American visual artist Martha Rosler, the Somalian author Nuruddin Farah, the Irish vocal performer Jennifer Walshe and the British violinist Irvine Arditti were among the congratulants at the opening ceremony event on 5 December in Berlin. More than 300 high-level guests from politics, the sciences, and the arts gathered in the Berlin Academy of Arts to celebrate the 50-year anniversary. Over the next two days, the DAAD Artists-in-Berlin Programme focused again on the future, as artists

from the broadest range of backgrounds discussed some of their trade's core questions: What is the relationship between art and reality? How does art capture reality and where in this process does space open up for innovation?

The DAAD Artists-in-Berlin Programme also presented its commemorative publication "Blickwechsel Zwei", which features the work of the programme's participants over the last 25 years, and picks up where the first volume "Blickwechsel" left off in 1988. Numerous former grantees sent their congratulations, including Jim Jarmusch, Nan Goldin, Marina Abramovic, David Moss, Lucia Ronchetti, Aris Fioretos and Lars Gustafsson. Leading newspapers and Berlin's local media paid their own tributes to the DAAD Artists-in-Berlin Programme with extensive coverage, including background reports, retrospectives and statements from artists who have participated in the programme.



A feast for the eyes and ears: The performance by Otobong Nkanga "glimmer: aurum" (top) and the live-video and audio performance "The most sociable loner I've ever known" by Phil Collins.



Guests were greeted by Ulrich Grothus, DAAD Deputy Secretary General, and Katharina Narbutovič, head of the DAAD Artists-in-Berlin Programme.



A new director for the DAAD regional office in Hanoi: Anke Stahl took over for Hannelore Bossmann, who returned to Bonn after four dedicated years in Vietnam.

Asia is a major focus of the DAAD's German study programmes abroad ("Deutsche Studienangebote im Ausland"). The positive evaluations of the B.A. degree programme "International Logistics Management China" (LOGinCHINA) at the Osnabrück University of Applied Sciences (HS Osnabrück) demonstrate the programme's positive impact on both partner universities – the University of Hefei in China and HS Osnabrück – which has benefited greatly from its engagement with China. The Chinese partners very much welcomed the positive evaluation results, especially since the University of Hefei, which has long collaborated with universities in Lower Saxony, currently chairs the "C6o" initiative – an effort on the part of regional universities to introduce Germany's "Fachhochschule" (universities of applied sciences) model in China.

In Japan, the DAAD regional office in Tokyo celebrated its 35th year of operation, and the "Language and Practical Experience in Japan" programme also marked its 30-year anniversary. The DAAD regional office in Hanoi marked its 10-year anniversary and invited alumni to help celebrate the organisation's decade-long presence in Vietnam. Anke Stahl took over the regional office directorship last summer from Hannelore Bossmann, who returned to the Bonn headquarters after four dedicated years in Hanoi.

The DAAD and Vietnam's Ministry of Education and Training agreed to launch a new programme which will allow qualified university lecturers to pursue a PhD in Germany beginning in 2014. The first doctoral candidates were selected last autumn by a joint research commission.



IV.

Facts and figures

Overview of DAAD funding

Table 5 : DAAD funding for foreigners and Germans in 2012/13 according to countries of origin / destination and funding areas

Northern, Southern and Western Europe

Please see Table 12 on page 96
for explanation of tables.

G = Germans going abroad
F = Foreigners coming to Germany

		Belgium	Denmark	Finland	France	Greece	United Kingdom	Ireland	Iceland
I. Individual funding – Total		G 54	40	39	407	32	716	38	12
		F 16	9	85	173	194	297	36	3
1. By status									
Undergraduate students	G	28	7	5	87	4	76	11	3
	F	1	5	62	82	84	160	23	1
Students already holding a first degree (graduates)	G	20	26	20	166	10	453	14	5
	F	10	2	22	79	91	115	11	2
of these, PhD students	G	7	5	14	61	7	167	9	3
	F	3	1	5	38	33	51	5	
Academics und university lecturers (incl. postdocs)	G	6	7	14	154	18	187	13	4
	F	5	2	1	12	19	22	2	
2. By duration of funding									
< 1 month	G	9	7	19	119	19	162	10	5
	F		6	47	40	51	118	13	1
1–6 months	G	37	13	7	106	4	103	9	5
	F	9	2	29	85	58	118	11	
> 6 months (long-term funding)	G	8	20	13	182	9	451	19	2
	F	7	1	9	48	85	61	12	2
II. Project funding – Total		G 81	67	153	482	253	494	66	32
		F 71	16	34	334	145	236	89	1
1. By status									
Undergraduate students	G	38	42	64	167	75	318	51	31
	F	6	1	7	199	64	121	78	
Students already holding a first degree (graduates)	G	21	21	50	181	98	163	14	1
	F	21	6	18	91	33	38	4	1
of these, PhD students	G	4	1	27	121	43	24	4	
	F	12	5	10	48	23	25	1	
Academics und university lecturers (incl. postdocs)	G	22	4	39	134	80	13	1	
	F	44	9	9	44	48	77	7	
2. By duration of funding									
< 1 month	G	72	49	95	379	199	149	23	28
	F	64	15	25	227	85	213	79	1
1–6 months	G	8	16	27	62	37	280	31	4
	F	7	1	8	94	55	17	8	
> 6 months (long-term funding)	G	1	2	31	41	17	65	12	
	F			1	13	5	6	2	
III. EU mobility programmes – Total *		G 686	1,002	1,630	5,741	264	4,792	1,251	166
		F 2	1	6	7	2	16	3	1
1. By status									
Undergraduate students	G	433	614	985	4,131	121	3,429	983	103
	F								
Students already holding a first degree (graduates)	G	189	322	356	1,319	46	999	198	45
	F								
of these, PhD students	G	2	1	1	4		17	1	
	F								
Academics und university lecturers (incl. postdocs)	G	64	66	289	291	97	364	70	18
	F	2	1	6	7	2	16	3	1
2. By duration of funding									
< 1 month	G	64	66	287	288	97	363	69	17
	F	2	1	6	7	2	15	3	1
1–6 months	G	538	818	1,159	3,873	119	3,266	942	128
	F						1		
> 6 months (long-term funding)	G	84	118	184	1,580	48	1,163	240	21
	F								
DAAD funding – Total (I + II + III)		G 821	1,109	1,822	6,630	549	6,002	1,355	210
		F 89	26	125	514	341	549	128	5
DAAD funding – Germans and foreigners, total		910	1,135	1,947	7,144	890	6,551	1,483	215

Italy	Liechtenstein	Luxembourg	Malta	Monaco	Netherlands	Norway	Austria	Portugal	Sweden	Switzerland	Spain	Turkey	Cyprus	Total
279		5	5		82	35	54	44	93	139	164	153	19	2,410
386			22		12	13	16	73	23	11	314	347	7	2,037
38		1	1		5	11	2	4	12	23	40	37		395
157			18		2	7	3	50	13	4	169	161	4	1,006
162		3	2		55	20	34	21	65	92	78	62	11	1,319
169			3		10	3	11	17	8	7	114	171	3	848
139		3			21	8	18	15	24	26	55	45	9	636
103			1		9	2	5	2	4	1	80	40	2	385
79		1	2		22	4	18	19	16	24	46	54	8	696
60			1			3	2	6	2		31	15		183
110		3			24	6	27	30	30	30	73	74	15	772
94			16		2	2		23	9	2	59	60		543
41		2	1		12	9	11	4	13	60	41	39		517
187			3		1	6	8	37	7	6	168	108	4	847
128			4		46	20	16	10	50	49	50	40	4	1,121
105			3		9	5	8	13	7	3	87	179	3	647
775	1	8	30		166	106	136	202	116	125	407	290	17	4,007
437		6	18	1	142	14	52	133	73	58	313	300	22	2,495
386		8	6		51	30	82	51	49	74	227	183	11	1,944
37		2	2		59	5	8	8	38	10	125	103	1	874
243	1		22		105	39	51	90	54	47	142	78	5	1,426
226		2	16	1	44	5	21	64	8	17	100	144	12	872
102			1		15	25	10	55	6	6	45	17	1	507
114				1	13	3	8	45	4	7	60	44	6	429
146			2		10	37	3	61	13	4	38	29	1	637
174		2			39	4	23	61	27	31	88	53	9	749
620		7	22		114	69	119	161	55	105	175	202	16	2,659
302		3	18	1	90	10	39	107	64	49	245	170	22	1,829
117	1	1	8		37	19	17	34	47	18	124	63		951
111		3			41	3	12	24	5	7	59	75		530
38					15	18		7	14	2	108	25	1	397
24					11	1	1	2	4	2	9	55		136
2,137	14	95	119		1,210	1,171	1,088	758	2,908	1,303	6,831	1,937	66	35,169
3		1			10		8			5	1	4		70
1,326	7	76	94		780	668	604	492	1,733	820	5,161	1,317	43	23,920
516	4	12	16		303	438	281	177	1,002	374	1,212	332	10	8,151
6		2			1	3	8		4	12	6	3		71
295	3	7	9		127	65	203	89	173	109	458	288	13	3,098
3			1		10		8			5	1	4		70
295	3	7	8		126	64	202	89	171	107	457	285	13	3,078
3			1		10		8			5	1	4		69
1,377	9	72	106		919	932	751	533	2,307	1,007	5,089	1,404	51	25,400
465	2	16	5		165	175	135	136	430	189	1,285	248	2	6,691
3,191	15	108	154		1,458	1,312	1,278	1,004	3,117	1,567	7,402	2,380	102	41,586
826		6	41	1	164	27	76	206	96	74	628	651	29	4,602
4,017	15	114	195	1	1,622	1,339	1,354	1,210	3,213	1,641	8,030	3,031	131	46,188

* Figures for EU mobility programme funding are based on the academic year (October 2012–September 2013).

Table 6 : DAAD funding for foreigners and Germans in 2012/13 according to countries of origin / destination and funding areas

Central and Eastern Europe, CIS

Please see Table 12 on page 96
for explanation of tables.

G = Germans going abroad
F = Foreigners coming to Germany

		Albania	Armenia	Azerbaijan	Belarus	Bosnia and Herzegovina	Bulgaria	Estonia	Georgia	Kazakhstan	Kyrgyzstan	Kosovo
I. Individual funding – Total		G 21	19	6	50	2	21	14	46	44	25	1
		F 74	152	229	148	63	136	38	187	243	102	22
1. By status												
Undergraduate students	G	14	7		30		8		26	26	12	
	F	26	37	61	64	31	84	14	58	135	48	6
Students already holding a first degree (graduates)	G	2	4	1	4		3	3	2	2	5	
	F	42	74	159	72	29	43	16	90	90	44	14
of these, PhD students	G		2		1		1	2	1		2	
	F	5	23	15	14	5	6	3	25	13	12	
Academics und university lecturers (incl. postdocs)	G	5	8	5	16	2	10	11	18	16	8	1
	F	6	41	9	12	3	9	8	39	18	10	2
2. By duration of funding												
< 1 month	G	14	6	3	37		10	6	32	22	3	
	F	22	41	33	48	17	40	14	47	90	44	4
1–6 months	G	1	9		1		3	2	9	12	15	
	F	5	39	10	18	9	13	4	30	25	6	1
> 6 months (long-term funding)	G	6	4	3	12	2	8	6	5	10	7	1
	F	47	72	186	82	37	83	20	110	128	52	17
II. Project funding – Total		G 18	49	31	35	131	112	35	118	85	102	13
		F 174	185	269	194	263	483	71	251	419	332	75
1. By status												
Undergraduate students	G	1	14	4	3	50	6	13	45	24	28	11
	F	38	67	71	67	84	155	24	77	287	157	13
Students already holding a first degree (graduates)	G	10	6	9	5	50	19	7	17	15	37	1
	F	99	65	112	39	117	170	31	102	92	68	42
of these, PhD students	G			4	4	15	12	3	5	2	8	
	F	36	16	11	17	51	64	18	36	11	13	13
Academics und university lecturers (incl. postdocs)	G	7	29	18	27	31	87	15	56	46	37	1
	F	37	53	86	88	62	158	16	72	40	107	20
2. By duration of funding												
< 1 month	G	17	48	29	25	122	108	28	105	74	91	12
	F	149	144	245	122	238	314	46	175	94	179	60
1–6 months	G	1	1	2	10	9	2	7	12	11	11	1
	F	22	32	24	56	19	140	13	65	56	103	14
> 6 months (long-term funding)	G						2		1			
	F	3	9		16	6	29	12	11	269	50	1
III. EU mobility programmes – Total *		G					105	249				
		F					1	2				
1. By status												
Undergraduate students	G						40	145				
	F											
Students already holding a first degree (graduates)	G						11	69				
	F											
of these, PhD students	G											
	F											
Academics und university lecturers (incl. postdocs)	G						54	35				
	F						1	2				
2. By duration of funding												
< 1 month	G						54	35				
	F						1	2				
1–6 months	G						46	196				
	F											
> 6 months (long-term funding)	G						5	18				
	F											
DAAD funding – Total (I + II + III)		G 39	68	37	85	133	238	298	164	129	127	14
		F 248	337	498	342	326	620	111	438	662	434	97
DAAD funding – Germans and foreigners, total			287	405	535	427	459	858	409	602	791	111

IV. FACTS AND FIGURES : DAAD FUNDING

Croatia	Latvia	Lithuania	Macedonia	Moldavia	Montenegro	Poland	Romania	Russian Federation	Serbia	Slovakia	Slovenia	Tadzhikistan	Czech Republic	Turkmenistan	Ukraine	Hungary	Uzbekistan	Total
62	16	11	5	4	2	173	41	449	22	18	12	11	45	4	71	52	10	1,257
71	57	44	61	71	27	396	197	1,171	180	96	43	89	172	33	354	206	152	4,814
1	9	1	1	1		62	13	334	9	1	2	4	3		33	13		610
36	19	17	16	23	21	196	73	466	66	58	22	36	98	8	155	94	53	2,021
6	1	3	2	2		29	11	32	5	6	5	3	16		11	16	2	176
32	32	26	39	43	6	143	99	543	108	31	16	44	63	24	157	81	79	2,239
3	1	3				16	3	6	2		4	2	5		1	8		63
10	11	1	10	7	1	56	27	279	39	4	7	10	26	3	41	31	20	704
55	6	7	2	1	2	82	17	83	8	11	5	4	26	4	27	23	8	471
3	6	1	6	5		57	25	162	6	7	5	9	11	1	42	31	20	554
53	1	5	1			99	10	150	4	1	8	4	7		20	26		522
28	17	12	10	25	9	205	55	311	24	48	16	27	85	8	127	78	44	1,529
2	9	1	1	1		31	5	201	11	3	2	5	3		19	1	1	348
14	3	2	15	10	6	88	37	373	79	6	15	15	23	1	67	44	24	982
7	6	5	3	3	2	43	26	98	7	14	2	2	35	4	32	25	9	387
29	37	30	36	36	12	103	105	487	77	42	12	47	64	24	160	84	84	2,303
102	82	76	49	31	9	676	194	1,272	123	103	39	39	401	1	257	419	31	4,633
226	110	86	283	61	54	1,449	452	2,623	453	187	54	110	604	21	1,011	503	207	11,210
19	51	53	7	13	4	348	89	669	17	32	22	8	175		77	233	12	2,028
24	49	28	38	10	6	518	181	937	67	39	6	33	157	1	340	169	62	3,705
28	11	3	32	7	3	136	38	171	46	35	2	7	84		82	74	11	946
80	29	31	172	29	33	476	131	924	220	73	21	57	185	5	425	162	46	4,036
18	4	1	3	2	1	64	16	51	35	28	1	2	38		22	41	4	384
41	8	10	42	5	8	128	44	277	110	39	9	9	80		112	53	9	1,270
55	20	20	10	11	2	192	67	432	60	36	15	24	142	1	98	112	8	1,659
122	32	27	73	22	15	455	140	762	166	75	27	20	262	15	246	172	99	3,469
95	73	72	38	28	9	607	177	855	92	99	34	35	361	1	233	397	22	3,887
192	67	64	246	41	46	1,213	296	1,583	365	149	48	92	487	21	519	348	161	7,704
3	9	4	1	3		48	13	387	24	4	5	4	24		24	15	9	644
33	30	16	25	18	6	196	118	767	58	38	6	13	80		329	131	35	2,443
4			10			21	4	30	7				16			7		102
1	13	6	12	2	2	40	38	273	30			5	37		163	24	11	1,063
66	213	199				1,245	210			108	133		622			705		3,855
1						7	1			1	2		4			5		24
27	102	108				622	91			49	83		356			434		2,057
18	37	35				252	26			22	18		152			123		763
						1				1			1			1		4
21	74	56				371	93			37	32		114			148		1,035
1						7	1			1	2		4			5		24
21	74	56				368	93			37	32		114			147		1,031
1						7	1			1	2		4			5		24
40	127	128				745	99			66	80		436			499		2,462
5	12	15				132	18			5	21		72			59		362
230	311	286	54	35	11	2,094	445	1,721	145	229	184	50	1,068	5	328	1,176	41	9,745
298	167	130	344	132	81	1,852	650	3,794	633	284	99	199	780	54	1,365	714	359	16,048
528	478	416	398	167	92	3,946	1,095	5,515	778	513	283	249	1,848	59	1,693	1,890	400	25,793

* Figures for EU mobility programme funding are based on the academic year (October 2012–September 2013).

Table 7 : DAAD funding for foreigners and Germans in 2013 according to countries of origin / destination and funding areas**North America**

Please see Table 12 on page 96
for explanation of tables.

G = Germans going abroad
F = Foreigners coming to Germany

		Canada	USA	Total
I. Individual funding – Total				
	G	248	1,904	2,152
	F	171	820	991
1. By status				
Undergraduate students	G	84	232	316
	F	107	450	557
Students already holding a first degree (graduates)	G	74	880	954
	F	50	306	356
of these, PhD students	G	57	635	692
	F	23	125	148
Academics und university lecturers (incl. postdocs)	G	90	792	882
	F	14	64	78
2. By duration of funding				
< 1 month	G	101	1,088	1,189
	F	22	85	107
1–6 months	G	79	337	416
	F	111	449	560
> 6 months (long-term funding)	G	68	479	547
	F	38	286	324
II. Project funding – Total				
	G	556	2,631	3,187
	F	159	937	1,096
1. By status				
Undergraduate students	G	302	1,546	1,848
	F	33	416	449
Students already holding a first degree (graduates)	G	206	899	1,105
	F	72	257	329
of these, PhD students	G	34	141	175
	F	29	88	117
Academics und university lecturers (incl. postdocs)	G	48	186	234
	F	54	264	318
2. By duration of funding				
< 1 month	G	160	792	952
	F	100	533	633
1–6 months	G	338	1,591	1,929
	F	54	363	417
> 6 months (long-term funding)	G	58	248	306
	F	5	41	46
DAAD funding – Total (I + II)				
	G	804	4,535	5,339
	F	330	1,757	2,087
DAAD funding – Germans and foreigners, total				
		1,134	6,292	7,426



Table 8 : DAAD funding for foreigners and Germans in 2013 according to countries of origin / destination and funding areas

Latin America

Please see Table 12 on page 96
for explanation of tables.

G = Germans going abroad
F = Foreigners coming to Germany

		Argentina	Bahamas	Barbados	Belize	Bolivia	Brazil	Chile	Costa Rica	Dominican Republic	Ecuador	El Salvador
I. Individual funding – Total	G	92	1	1		17	302	85	39	8	36	7
	F	340			1	50	2,556	238	77	3	70	49
1. By status												
Undergraduate students	G	51				9	159	42	12	6	25	4
	F	203				4	295	140	9		20	12
Students already holding a first degree (graduates)	G	20	1			3	69	14	14	1	5	1
	F	100			1	46	2,123	89	57	3	50	36
of these, PhD students	G	10	1			3	38	4	11	1	1	1
	F	65				14	487	71	35		28	11
Academics und university lecturers (incl. postdocs)	G	21		1		5	74	29	13	1	6	2
	F	37					138	9	11			1
2. By duration of funding												
< 1 month	G	12	1	1		3	73	13	17		2	
	F	8					31	8	6		8	3
1–6 months	G	44				12	150	46	15	7	29	6
	F	225					312	41	11		8	1
> 6 months (long-term funding)	G	36				2	79	26	7	1	5	1
	F	107			1	50	2,213	189	60	3	54	45
II. Project funding – Total	G	270	1	2	3	25	686	303	77	19	97	3
	F	214		4	5	32	501	251	96	9	110	58
1. By status												
Undergraduate students	G	142	1	1	3	18	303	145	37	18	78	2
	F	78				4	158	80	11	2	65	9
Students already holding a first degree (graduates)	G	79				3	208	85	30		15	1
	F	59		1	3	10	161	76	42	2	21	36
of these, PhD students	G	27					103	25	5			
	F	26		1		3	49	26	3		6	2
Academics und university lecturers (incl. postdocs)	G	49		1		4	175	73	10	1	4	
	F	77		3	2	18	182	95	43	5	24	13
2. By duration of funding												
< 1 month	G	90		1		4	395	126	25	16	28	2
	F	114		4	2	20	312	154	82	7	85	54
1–6 months	G	150	1	1	3	21	267	167	40	3	69	1
	F	80			3	10	142	72	12	2	21	4
> 6 months (long-term funding)	G	30					24	10	12			
	F	20				2	47	25	2		4	
DAAD funding – Total (I + II)	G	362	2	3	3	42	988	388	116	27	133	10
	F	554		4	6	82	3,057	489	173	12	180	107
DAAD funding – Germans and foreigners, total		916	2	7	9	124	4,045	877	289	39	313	117

IV. FACTS AND FIGURES : DAAD FUNDING

Grenada	Guatemala	Guyana	Haiti	Honduras	Jamaica	Colombia	Cuba	Mexico	Nicaragua	Panama	Paraguay	Peru	Saint Lucia	Suriname	Trinidad and Tobago	Uruguay	Venezuela	Total
7	33	1	1	46	3	109	15	96	20	9	7	57	1			13	9	935
						419	27	759	36	47	15	68			5	8	56	4,906
	3				2	64	2	33	9	7	5	34				10	3	480
	3				1	119		371	1	1	5	21				1	4	1,210
	2					23	2	37	5	1		11				1	3	213
	28	1		46		293	16	374	35	46	9	46			4	5	47	3,455
	1					1		11	2			7					1	93
	13			15		90	12	133	11	11	5	23			2	4	21	1,051
	2		1		1	22	11	26	6	1	2	12	1			2	3	242
	2		1			7	11	14			1	1			1	2	5	241
	1		1			11	3	12	2		1	11	1			1	1	167
	3					11	1	20	1			6					4	110
	4				2	55	4	27	10	7	5	28				11	4	466
	1		1	1	1	33	12	18		1	6	14			1	2	6	695
	2				1	43	8	57	8	2	1	18				1	4	302
	29	1		45		375	14	721	35	46	9	48			4	6	46	4,101
2	18		5	3	6	173	105	322	14	11	9	119		3	4	20	8	2,308
	176	1	8	53	9	364	49	331	35	39	11	91			4	13	55	2,519
2	6		1	3	3	104	51	201	11	5	5	86		2	1	18	8	1,255
	6			4		214	18	101		1	3	24				1	31	810
	3		2		2	45	28	90	3	6	3	19		1		2		625
	44		1	11	5	98	15	99	3	22		19			1	9	15	753
						18	6	9				1						194
	4			1	1	39	14	33	1	7		5					5	226
	9		2		1	24	26	31			1	14			3			428
	126	1	7	38	4	52	16	131	32	16	8	48			3	3	9	956
1	9		2		1	61	46	58	1	2	4	28		1	3	3	4	911
	171	1	7	46	6	260	12	212	34	39	9	56			3	11	28	1,729
1	9		3	3	5	106	58	234	13	9	5	88		2	1	17	4	1,281
	4		1	6	3	80	37	90	1		2	28			1	2	25	626
						6	1	30				3						116
	1			1		24		29				7					2	164
2	25		6	3	9	282	120	418	34	20	16	176	1	3	4	33	17	3,243
	209	2	9	99	10	783	76	1,090	71	86	26	159			9	21	111	7,425
2	234	2	15	102	19	1,065	196	1,508	105	106	42	335	1	3	13	54	128	10,668

Table 9 : DAAD funding for foreigners and Germans in 2013 according to countries of origin / destination and funding areas

North Africa and the Middle East

Please see Table 12 on page 96
for explanation of tables.

G = Germans going abroad
F = Foreigners coming to Germany

		Egypt	Algeria	Bahrain	Iraq	Iran	Israel	Yemen
I. Individual funding – Total		91	7	4	8	7	115	
	F	548	40	2	208	184	82	109
1. By status								
Undergraduate students	G	24		3	1	2	66	
	F	97	13	2		24	63	15
Students already holding a first degree (graduates)	G	50	4		3	1	22	
	F	403	23		199	143	17	90
of these, PhD students	G	3	2		1		15	
	F	253	17		133	126	4	18
Academics und university lecturers (incl. postdocs)	G	17	3	1	4	4	27	
	F	48	4		9	17	2	4
2. By duration of funding								
< 1 month	G	2		1		2	23	
	F	61	15	2	3	17	25	15
1–6 months	G	28	2	3	2	2	35	
	F	81	6		5	27	43	5
> 6 months (long-term funding)	G	61	5		6	3	57	
	F	406	19		200	140	14	89
II. Project funding – Total		524	5		49	105	258	4
	F	1,780	46	5	249	371	188	76
1. By status								
Undergraduate students	G	154	1		12	34	151	
	F	247		5	57	55	48	32
Students already holding a first degree (graduates)	G	148			17	31	69	
	F	801	22		85	234	100	25
of these, PhD students	G	71			5	12	6	
	F	248	13		45	112	17	9
Academics und university lecturers (incl. postdocs)	G	222	4		20	40	38	4
	F	732	24		107	82	40	19
2. By duration of funding								
< 1 month	G	413	3		43	79	162	4
	F	1,440	35	1	214	178	62	25
1–6 months	G	75	1		4	24	88	
	F	306	7		16	167	66	42
> 6 months (long-term funding)	G	36	1		2	2	8	
	F	34	4	4	19	26	60	9
DAAD funding – Total (I + II)		615	12	4	57	112	373	4
	F	2,328	86	7	457	555	270	185
DAAD funding – Germans and foreigners, total		2,943	98	11	514	667	643	189

IV. FACTS AND FIGURES : DAAD FUNDING

Jordan	Qatar	Kuwait	Lebanon	Libya	Morocco	Oman	Palestinian Territories	Saudi Arabia	Syria	Tunisia	United Arab Emirates	Total
36	5		18		27	13	7	3		19	6	366
89	4	18	41	1	44	194	157	296	134	118	4	2,273
6	4		8		7	8	4			7	3	143
24	4	18	21		22	194	20	294		91	4	906
22	1		8		10	3		1		5		130
63			17	1	17		126		133	19		1,251
1			2		6	1		1				32
35			9		15		39		71	12		732
8			2		10	2	3	2		7	3	93
2			3		5		11	2	1	8		116
			1		13					4	2	48
20		1	13		23	9	9	1		39		253
10	5		11		7	8	4			4	3	124
6	4		8		11	11	16	9		44	4	280
26			6		7	5	3	3		11	1	194
63		17	20	1	10	174	132	286	134	35		1,740
142			77	2	120	50	57	1		283	56	1,733
391	1	2	93	15	305	118	128	1	194	709	16	4,688
40			36		72	18	23			53	46	640
253			41		158	109	61	1	55	110	7	1,239
15			33		19	19	13	1		126	5	496
77			35	6	97	4	41		124	350	4	2,005
2			13		6	3	1			56	3	178
20			12	2	55	1	11		79	166	3	793
87			8	2	29	13	21			104	5	597
61	1	2	17	9	50	5	26		15	249	5	1,444
60			57	2	112	38	49			254	47	1,323
141	1	2	58	12	181	59	45	1	38	563	14	3,070
47			20		8	7	8	1		19	6	308
123			29	3	96	9	56		139	116	2	1,177
35						5				10	3	102
127			6		28	50	27		17	30		441
178	5		95	2	147	63	64	4		302	62	2,099
480	5	20	134	16	349	312	285	297	328	827	20	6,961
658	10	20	229	18	496	375	349	301	328	1,129	82	9,060

Table 10 : DAAD funding for foreigners and Germans in 2013 according to countries of origin / destination and funding areas

Sub-Saharan Africa

Please see Table 12 on page 96
for explanation of tables.

G = Germans going abroad
F = Foreigners coming to Germany

		Angola	Ethiopia	Benin	Botswana	Burkina Faso	Burundi	Ivory Coast	Eritrea	Gabon	Gambia	Ghana	Guinea	Cameroon	Cape Verde	Kenya	Comoros	Congo	Dem. Republic of Congo
I. Individual funding – Total	G	48	8	3	1			4		2		50	2	25	1	39		1	1
	F	225	52	5	30			18	23	5	4	156	8	89		280	1	2	10
1. By status																			
Undergraduate students	G	3	4									45		13		24			1
	F		4		4			4		3		63		6		20			
Students already holding a first degree (graduates)	G	3	2	2			1					3	2	4	1	6			
	F	217	41	5	22		9	23			4	93	8	65		252	1	2	10
of these, PhD students	G			2								2	1	2	1	3			
	F	143	25		10		5					42	2	46		151	1	1	7
Academics und university lecturers (incl. postdocs)	G	42	2	1	1		3			2		2		8		9		1	
	F	8	7		4		5			2				18		8			
2. By duration of funding																			
< 1 month	G	3		1			1		2		1		5		1				
	F	5	6		7		7		3		23		12		6				
1–6 months	G	13	5	2							46	1	11	1	29		1		
	F	23	6		1		2		2		39	2	12		28				
> 6 months (long-term funding)	G	32	3		1		3				3	1	9		9				1
	F	197	40	5	22		9	23		4	94	6	65		246	1	2	10	
II. Project funding – Total	G	11	97	24	9	16		1		5		117	1	57	4	107		1	2
	F	1	192	26	10	54	4	13	7	28		177		365	2	375		25	11
1. By status																			
Undergraduate students	G	2	21	15	8	2		1		1		72	1	13		50		1	
	F		6	5	5	7	1	5	4	14		12		210	1	22			
Students already holding a first degree (graduates)	G	1	42	4		7				1		26		21	1	27			2
	F		107	13	3	13	2	4	2	2		102		112	1	152		18	2
of these, PhD students	G	1	11	2		1						5		6	1	8			
	F		60	3		7		2	1			44		31		78		4	
Academics und university lecturers (incl. postdocs)	G	8	34	5	1	7				3		19		23	3	30			
	F	1	79	8	2	34	1	4	1	12		63		43		201		7	9
2. By duration of funding																			
< 1 month	G	6	74	22	1	10		1		3		55		38	3	63			2
	F	1	118	18	5	41	1	5	6	19		122		125		268		7	11
1–6 months	G	5	23	2	8	6				2		60	1	16	1	44		1	
	F		42	6	5	8	1	2	1	7		20		219	2	84		2	
> 6 months (long-term funding)	G											2		3					
	F		32	2		5	2	6		2		35		21		23		16	
DAAD funding – Total (I + II)	G	11	145	32	12	17		5		7		167	3	82	5	146		2	3
	F	1	417	78	15	84	4	31	30	33	4	333	8	454	2	655	1	27	21
DAAD funding – Germans and foreigners, total		12	562	110	27	101	4	36	30	40	4	500	11	536	7	801	1	29	24

IV. FACTS AND FIGURES : DAAD FUNDING

Lesotho	Liberia	Madagascar	Malawi	Mali	Mauritania	Mauritius	Mozambique	Namibia	Niger	Nigeria	Rwanda	Zambia	Senegal	Seychelles	Sierra Leone	Zimbabwe	Somalia	South Africa	Sudan	South Sudan	Swaziland	Tanzania	Togo	Chad	Uganda	Central African Republic	Total
2	2	7	9	7		9	4	9	2	7	1	1	10	2		2	1	123	3	1		22	6		19		414
2	2	28	9	7		5	11	64	7	72	28	23	21		14	71		207	159	6	3	147	31	7	152	4	1,988
		2				6	1	3	1	2	1	1	1	2			1	49				9	1		8		178
		3						5		15	5					9		21	5				4		6		177
		3				1	1	3		2			7					38				5	2		6		92
2	2	18	9	7		4	11	59	7	48	23	23	16		14	58		175	151	6	3	147	20	7	142	4	1,708
		2				1	1	2		1			4					26				4	1		5		58
1		12	3	3		2	5	10	2	25	6	4	10		1	26		96	125			104	9	2	40	1	920
		2				2	2	3	1	3			2			2		36	3	1		8	3		5		144
		7				1				9			5			4		11	3				7		4		103
		2				3		1					1			1		39	2	1		5	1		2		72
		4				1				5	5		2						5			7	7		4		109
		2				6	2	6	1	4	1	1	5	2			1	55				14	3		8		220
		8						5		18			3			12		30	16				4		6		217
		3				2	2	1	3				4			1		29	1			3	2		9		122
2	2	16	9	7		4	11	59	7	49	23	23	16		14	59		177	138	6	3	140	20	7	142	4	1,662
	2	13	10			1	16	124	4	6	24	9	15	3	3	2		477	29	2		150	5	1	36		1,384
		10	29	4	5	1	42	89	1	117	168	42	72		3	15		199	46	14	6	157	29	7	147		2,493
		3	6			1	3	68	2	2	11	4	4	3	2	1		242	18			72	2	1	18		650
		5	2	3				30	1	19			7		1	4		36	3	5		8	11		6		433
	2	10					3	18	2	1	1	3	5		1	1		187	5	1		59			7		438
		1	13		2		13	33		60	80	13	16		1	7		95	17	4	4	70	8	3	92		1,065
							2	1					1					15		1		16			2		73
		5				3	1		19	32		13			1	1		18	11	2		27	7	3	48		421
		4				10	38		3	12	2	6						48	6	1		19	3		11		296
		4	14	1	3	1	29	26		38	88	29	49		1	4		68	26	5	2	79	10	4	49		995
	1	11	3				13	47		3	17	2	10	1				137	26	1		57	3		18		628
		6	23	2	3	1	37	63		62	159	25	57		2	7		145	28	12	5	107	18	5	123		1,637
	1	2	6			1	3	76	4	3	6	7	5	2	3	2		331	3	1		93	2	1	18		739
	3	1	2	2			3	10	1	36	2	8	15			5		41	16	1	1	21	9		9		585
		1					1			1								9									17
		1	5				2	16		19	7	9			1	3		13	2	1		29	2	2	15		271
	2	20	10			10	20	133	6	13	25	10	25	5	3	4	1	600	32	3		172	11	1	55		1,798
2	2	38	38	11	5	6	53	153	8	189	196	65	93		17	86		406	205	20	9	304	60	14	299	4	4,481
2	4	58	48	11	5	16	73	286	14	202	221	75	118	5	20	90	1	1,006	237	23	9	476	71	15	354	4	6,279

Table 11 : DAAD funding for foreigners and Germans in 2013 according to countries of origin / destination and funding areas

Asia-Pacific

Please see Table 12 on page 96
for explanation of tables.

G = Germans going abroad
F = Foreigners coming to Germany

		Afghanistan	Australia	Bangladesh	Bhutan	Brunei	China	Cook Islands	Fiji	Hong Kong (China)	India	Indonesia	Japan
I. Individual funding – Total	G	3	226	9			324	3	1	34	139	72	236
	F	82	100	81	6	1	424			29	680	274	121
1. By status													
Undergraduate students	G		70	6			84	3		17	63	42	54
	F		57	2			94			14	228	39	41
Students already holding a first degree (graduates)	G		89	1			111		1	13	37	13	127
	F	82	32	75	6		241			15	396	221	71
of these, PhD students	G		64	1			46			6	13	8	55
	F	14	11	31	2		132			13	190	120	43
Academics und university lecturers (incl. postdocs)	G	3	67	2			129			4	39	17	55
	F		11	4		1	89				56	14	9
2. By duration of funding													
< 1 month	G		82	2			101			5	33	10	69
	F		8	1			54			10	30	32	22
1–6 months	G	1	86	6			76	3		8	76	46	46
	F		63	10		1	100			6	291	12	31
> 6 months (long-term funding)	G	2	58	1			147		1	21	30	16	121
	F	82	29	70	6		270			13	359	230	68
II. Project funding – Total	G	21	811	5	7		1,054		8	89	533	174	322
	F	417	92	128	7	1	1,360			18	820	419	290
1. By status													
Undergraduate students	G		456	1			568		7	26	213	77	153
	F	48	28	15			524			11	102	86	141
Students already holding a first degree (graduates)	G	4	248	3			312		1	20	233	54	121
	F	288	41	66	4		624			5	543	139	126
of these, PhD students	G		84	1			69			13	50	5	27
	F	18	8	14			114			3	153	74	25
Academics und university lecturers (incl. postdocs)	G	17	107	1	7		174			43	87	43	48
	F	81	23	47	3	1	212			2	175	194	23
2. By duration of funding													
< 1 month	G	14	295	1	7		361		1	55	175	61	96
	F	217	48	73	5	1	565			6	287	341	125
1–6 months	G	3	503	4			577		7	22	352	113	180
	F	29	39	42	2		600			12	473	64	143
> 6 months (long-term funding)	G	4	13				116			12	6		46
	F	171	5	13			195				60	14	22
DAAD funding – Total (I + II)	G	24	1,037	14	7		1,378	3	9	123	672	246	558
	F	499	192	209	13	2	1,784			47	1,500	693	411
DAAD funding – Germans and foreigners, total		523	1,229	223	20	2	3,162	3	9	170	2,172	939	969

IV. FACTS AND FIGURES : DAAD FUNDING

Cambodia	DPR Korea (North)	Republic of Korea (South)	Laos	Macao (China)	Malaysia	Mongolia	Myanmar	Nepal	New Zealand	Pakistan	Papua-New Guinea	Philippines	Samoa	Singapore	Sri Lanka	Taiwan	Thailand	Timor-Leste	Tonga	Vietnam	Total
14	1	100	4		23	32	10	12	47	7	2	17	1	47	18	75	57		1	33	1,548
14	14	93	12	1	16	108	75	61	30	297	1	41		9	20	113	112			226	3,041
11		16			16	8	5	7	5	2		14		20	14	47	21		1	11	537
		18	2		2	15		2	17			2		4	3	21	53			10	624
		47			1	4	2	5	29	1	2	1	1	14	2	22	13			6	542
14	9	60	9	1	11	77	66	58	11	293	1	38		4	14	86	48			202	2,141
		26				3		1	18		1	1		10	1	6	8			1	269
1	4	36	3	1	7	15	22	10	5	200		17		3	8	74	25			126	1,113
3	1	37	4		6	20	3		13	4		2		13	2	6	23			16	469
	5	15	1		3	16	9	1	2	4		1		1	3	6	11			14	276
		39			5	14	1		15	1		1		20	1	6	13			5	423
		20	3		2	5	1	2		1		2		4	3	23	29			11	263
13		22			15	12	4	8	16	1	1	15	1	20	15	43	26		1	14	575
	6	29			5	22	9	3	20	8		1		1	2	21	34			15	690
1	1	39	4		3	6	5	4	16	5	1	1		7	2	26	18			14	550
14	8	44	9	1	9	81	65	56	10	288	1	38		4	15	69	49			200	2,088
15		242	12		85	20	11	51	153	70	1	66		113	22	120	204			246	4,455
18		245	34	1	95	69	24	135	14	240		41		34	30	52	451	4		409	5,448
7		136	1		46	5	1	27	101	13	1	25		78	15	62	109			45	2,173
		100		1	44	32		24	3	35		7		21	3	24	65	1		55	1,370
6		57	1		24	3		9	51	23		37		35	3	32	67			45	1,389
7		95	14		29	14	19	62	7	158		15		7	13	13	231	1		188	2,709
		4	1		3			1	1	9					1	16	5			4	294
		34	6		12	7	3	12	4	44		4		2	8	1	67			64	677
2		49	10		15	12	10	15	1	34		4			4	26	28			156	893
11		50	20		22	23	5	49	4	47		19		6	14	15	155	2		166	1,369
		67	10		18	12	10	28	5	58		35		9	4	53	85			184	1,644
17		91	32		58	50	13	99	12	122		31		17	23	27	395	4		269	2,928
15		137	2		65	8	1	23	144	10	1	31		94	18	54	108			54	2,526
		138	2	1	22	14	6	30	2	98		6		17	7	24	34			92	1,897
		38			2				4	2				10		13	11			8	285
1		16			15	5	5	6		20		4				1	22			48	623
29	1	342	16		108	52	21	63	200	77	3	83	1	160	40	195	261		1	279	6,003
32	14	338	46	2	111	177	99	196	44	537	1	82		43	50	165	563	4		635	8,489
61	15	680	62	2	219	229	120	259	244	614	4	165	1	203	90	360	824	4	1	914	14,492

Table 12 : DAAD funding for foreigners and Germans
Overall for 2012/13 by funding area

Calendar year	Foreigners funded		Germans funded		Total funded		of these, newly funded
	2012	2013	2012	2013	2012	2013	2013
I. Individual funding – Total	18,376	20,050	9,237	9,082	27,613	29,132	18,738
1. By status							
Undergraduate students	7,152	6,501	2,925	2,659	10,077	9,160	7,493
Students already holding a first degree (graduates)	9,935	11,998	3,333	3,426	13,268	15,424	7,740
of these, PhD students	4,735	5,053	1,856	1,843	6,591	6,896	3,636
Academics und university lecturers (incl. postdocs)	1,289	1,551	2,979	2,997	4,268	4,548	3,505
2. By duration of funding							
< 1 month	3,144	2,914	3,168	3,193	6,312	6,107	6,025
1–6 months	3,690	4,271	2,873	2,666	6,563	6,937	6,488
> 6 months (long-term funding)	11,542	12,865	3,196	3,223	14,738	16,088	6,225
3. By selected programmes							
DAAD one-year scholarships for research and study	4,027	4,141	1,421	1,482	5,448	5,623	1,981
Scholarships as part of cooperation programmes	4,800	5,824	37	32	4,837	5,856	2,529
“Sur-place” and in-country/ in-region scholarships	1,253	1,259			1,253	1,259	500
“Lektors”			586	597	586	597	132
Long-term lectureships, visiting lectureships, professorships			156	164	156	164	57
Conference travel and lecture tours			2,406	2,566	2,406	2,566	2,566
Specialist and language courses	2,516	2,684			2,516	2,684	2,684
Interns	1,777	1,844	2,141	1,822	3,918	3,666	3,584
Research visits for university lecturers	1,054	1,114	114	100	1,168	1,214	1,170
II. Project funding – Total	26,830	29,949	20,889	21,707	47,719	51,656	41,986
1. By status							
Undergraduate students	8,855	8,880	11,202	10,538	20,057	19,418	17,445
Students already holding a first degree (graduates)	10,181	11,769	5,437	6,425	15,618	18,194	14,787
of these, PhD students	3,452	3,933	1,736	1,805	5,188	5,738	4,289
Academics und university lecturers (incl. postdocs)	7,794	9,300	4,250	4,744	12,044	14,044	9,754
2. By duration of funding							
< 1 month	17,392	19,530	11,874	12,004	29,266	31,534	25,843
1–6 months	6,917	7,675	7,690	8,378	14,607	16,053	14,098
> 6 months (long-term funding)	2,521	2,744	1,325	1,325	3,846	4,069	2,045
3. By selected programmes							
PROMOS – Programme to enhance mobility			10,310	9,764	10,310	9,764	9,764
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)	730	690	2,084	2,038	2,814	2,728	1,934
Scholarship and guidance-counselling programmes (STIBET)	4,864	5,125			4,864	5,125	4,192
Project-related exchange programmes (PPP)	477	561	1,745	1,851	2,222	2,412	1,657
III. EU mobility programmes – Total *	70	94	37,258	39,024	37,328	39,118	39,118
1. By status							
Undergraduate students			24,310	25,977	24,310	25,977	25,977
Students already holding a first degree (graduates)			9,053	8,914	9,053	8,914	8,914
of these, PhD students			85	75	85	75	75
Academics und university lecturers (incl. postdocs)	70	94	3,895	4,133	3,965	4,227	4,227
2. By duration of funding							
< 1 month	69	93	3,875	4,106	3,944	4,199	4,199
1–6 months	1	1	26,057	27,865	26,058	27,866	27,866
> 6 months (long-term funding)			7,326	7,053	7,326	7,053	7,053
3. By programme							
Erasmus student mobility grants for studies abroad			27,593	28,887	27,593	28,887	28,887
Erasmus student mobility grants for internships abroad			5,770	6,004	5,770	6,004	6,004
Erasmus staff mobility grants (lecturers, other staff)	70	94	3,895	4,133	3,965	4,227	4,227
DAAD funding – Total (I + II + III)	45,276	50,093	67,384	69,813	112,660	119,906	99,842

The organisation's funding figures are presented according to the DAAD's three funding areas. The DAAD's individual funding provides support to bachelor students, graduates, academics and university lecturers who have applied for a DAAD scholarship. DAAD's project funding pertains to funding provided primarily to projects that promote structures of internationality. As a national agency for EU higher education collaboration, the DAAD also provides funding to German higher education institutions active in enhancing the international mobility of German students within Europe (EU mobility programmes). | * Figures for EU mobility programme funding are based on the academic year (October 2012 – September 2013).

Chart 1 : Share of female scholarship holders by academic status
(in %)

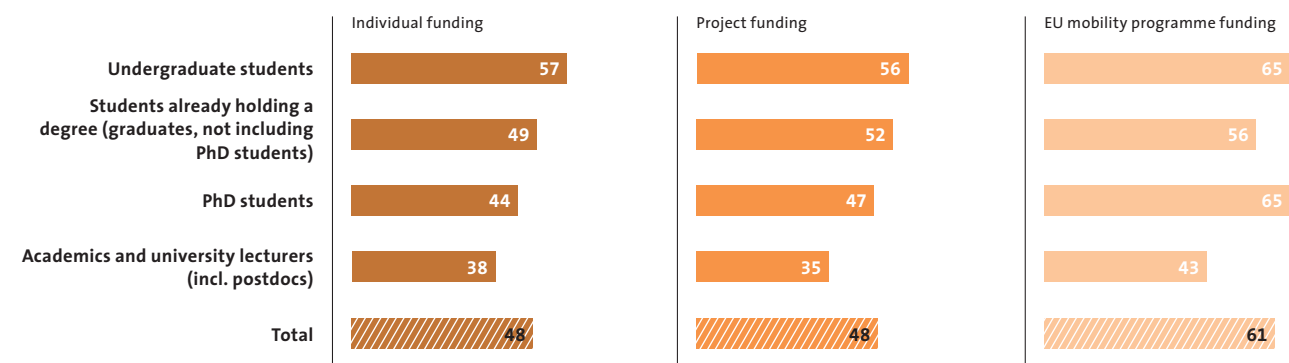


Chart 2 : Funding by subject and funding area
(Number of individuals funded)

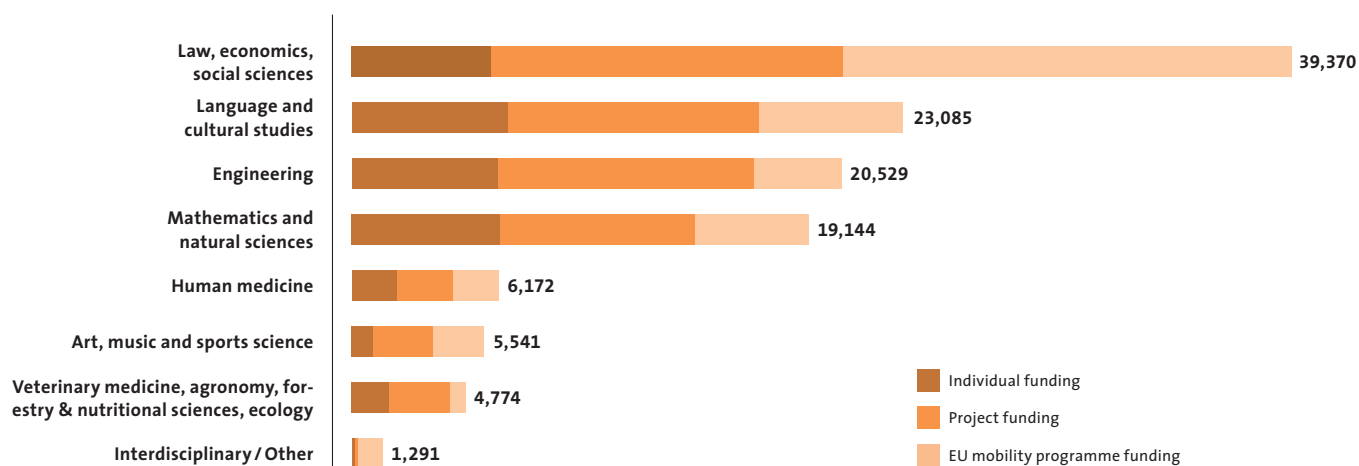
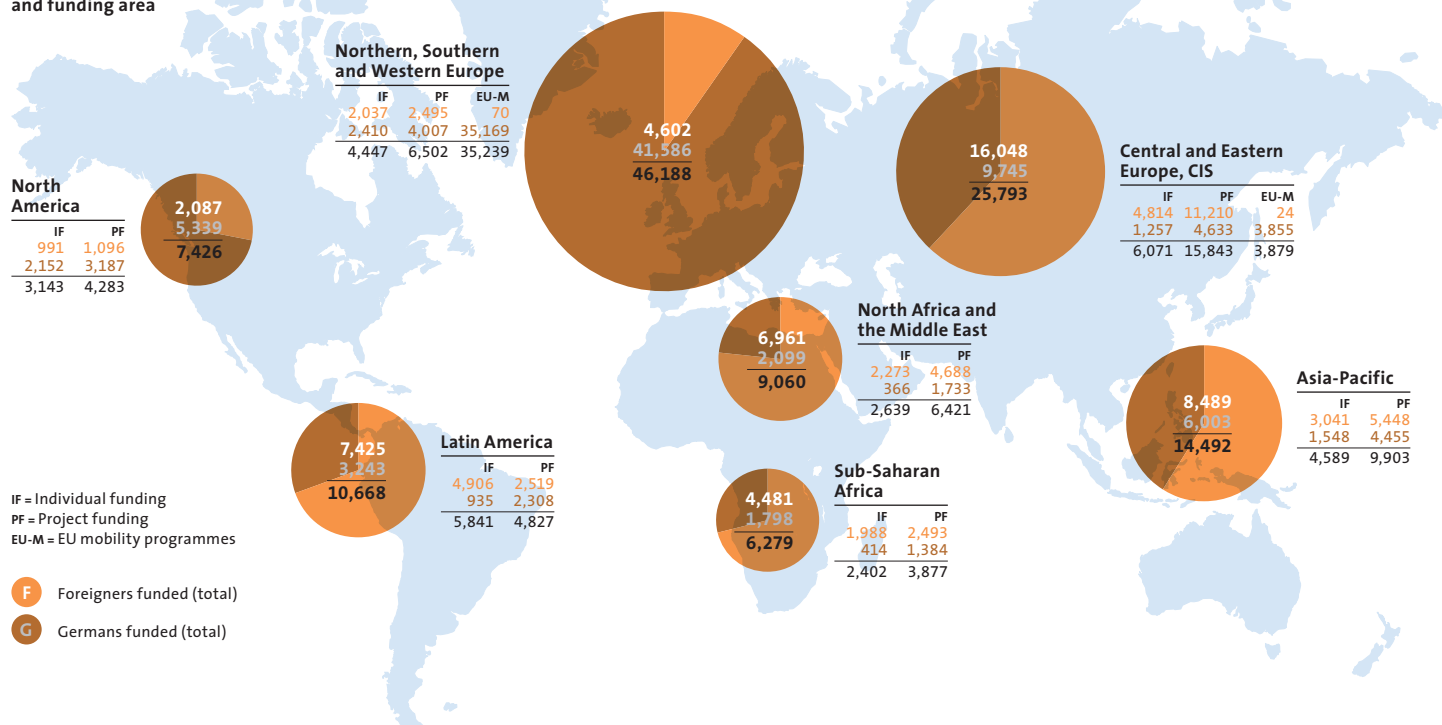


Chart 3 : Funding by region and funding area



Financial Statement

Table 13 : 2013 Financial Statement

	Overall funds EUR	Overall expenditure EUR
A – SUB-BUDGET I (strictly financed from public funds)		
a) Administrative budget		
1. Domestic		
Own income	104,482,67	104,482,67
City State of Berlin	293,925,09	293,925,09
Federal Foreign Office	16,448,367,42	16,435,997,40
Total	16,846,775,18	16,834,405,16
2. Abroad		
Own income	513,197,44	513,197,44
Federal Foreign Office	6,096,632,58	6,096,632,58
Total	6,609,830,02	6,609,830,02
Sum a)	23,456,605,20	23,444,235,18
b) Programme budget		
1. State funding		
State Ministers of Cultural Affairs	39,507,62	39,499,89
Berlin Senate, Senate Chancellery – Cultural Affairs	99,074,91	99,074,91
State of Baden-Württemberg	313,600,00	262,612,36
Programme costs	313,600,00	234,475,32
Project-related administrative costs	–	28,137,04
Darmstadt University of Technology	–	–
Total	452,182,53	401,187,16
2. Funding provided by international organisations		
UNESCO	–	–
European Union (EU)	74,142,347,31	59,970,831,15
Programme costs	74,142,347,31	58,895,517,01
Project-related administrative costs	–	1,075,314,14
Total	74,142,347,31	59,970,831,15
3. Federal Government funding		
Federal Foreign Office (AA)	161,609,145,97	161,332,980,27
Programme costs	161,609,145,97	153,836,754,68
Project-related administrative costs	–	7,496,225,59
Federal Ministry of Education and Research (BMBF)	109,465,559,01	100,673,157,21
Programme costs	109,465,559,01	87,455,857,82
Project-related administrative costs	–	13,217,299,39
Federal Ministry for Economic Co-operation and Development (BMZ)	40,130,000,00	40,236,354,25
Programme costs	35,513,274,34	35,613,224,13
Project-related administrative costs	4,616,725,66	4,623,130,12
Federal Ministry of Economics and Technology (BMWt)	1,040,000,46	1,017,529,50
Programme costs	928,571,84	908,508,48
Project-related administrative costs	111,428,62	109,021,02
“Kreditanstalt für Wiederaufbau” (KfW)	–	–
Total	312,244,705,44	303,260,021,23
Sum b)	386,839,235,28	363,632,039,54
Administrative budget	23,456,605,20	23,444,235,18
Programme budget	386,839,235,28	363,632,039,54
Programme costs	382,111,081,00	337,082,912,24
Project-related administrative costs	4,728,154,28	26,549,127,30
Sum A (Sub-budget I)	410,295,840,48	387,076,274,72

	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	54,552.13	50,874.73
Investment and project-related administrative costs	155,490.65	151,175.75
Sum a)	210,042.78	202,050.48
b) Third-party funding sector		
1. University offices		
Programme costs	346,453.99	432,527.76
Project-related administrative costs	-	-
Total	346,453.99	432,527.76
2. German Houses of Science and Innovation (DWH)		
Programme costs	820,169.07	884,219.97
Project-related administrative costs	-	-
Total	820,169.07	884,219.97
3. GATE-Germany – Consortium for higher education marketing		
Programme costs	512,953.77	512,953.77
Project-related administrative costs	535,456.27	535,456.27
Total	1,048,410.04	1,048,410.04
4. International DAAD Academy (IDA)		
Programme costs	38,900.27	38,900.27
Project-related administrative costs	439,307.73	439,307.73
Total	478,208.00	478,208.00
5. “Gesellschaft für Internationale Zusammenarbeit” (GIZ)		
Programme costs	3,874,558.58	3,334,077.96
Project-related administrative costs	1,052,706.01	917,808.88
Total	4,927,264.59	4,251,886.84
6. Cooperation projects with German and foreign partners		
Programme costs	37,988,709.12	27,440,587.53
Project-related administrative costs	4,916,665.56	4,720,699.56
Total	42,905,374.68	32,161,287.09
7. “Stifterverband für die Deutsche Wissenschaft”		
Programme costs	1,418,902.40	849,168.25
Project-related administrative costs	244,719.97	224,996.66
Total	1,663,622.37	1,074,164.91
8. Dr. Mildred Scheel Foundation for Cancer Research		
Programme costs	845,238.46	696,147.87
Project-related administrative costs	39,762.24	29,614.61
Total	885,000.70	725,762.48
9. Various donors		
Programme costs	2,235,027.19	946,675.61
Project-related administrative costs	537,832.30	520,601.78
Total	2,772,859.49	1,467,277.39
Sum b)	55,847,362.93	42,523,744.48
Total programme costs	48,135,464.98	35,186,133.72
Total investment and project-related administrative costs	7,921,940.73	7,539,661.24
Sum B (Sub-budget II)	56,057,405.71	42,725,794.96
Total programme budget	430,246,545.98	372,269,045.96
Total administrative budget	36,106,700.21	57,533,023.72
Sum A+B (Sub-budgets I+II)	466,353,246.19	429,802,069.68
C – FUNDING ADMINISTERED BY TRUSTEES – INSURANCE OFFICE		
Sum	3,309,135.02	3,089,331.28
Total budget (A+B+C)	469,662,381.21	432,891,400.96

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As per 31.12.2013

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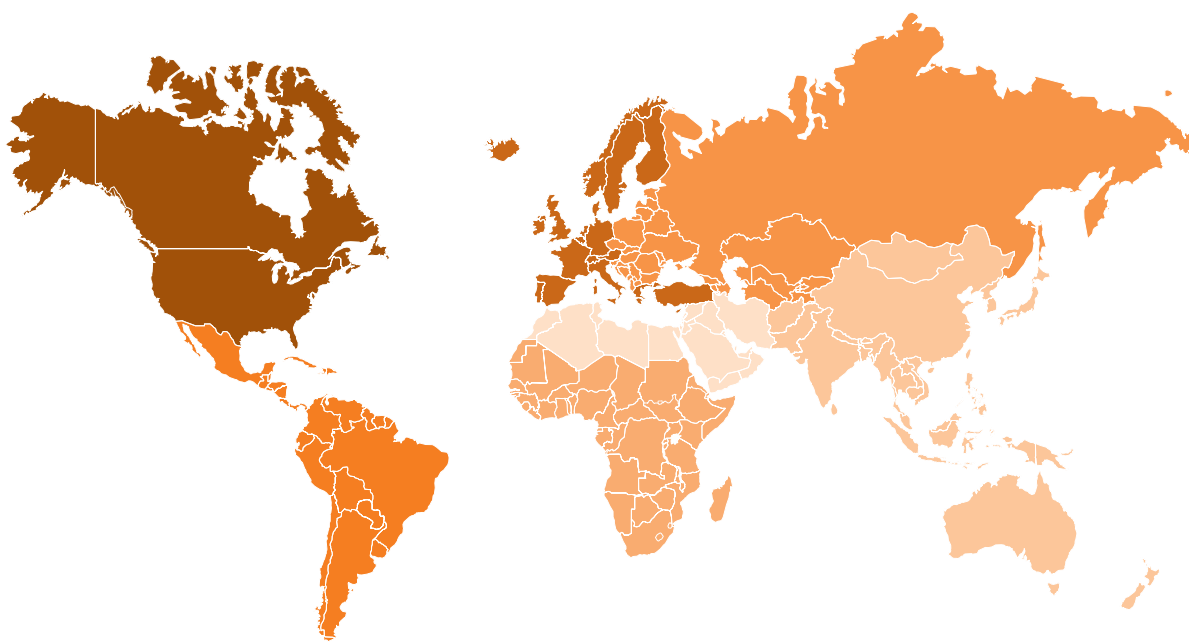
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List of abbreviations

AA Federal Foreign Office	GAIN German Academic International Network
AU African Union	GATE-Germany Guide to Academic Training and Education (Germany)
AvH Alexander von Humboldt Foundation	GIP German Institute Partnerships
BMBF Federal Ministry of Education and Research	GIZ Gesellschaft für Internationale Zusammenarbeit
BMZ Federal Ministry for Economic Cooperation and Development	GJU German-Jordanian University
CEE Central and Eastern Europe	GUC German University in Cairo
CIS Commonwealth of Independent States	GUTech German University of Technology
DFG German Research Foundation	HRK German Rectors' Conference
DIES Dialogue on Innovative Higher Education Strategies	IC Information Centre
DLR German Aerospace Center	iDA International DAAD Academy
DUO Deutsch-Uni online	IUCEA Inter-University Council for East Africa
DWIH German House of Science and Innovation	PAU Pan African University
DWZ German Science Centre	TDU Turkish-German University
DZHW German Centre for Research on Higher Education and Science Studies	
Erasmus / Erasmus+ European Community Action Scheme for the Mobility of University Students	
EU European Union	

Addresses in Germany and abroad

DAAD Head Office Bonn-Bad Godesberg

German Academic Exchange Service
Kennedyallee 50
53175 Bonn (Germany)
Postfach 200404
53134 Bonn (Germany)
Tel.: (0049/228) 882-0
Fax: (0049/228) 882-444
E-mail: postmaster@daad.de
Internet: www.daad.de

Berlin Office

German Academic Exchange Service
WissenschaftsForum Berlin
am Gendarmenmarkt
Markgrafenstraße 37
10117 Berlin (Germany)
Main Berlin office
Tel.: (0049/30) 20 22 08-0
Fax: (0049/30) 204 12 67
DAAD Artists-in-Berlin Programme
Tel.: (0049/30) 20 22 08-20
Internet: www.berliner-kuenstlerprogramm.de

Brussels Office (since 2006)

German Academic Exchange Service
Rue d'Arlon 22-24
1050 Brussels (Belgium)
Tel.: (0032/2) 609 52 85
Fax: (0032/2) 609 52 89
E-mail: buero.brussel@daad.de
Internet: bruessel.daad.de

Beijing Office (since 1994)

German Academic Exchange Service
Unit 1718, Landmark Tower 2
8 North Dongsanhuan Road
Chaoyang District
100004 Beijing (PR China)
Tel.: (0086/10) 65 90-66 56
Fax: (0086/10) 65 90-63 93
E-mail: postmaster@daad.org.cn
Internet: www.daad.org.cn

Cairo Office (since 1960)

German Academic Exchange Service
11 Saleh Ayoub St.
Cairo-Zamalek (Egypt)
Tel.: (0020/2) 27 35 27 26
Fax: (0020/2) 27 38 41 36
E-mail: info@daadcairo.org
Internet: <http://cairo.daad.de>

Hanoi Office (since 2003)

German Academic Exchange Service
The Vietnamese-German Centre
Trung Tam Viet Duc
Hanoi University of Technology
1 Dai Co Viet
Hanoi (Vietnam)
Tel.: (0084/4) 38 68 37 73-0
Fax: (0084/4) 38 68 37 72
E-mail: daad@daadvn.org
Internet: www.daadvn.org

Jakarta Office (since 1990)

DAAD Jakarta Office
Jl. Jend. Sudirman, Kav. 61-62
Summitmas II, 14th Floor
12190 Jakarta (Indonesia)
Tel.: (0062/21) 520 08 70, 525 28 07
Fax: (0062/21) 525 28 22
E-mail: info@daadjkt.org
Internet: www.daadjkt.org

London Office (since 1952)

German Academic Exchange Service
1 Southampton Place
WC1A 2DA London
(United Kingdom)
Tel.: (0044/20) 78 31-95 11
Fax: (0044/20) 78 31-85 75
E-mail: info@daad.org.uk
Internet: www.daad.org.uk

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Servicio Alemán de Intercambio Académico
Calle Kepler 157
Col. Nueva Anzures
Del. Miguel Hidalgo
C.P. 11590 Ciudad de México (Mexico)
Tel.: (0052/55) 52 50 18 83
Fax: (0052/55) 52 50 18 04
E-mail: info@daadmex.org
Internet: <http://daadmex.org>

Moscow Office (since 1993)

German Academic Exchange Service
Leninskij Prospekt 95a
119313 Moscow
(Russian Federation)
Tel.: (007/499) 132 23 11
Fax: (007/499) 132 49 88
E-mail: daad@daad.ru
Internet: www.daad.ru

Nairobi Office (since 1973)

German Academic Exchange Service
Regional Office for Africa
Madison Insurance House,
3rd floor, Upper Hill Close
00800 Nairobi (Kenya)
P.O. Box 14050
00800 Nairobi (Kenya)
Tel.: (00254/20) 272 97 41
Fax: (00254/20) 271 67 10
E-mail: info@daadafrica.org
Internet: <http://nairobi.daad.de>

New Delhi Office (since 1960)

German Academic Exchange Service
Regional Office Bangladesh, India,
Nepal, Sri Lanka
2, Nyaya Marg, Chanakyapuri
110 021 New Delhi (India)
Tel.: (0091/11) 41 68 09 68, 41 68 09 69
Fax: (0091/11) 46 06 81 92
E-mail: info@daaddelhi.org
Internet: <http://newdelhi.daad.de>

New York Office (since 1971)

German Academic Exchange Service

871 United Nations Plaza
10017 New York, N.Y. (USA)
Tel.: (001/212) 758 32 23
Fax: (001/212) 755 57 80
E-mail: daadny@daad.org
Internet: www.daad.org

Paris Office (since 1963)

Office Allemand d'Echanges Universitaires

Hôtel Duret de Chevry
8, rue du Parc-Royal
75003 Paris (France)
Tel.: (0033/1) 44 17 02 30
Fax: (0033/1) 44 17 02 31
E-mail: info-paris@daad.de
Internet: <http://paris.daad.de>

Rio de Janeiro Office (since 1972)

Serviço Alemão de Intercâmbio Acadêmico

Rua Presidente Carlos
de Campos 417, Laranjeiras
22231-080 Rio de Janeiro (Brazil)
Tel.: (0055/21) 25 53 32 96
Fax: (0055/21) 25 53 92 61
E-mail: info@daad.org.br
Internet: www.daad.org.br

Tokyo Office (since 1978)

German Academic Exchange Service

German Cultural Centre
Akasaka 7-5-56, Minato-ku
107-0052 Tokyo (Japan)
Tel.: (0081/3) 35 82 59 62
Fax: (0081/3) 35 82 55 54
E-mail: daad-tokyo@daad.jp
Internet: <http://tokyo.daad.de>

Warsaw Office (since 1997)

Niemiecka Centrala Wymiany Akademickiej

Przedstawicielstwo w Warszawie
ul. Czeska 24/2
03-902 Warszawa (Poland)
Tel.: (0048/22) 617 48 47
Fax: (0048/22) 616 12 96
E-mail: daad@daad.pl
Internet: www.daad.pl

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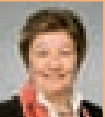
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DAAD Head Office
Bonn-Bad Godesberg

Kennedyallee 50
53175 Bonn (Germany)
P.O. Box 200404
53134 Bonn (Germany)
Tel.: (0049/228) 882-0
Fax: (0049/228) 882-444
E-mail: postmaster@daad.de
Internet: www.daad.de

Berlin Office

WissenschaftsForum Berlin
am Gendarmenmarkt
Markgrafenstraße 37
10117 Berlin (Germany)
Tel.: (0049/30) 20 22 08-0
Fax: (0049/30) 204 12 67

DAAD Artists-in-Berlin Programme

Tel.: (0049/30) 20 22 08-20
Internet: www.berliner-
kuenstlerprogramm.de

INFO CENTRE

Information for Germans going abroad:

Tel.: (0049/228) 882-180
E-mail: auslandsstudium@daad.de

Information for foreigners coming to Germany:

Tel.: (0049/228) 882-180
E-mail: study-in-germany@daad.de

DAAD Foundation

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Purpose: Titel 684 100 005

Published by

Deutscher Akademischer Austauschdienst (DAAD)
German Academic Exchange Service
Kennedyallee 50
53175 Bonn (Germany)
www.daad.de

Dr. Dorothea Rüland, DAAD (responsible)

Concept and coordination Anke Sobieraj,
Bastian von Jarzebowski

Editing Uschi Heidel, Dr. Isabell Lisberg-Haag,
Trio MedienService, Bonn
Anke Sobieraj, Bastian von Jarzebowski, DAAD

Image editing Violeta Djordjevic

Proofreading Robert Brambeer, Titisee-Neustadt

Layout and typesetting LPG Loewenstern Padberg
GbR, Bonn

Printed by Köllen Druck + Verlag GmbH, Bonn

ISBN 978-3-87192-903-8

Edition May 2014 – 1,500

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