



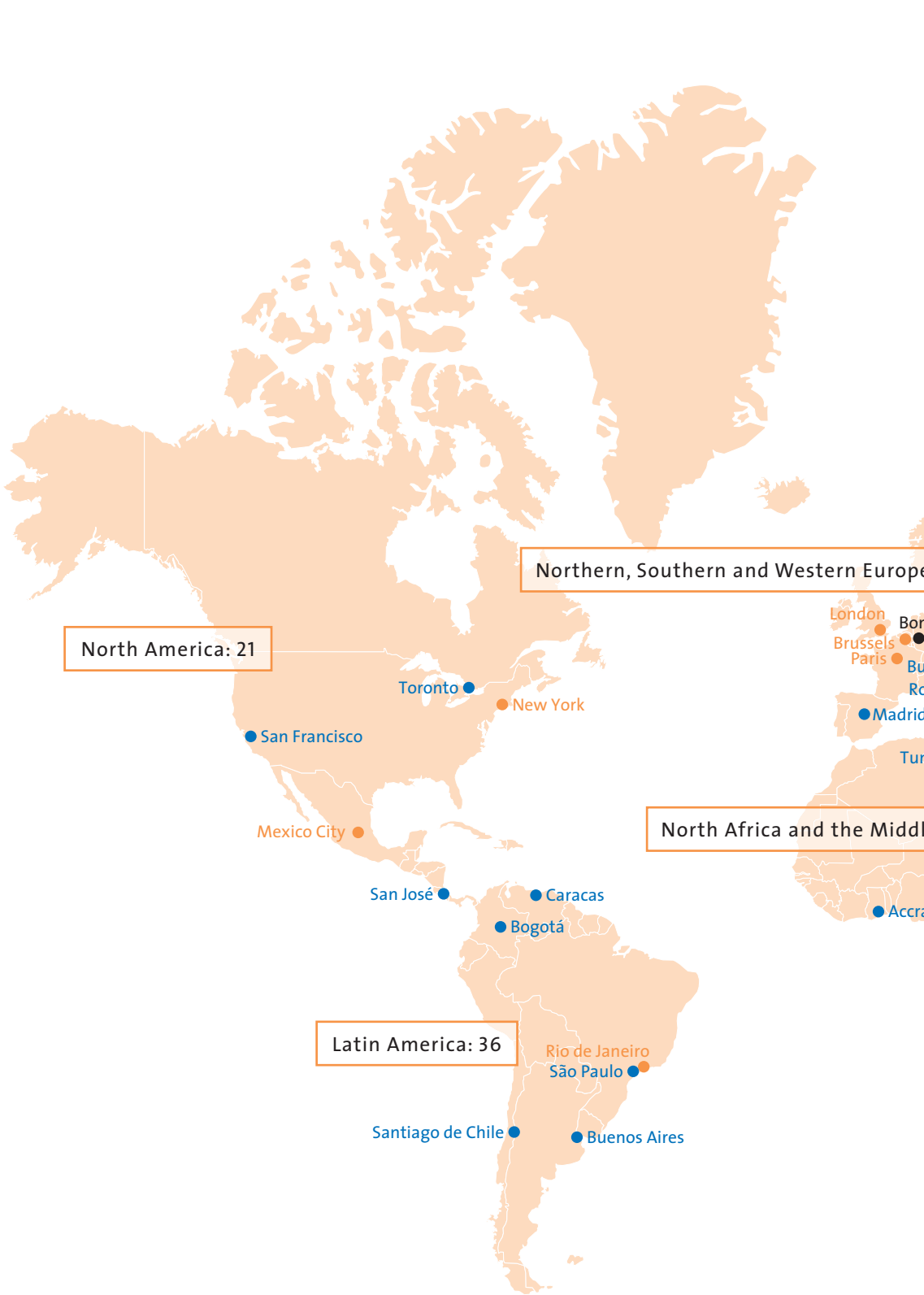
# 2014

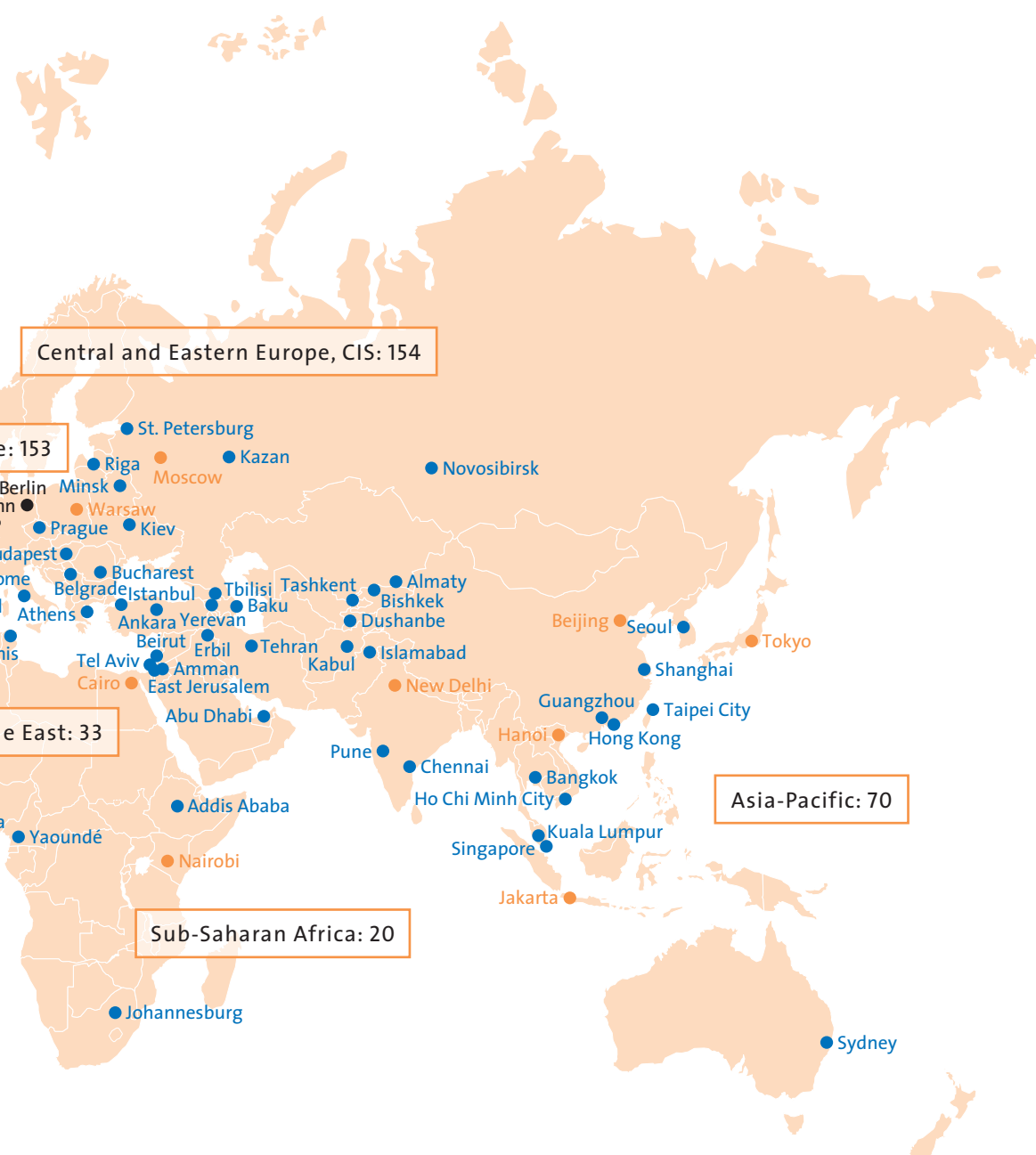
# Annual Report

**DAAD**

Deutscher Akademischer Austauschdienst  
German Academic Exchange Service

The DAAD worldwide





● 15 Regional Offices

● 56 Information Centres (ICs)

● DAAD Head Office and Berlin Office

□ 487 Lektors

April 2015

**Annual Report**  
of the German Academic  
Exchange Service  
**2014**


The DAAD doctoral scholarship made it possible for my wife and me to live and study in Germany. As a professor at the Freie Universität Berlin, I have been able to supervise the doctoral research of Mexican scholarship holders. In this sense, my scholarship resulted in a cascade of new PhDs which has benefited both Mexico and Germany. I cannot overstate the impact the DAAD has for the professional development of junior researchers.

**Prof. Dr. Raúl Rojas**

DAAD doctoral scholarship holder (1982–1986) from Mexico and today Professor of Intelligent Systems and Robotics at the Freie Universität Berlin. He was named “University Professor of the Year” by the German Association of University Professors and Lecturers (DHV).





A photograph of two men walking from left to right. The man in the foreground is wearing a purple and white plaid shirt, glasses, and a backpack. He is carrying a white tote bag with the text 'Austausch' visible. The man behind him is wearing a dark jacket and also has a backpack. The background is a blurred blue wall.

In 2014, 52 percent  
of DAAD scholarship  
holders were women.



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

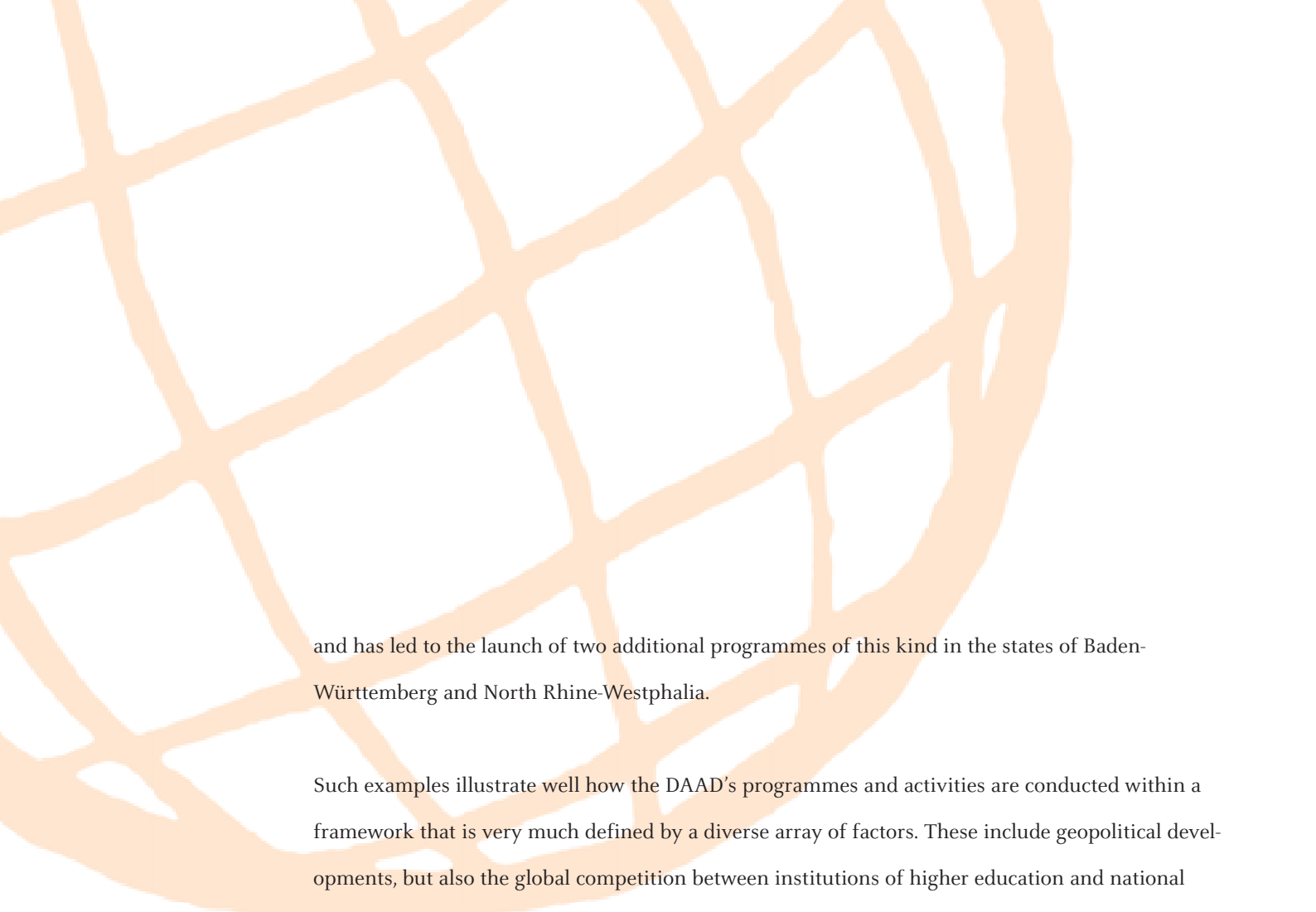


## Dear Readers,

Last year the world commemorated the outbreak of the First World War one hundred years ago. It was a topic that played a central role in public discourse everywhere: numerous forums, both public and private, discussed new perspectives, interpretations and theories on the war. It was also a year that clearly demonstrated that aggression, conflict and violence are still very much part of our world and that today's military conflicts pose extremely difficult challenges for the international community. The search for workable solutions points, time and again, to the need for international cooperation and dialogue. Even when political and diplomatic channels are obstructed, academic exchange is very often still possible, and can make a valuable contribution to conflict resolution and international understanding.

A case in point: the German Academic Exchange Service (DAAD) responded last year to the Ukraine crisis by intensifying cooperation with the European Union's eastern neighbours, while at the same time sustaining the longstanding friendships and trusted working relations with the Russian academic community. One example of this kind of collaboration in the face of political crisis was the founding of the first German-Russian university last September at the renowned Kazan National Research Technical University.

The situation is quite different in Syria, where terrorism and civil war have destroyed the educational and research infrastructure and made international academic exchange impossible. Against this backdrop, the DAAD not only continued its standard programmes for Syrian scholars, but launched a special programme for Syrian refugees. The goal of this new programme, which is funded by the German Federal Foreign Ministry, is to prepare potential leaders for the country's rebuilding phase after the fighting has ceased. The programme has generated tremendous interest already



and has led to the launch of two additional programmes of this kind in the states of Baden-Württemberg and North Rhine-Westphalia.

Such examples illustrate well how the DAAD's programmes and activities are conducted within a framework that is very much defined by a diverse array of factors. These include geopolitical developments, but also the global competition between institutions of higher education and national science systems. For institutions of higher education and research, the internationalisation process takes place between the "poles" of international cooperation and networking on the one hand, and competition for top talent for science and industry on the other. As the world's largest funding organisation for academic exchange, the DAAD helps drive this internationalisation process forward. In the reporting year it provided financial support to 121,116 persons in Germany and abroad. On behalf of its membership, which includes 238 higher education institutions and 107 student bodies in Germany, the DAAD engages in and contributes to foreign cultural and educational policy, Germany's national education and research agenda and international development cooperation.

The year 2014 marked an extremely successful year for the internationalisation of German institutions of higher education. A double record was set for the number of foreign academics in Germany. First, the number of visiting academics increased significantly, up to 45,000; and second, the percentage of foreign academics at German institutions of higher education exceeded ten percent of total academic staff for the first time. In addition, the number of foreign students on German campuses grew to a record 300,000, securing third place for Germany on the list of the world's most important academic host countries.



**Prof. Margret Wintermantel greets DAAD scholarship holders at a gathering in Darmstadt.**

Our goal is to increase the total number of foreign students in Germany to 350,000 by 2020 – a target that is also anchored in the German federal government’s coalition agreement. This is an ambitious goal, but the DAAD’s diverse range of information services, support services and exchange programmes – ranging from “classical” individual scholarships, to regional or discipline-specific programmes, to special programmes in cooperation with foreign partners – ensure that our 2020 goals remain attainable. One such special programme is the Brazilian scholarship programme “Science without Borders” which was renewed and expanded in 2014 as a result of its great success over the last three years.

Last year was also successful in terms of the overall mobility of German students, with the number of German students abroad increasing by two percent up to approximately 140,000. Important drivers of mobility were the DAAD individual scholarship programmes, the PROMOS programme to enhance the mobility of German university students, and the European Union’s highly successful ERASMUS+ programme, which is administered by the DAAD. The DAAD programme “Strategic Partnerships and Thematic Networks”, launched in 2012, also makes an important contribution to greater mobility in German higher education by heightening the international profile of German universities. Due to the tremendous interest in the “Strategic Partnerships and Thematic Networks” programme, a new call for applications was issued in 2014.

Against the backdrop of a dynamic world stage, 2014 was a year of change within the DAAD as well. Our “Strategy 2020”, which we presented in early 2013, is designed to keep us “on track” moving forward – to ensure that the DAAD responds strategically and successfully to future challenges. An important first step – and one that we took in 2014 – was a comprehensive re-structuring of

our organisation. The intention here was to achieve an even greater degree of professionalism and efficiency in administering our two core responsibilities – awarding individual scholarships to students and researchers, and supporting university partnership programmes and international study and exchange programmes. This new structure, which was implemented on 1 January 2015, ensures that the tremendous knowledge generated by the collaboration between our global network of 15 regional offices, 56 information centres and foreign partners can be consolidated and processed in a more targeted, effective manner. In the end, we want to do even more to share this knowledge with our member universities in Germany, with our partners at home and abroad, and with decision-makers in the areas of cultural, educational and development policy.

This Annual Report will guide you through 2014 based on the organisational structure that still applied for the reporting year. In the appendix you will find a guide to the organisational structure of the “new DAAD”.

I hope you find the report to be informative and inspiring.



**Prof. Dr. Margret Wintermantel**  
President, German Academic Exchange Service (DAAD)  
Bonn, April 2015



I.

Who we are

# Change by exchange

## Towards equal opportunity

Marriage at a young age and limited access to education are everyday realities for many women in Yemen. Even applying for an identification card might require the consent of a male guardian. DAAD scholarship holder Suaad Abdo, 34, is waging a campaign against this gender inequity in her home country. “I want to show women that they have a voice and the right to fight for it”. Her experience as a DAAD scholarship holder in Thuringia, Germany, changed her life. “Through my encounter with the German culture and the dialogue with students from all around the world, I not only became familiar with different points of view, but also with hands-on tools for achieving my goals,” says Abdo.

DAAD scholarship holder Ahed O Abu Tayyem, a native of the Palestinian territories, shares a similar experience. After receiving his bachelor’s degree at the Islamic University of Gaza, Tayyem enrolled in a master’s degree programme in Industrial Engineering at the University of Jordan – in part because so few programmes of that kind exist in the Palestinian territories. Committed to making a contribution to the development of his homeland, Tayyem sees the DAAD in-country/in-region scholarship programme as a big opportunity. “Industrial engineers have the skills and know-how that can be applied very effectively to a country’s development,” he says.

Even in Germany there is plenty of room for improvement in the area of equal opportunity.


In Germany one’s social background plays a major role in the decision to pursue higher education – more than in most Western industrialised nations. Among families in Germany in which one or both parents have a university degree, roughly 77 percent of children pursue higher education. This figure drops dramatically for families in which the parents do not have a higher education degree. Only 23 percent of their children opt to pursue higher education themselves. One of these is Katja Urbatsch. A DAAD alumna, Urbatsch initiated “arbeiterkind.de” to help level the playing field. “We want to encourage young people to pursue higher education, to inform themselves about scholarships and other funding and support opportunities, and to set an example for others,” explains Urbatsch.

These three stories underscore why the DAAD is committed to “Equal Opportunity in Education and Research”, and why the DAAD made equal opportunity its central theme in 2014. All three of these young men and women embody its core mission of “Change by Exchange”.

## Long-standing presence in Africa

The DAAD’s presence and engagement in Africa goes back several decades. In 2014 the DAAD regional office in Nairobi celebrated its 40th anniversary. What began with a small, one-room office in Kenya’s capital city has grown to become an important base of international operations. Over the years the DAAD has provided funding

The DAAD regional office in Nairobi celebrated its 40th anniversary in 2014.



Total funding 1950–2014:

860,000

FOREIGNERS HAVE EXPERIENCED  
LIFE IN GERMANY

1,175,000

GERMANS HAVE SEEN  
THE WORLD

and support to more than 25,000 African students and researchers, including 4,783 persons in the Sub-Saharan Africa region in 2014 alone. Today DAAD alumni in Africa play a pivotal role in the region as university executives, leaders of academic organisations, such as the Commission for University Education in Kenya, or as high-ranking government officials in Tanzania.

### German in demand worldwide

German courses are in great demand at colleges and universities around the world. Interest in the German language is especially high where there are close academic ties to Germany, where Germany is perceived as a major international centre for science and research, and where outstanding educational opportunities are offered

in connection with Germany. The DAAD's transnational education projects play an integral part in this, such as the Turkish-German University (TDU) in Istanbul which officially opened in 2014.

At the same time, the "customer's" demands and requirements have changed considerably in recent years. Young people today want to learn modern conversational German along with the more technical language specific to their discipline – all within a relatively short period of time. This is no easy task for the 608 Lektors and 293 language assistants the DAAD supports around the world. In response to the challenge, the DAAD published a position paper in 2014 outlining the DAAD's role in promoting the German language based on current needs and perspectives.

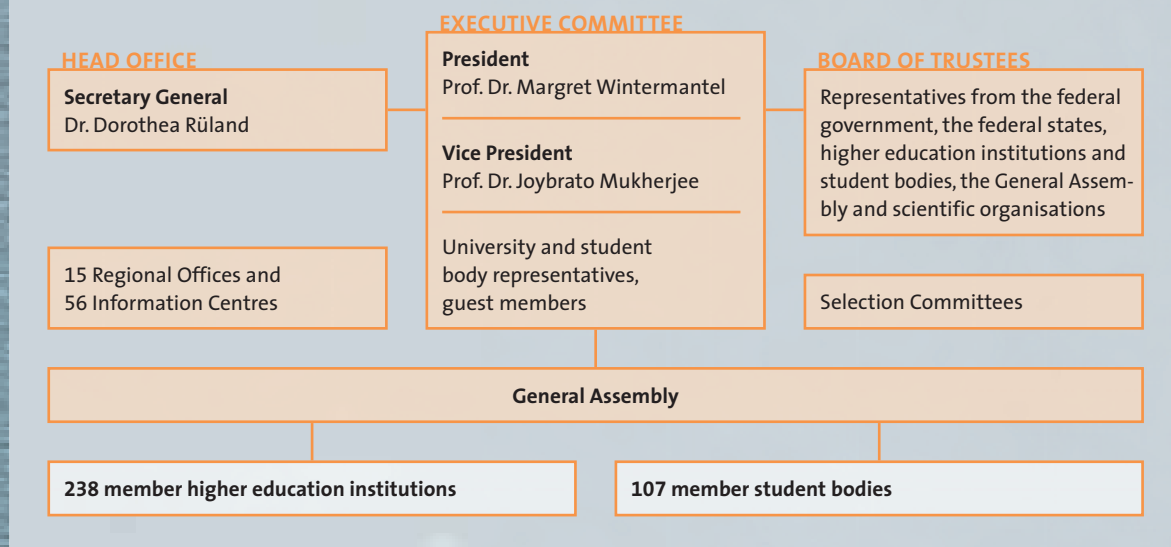


Fifteen regional offices and 56 information centres represent the DAAD throughout the world.



**Table 1 :** Key figures in the DAAD's development 1950–2014

	1950	1960	1970	1980	1990	2000	2010	2013	2014
DAAD scholarship holders (total)	426	4,861	10,883	21,813	38,883	64,047	105,886	119,906	121,116
from Germany	230	1,710	2,035	7,699	16,909	37,451	63,807	69,813	72,862
from abroad	196	3,151	8,848	14,114	21,974	26,596	42,079	50,093	48,254
Print-run of publications		155,000	200,000	415,000	427,000	825,000	1,600,000	1,700,000	1,900,000
Budget (expenditures / in thousand EUR)	75	4,512	26,404	69,936	134,590	218,801	383,977	429,802	440,649
Established posts (Headquarters, Regional Offices, Berlin Office)	8	48	142	215	309	307,5	293,5	287,78	287,78
Project and third-party-funded posts		6	2	12,5	25,5	161	534,5	622,7	606,46
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	239	238
Member student bodies		32	37	49	99	127	124	122	107
Commission members		44	187	328	474	543	584	549	526



## The DAAD's structure

### In response to political developments

In 2014 the DAAD responded on short notice to a number of political developments, including the civil war in Syria and the violent clashes in Ukraine. It reacted by expanding its programmes – funding and other forms of support for academic exchange and cooperation – as a way to stabilise higher education in the crisis regions. The new scholarship programme “Leadership for Syria” broke all previous records with over 5,000 persons applying for 200 available scholarships.

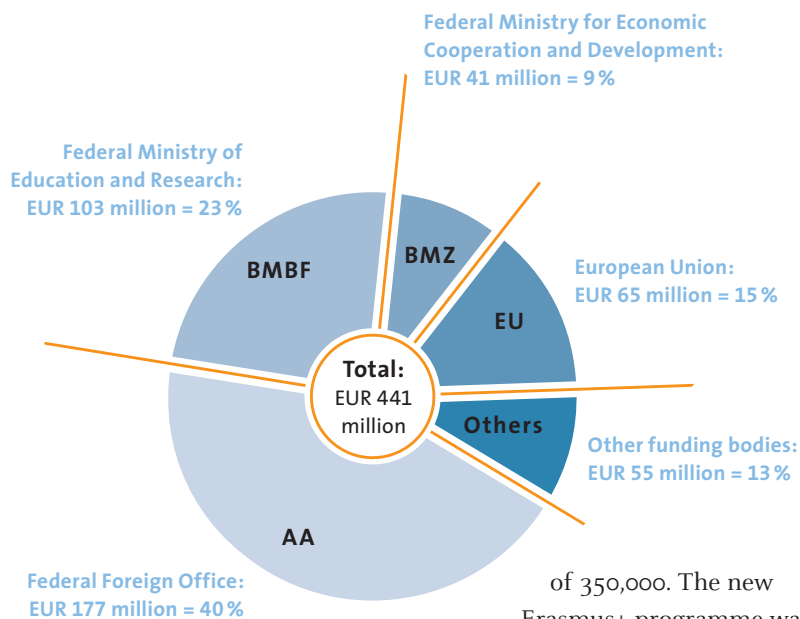
Driving social change by exchange around the world requires a global network; 15 regional offices and 56 information centres represent the DAAD throughout the world. The expertise of DAAD staff in Bonn, Berlin and around the world guarantees that every DAAD project

benefits from international experience and multiple points of view.

### Growing international importance

The DAAD is the world’s largest funding organisation for academic exchange. With its three strategic action areas “Scholarships for the Best”, “Structures for Internationalisation” and “Expertise for Academic Collaborations”, it relies not only on innovative new ideas, but also on experience and continuity. In line with its Strategy 2020, the DAAD introduced a new organisational structure in 2014. During the 2013/14 winter semester, over 300,000 foreign students were enrolled in German institutions of higher education. This new record of foreign student enrolment in Germany confirmed the success of the DAAD’s work and marked an important milestone on the way toward its 2020 target

**For the first time, over 300,000 foreign students were enrolled in German institutions of higher education during the 2013/14 winter semester.**



## DAAD Budget 2014

of 350,000. The new Erasmus+ programme was a major contributor to this success.

The DAAD is maintained by its members, which include German institutions of higher education and student representative bodies. In 2014, member numbers totalled 238 higher education institutions and 107 student representative bodies. The General Assembly elects the DAAD Executive Committee, which has been headed by Prof. Dr. Margret Wintermantel, the honorary DAAD President, since 2012. Vice President is Prof. Dr. Joybrato Mukherjee, President of the University of Giessen. Dr. Dorothea Rüland has served as the DAAD Secretary General since October 2010.

The DAAD budget is primarily comprised 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 various enterprises, organisations and foreign governments.

### 90 years of service around the globe

For nine decades now, the DAAD has been working to provide students, researchers and teaching staff access to the best study and research opportunities. The DAAD is celebrating its 90th anniversary in June 2015 with a gala event in

Berlin. The DAAD success story began in 1925 in Heidelberg, where student and future Harvard Professor Carl Joachim Friedrich succeeded in securing 13 scholarships from the Institute of International Education in New York. Beginning in 1933, the international network was increasingly used for National Socialist propaganda and the DAAD was dissolved in 1945 after its headquarters in the Berlin City Palace were bombed.

Nevertheless, the idea behind the organisation was kept alive and the DAAD was re-established just five years later, this time as an association. In 1950 its budget consisted of approximately 75,000 euros for 400 students; in 2014 the total budget was 441 million euros – a good indication of the DAAD's growing role and importance over time. Indeed, for many years now, the DAAD has done much more than grant scholarships. It also promotes the mobility of undergraduates, graduate students, researchers, scholars and artists, and helps advance internationalisation of Germany's institutes of higher education. The DAAD conducts international marketing activities to promote Germany's higher education and research institutions, supports developing countries in establishing efficient and effective higher education institutions of their own, promotes the study of the German language abroad and consults on issues of cultural, education and development policy. All of these activities combine to help open up Germany and strengthen its overall competitiveness in today's globalised world.





II.

Our goals

# Scholarships for the best

## Scholarships for foreigners

German universities remain attractive for undergraduates, graduate students and doctoral candidates from abroad. After the USA and United Kingdom, Germany is the third most popular host country for foreign exchange students. In the winter semester 2013/14, the number of foreign students enrolled in German universities reached the 300,000 mark for the first time; approximately one out of ten students enrolled at German universities came from abroad. The attractiveness of Germany as a centre of research and scholarship is reflected in the number of applications received by the DAAD year after year. For the 2013/14 application period, the DAAD received some 24,000 applications for its

roughly doubles the number of DAAD doctoral scholarships for foreign students from developing and emerging countries.

The demand for scholarships is either steady or growing in most regions of the world. The number of applications coming from Eastern Europe is traditionally very high. For the 2013/14 application period, a total of 9,587 students and young researchers submitted applications – a number which nearly matched the previous year's figure (9,922). Out of this large pool of Eastern European applicants, a total of 2,349 scholarships were awarded.

*The demand for DAAD scholarships among foreign students and researchers is on the rise, due mainly to the high quality of education and research at German institutions of higher education.*

main study, research and work stay programmes, and the DAAD selection committees were able to award over 5,000 scholarships to the best applicants. Added to this are the foreign government scholarship programmes administered jointly by the DAAD and foreign partners, which

The demand for DAAD scholarships continues its steady growth in Western Europe and North America as well. The number of applicants hoping to conduct a study or research stay in Germany was once again higher than the previous year – up from 3,092 to 3,269. Particularly noteworthy here is the rapid growth in the number of doctoral candidates and experienced researchers applying for short research stays in Germany, which was up by 26 percent from 802 to 1,011 – yet another confirmation of the positive image of German universities internationally and their ability to attract more and more foreign scholars and researchers. Today 10.3 percent of all research and arts staff at German institutions of higher education come from abroad. As documented by the DAAD's STIBET study, these international scholars are attracted to Germany most of all due to the high quality of education and research in Germany.



Certainly the economic crises in many countries around the world have increased interest in study and research opportunities in Germany – a country not only recognised as an outstanding centre for research and scholarship, but also for its exceptional economic and social stability as compared to other countries. The current application period, for example, saw a 12 percent

increase in scholarship applications from Greece, and even a 25 percent increase in applications from Italy. In Southern Europe (Italy, Greece, Portugal and Spain) there was also a 25 percent increase in the number of doctoral candidates and experienced researchers applying for short research stays in Germany (up from 373 to 467). >



## For justice

### Interview with DAAD alumna Suaad Abdo

Suaad Abdo is from Yemen and, as a DAAD scholarship holder, studied in the Public Policy and Good Governance (PPGG) master's programme at the Willy Brandt School of Public Policy in Erfurt. She has a passion for women's education and gender equality, areas in which she has been involved for many years in her home country.

*How did you gain from intercultural exchanges during your scholarship?*

The time in Thuringia changed me, both personally and intellectually. I am much more independent and confident than I was before the programme; German culture and the exchange with other international students have very much enriched my life. Not only have I gained new perspectives, but also learned about other ways and methods to reach my goals. I have also developed myself academically, and am specialising now in conflict management.

*Your master's thesis focused on female refugees from Syria. After you return to Yemen, how do you intend to engage for the rights of Yemeni women?*

My studies and experiences in Germany have strengthened my sense of purpose. I find it intolerable that girls are denied access to education. So my vision is a continuing education centre for girls where they can learn foreign languages, since language skills can open doors to foreign cultures and ways of life. That can be a source of motivation in one's own life.

*What's at the core of your commitment?*

I view it as my social responsibility to share my knowledge with others. I myself am lucky, as my parents, especially my mother, have always supported my goals.

*Previous to your studies in Germany you had worked for Soul for Development, a non-governmental organisation in Sanaa, the Yemeni capital.*

*What were your goals there?*

For us it was mainly about informing women of their rights

and ensuring equality of opportunity in education. To this end, the NGO focuses its support on the education sector and is involved in youth literacy, especially literacy for women. But none of this can work if it is against the will of the men, which makes things difficult.

*How do you encourage the women?*

Since the family is the smallest unit of society, change must start there. Women should partake in their family's decision-making and be able to contribute to the family's income. So we've made it clear to both men and women in workshops: educated women can take better care of a family's interests, and are therefore an advantage for everyone.

### Special Syria programme provides hope and direction in a time of crisis

In late 2014, the DAAD was forced to respond to an entirely different kind of crisis. The civil war in Syria has caused not only destruction and unimaginable suffering, but raises the sad prospect that the country could lose a whole generation of scientists, scholars, professionals and leaders as a result of the conflict. The DAAD's response was to initiate the new "Leadership for Syria" programme in close collaboration with

the Federal Foreign Ministry. The programme is designed to prepare capable and responsible-minded young people for the challenge of rebuilding their country's social, economic and academic institutions and infrastructures after the civil war. At the end of 2014, the DAAD issued a call for applications for "Leadership for Syria" and received over 5,000 applications. A selection committee will award some 200 scholarships to Syrian bachelor, master and doctoral students from all academic disciplines.



The scholarship includes German language courses and a compulsory programme in good governance. In addition, the DAAD will continue to offer its regular scholarship programme for Syrian doctoral candidates.

### Greater diversity at the doctoral level

Funding for highly qualified doctoral candidates is a core DAAD activity. Over the last several years, structured PhD programmes have established themselves alongside more traditional individual doctoral study. With its Graduate School Scholarship Programme (GSSP), the DAAD wants to increase the percentage of foreign doctoral candidates in structured PhD programmes. As part of the GSSP, selected universities receive support to establish and develop collaborative research projects with foreign partners. As part of such international structured PhD programmes, they can apply for DAAD-financed scholarships for foreign candidates. The second selection round for the GSSP took place in March 2014. A total of 68 applications were received, from which 42 were selected

to receive funding. In addition, 141 candidates from the GSSP-financed PhD programmes were nominated for a scholarship, from which 63 were selected to receive funding. Sixteen of these scholarship holders are doctoral candidates from Sub-Saharan Africa – a strong development and confirmation that the DAAD has succeeded in providing applicants from developing and emerging countries with access to outstanding German doctoral programmes. <<

**The new DAAD programme “Leadership for Syria” prepares future Syrian leaders for the challenge of rebuilding their country’s political, social, economic and scientific institutions and infrastructures.**



## Scholarships for Germans

**University students from educationally disadvantaged groups still go abroad less often than their fellow students. Several sources of funding can help overcome the financial hurdle – among them the DAAD scholarship programmes.**

More and more German university students are spending time abroad. In 2013, 29 percent of all bachelor's and 41 percent of all master's degree students had completed an academic stay abroad by the time they completed their degree programmes. This marked a 12 percent increase among bachelor's degree students and 5 percent increase among master's degree students as compared to 2011. The DAAD offers a broad spectrum of scholarship programmes for qualified students and young researchers looking to gain international experience. These programmes give future leaders in the sciences, industry and academia the chance to prepare for professional life in a highly international environment at some of the most interesting locations worldwide. Individual scholarships are the DAAD's main form of financial support. These enable scholarship holders to plan their own foreign study visits, research stays, language programmes, or work assignments 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, in particular for master's degrees.

### Going abroad builds character

Spending time abroad can boost academic and career success, but studying in a foreign country also has an impact on personal and character development. Long believed to be true, this idea has now been proven by Dr. Julia Zimmermann at the Friedrich Schiller University Jena. As part of her study, the former DAAD scholarship holder surveyed some 1,000 students at 200 German universities and demonstrated that a stay abroad has a positive impact on character traits such as openness, conscientiousness, cultural sensitivity and emotional stability.

Whether a young person takes the "plunge" into foreign waters still depends to some degree on his or her socio-economic background. There are several options available to help overcome the financial hurdle of an academic stay abroad. These include the DAAD individual scholarship





## Greater educational equity

### DAAD alumna helps open the door to higher education

For Katja Urbatsch it's a full time job supporting Germany's "first generation" university students. The DAAD alumna, founder and managing director of Arbeiterkind.de, encourages and helps children from non-academic, working-class families to pursue higher education.

A look at the statistics quickly reveals Urbatsch's motivation. Today in Germany, a person's level of education is still closely related to their parents' level of education. According to the current survey by the German National Association for Student Affairs (DSW), only about 23 percent of young people from non-academic families will opt to pursue higher education themselves, although twice as many are eligible to do so. In contrast, if one or both parents have a university degree, this figure climbs dramatically to about 77 percent. "This needs to change," says Katja Urbatsch. "And this is why we go into the schools and explain to young people from non-academic families the benefits of a university degree." Arbeiterkind.de also provides practical tips on study and financing opportunities, sponsors information booths at events, runs a telephone hotline, and even organises local

informal "Stammtisch" events where young people can discuss and ask questions in a relaxed social atmosphere. Urbatsch's initiative also provides information on how to study abroad with limited financial means.

Today Urbatsch and her Arbeiterkind.de programme are supported by over 5,000 volunteer mentors in 70 local groups – and the numbers are growing. "We're getting bigger all the time," reports Urbatsch, who, thanks to a DAAD scholarship, studied at Boston University in 2002/03 as part of her master's programme in North American Studies, Business Administration and Journalism/Communications.

"We gain someone new almost every day and the groups are becoming more and more active," reports Urbatsch. "And our mentors are also active today in more rural areas, encouraging school-age kids from non-academic families to pursue a university degree," reports Urbatsch.

### When the built-in support is not there

So why do young people from working-class families tend to decide against higher education? "The problem has many facets," says Urbatsch. "As the first in my family to attend university, I speak from experience." Lack of financial resources plays a role, but it is also due to a lack of intellectual support and



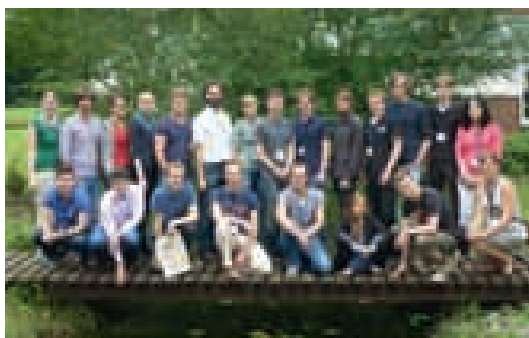
Katja Urbatsch has found her calling helping young people from non-academic families find their way to university.

encouragement on the part of the parents. "What is it like to work in an academic context? How do I apply for a scholarship? How can I land an internship? My parents were not able to answer any of these questions," says Urbatsch.

Even after obtaining a higher degree, "first generation" graduates face tougher conditions than their peers. "Having the right connections plays a big role in career opportunity and advancement, which is why we offer mentoring," says Urbatsch. With her Arbeiterkind.de initiative, its long list of services and growing network of mentors, the DAAD alumna is in a position to make a lasting contribution to educational equity in Germany.

Successful young researchers in the P.R.I.M.E. programme assemble for the kick-off in Bonn (left).

With “RISE worldwide” to South Africa’s Northern Cape.



programmes and the PROMOS programme, through which the DAAD supports stays abroad through the universities. EU mobility programmes such as Erasmus+ and the German Federal Training Assistance Act (BAföG) also help make international study possible. The fact that university students from educationally disadvantaged groups go abroad more seldom than their academic peers is also due to the fact that they assess the value of a stay abroad somewhat lower, and are less likely to have spent time abroad during their school years. A university student with prior experience abroad will be more open to the idea of going abroad during his or her degree programme.

### New ways to support young researchers

The DAAD programme “Postdoctoral Researchers International Mobility Experience” (P.R.I.M.E.) is a new approach to promoting international mobility among young researchers. The funding covers a one-year research stay in a foreign country followed by a half-year reintegration phase at a German university. During the stay abroad, the researcher can already begin working with the German host university to plan and prepare the continuation of his or her research back home. This helps ensure that the newly acquired knowledge is put to use as efficiently and effectively as possible back in Germany. The P.R.I.M.E. programme is open to applicants of all nationalities, and is therefore an attractive opportunity for foreign students pursuing their doctoral studies in Germany. Response to the

programme has revealed tremendous demand in this area. The first call for applications resulted in 344 application submissions, from which 31 top candidates were chosen to receive funding. Funding for P.R.I.M.E. is provided by the Federal Ministry of Education and Research (BMBF) and the EU programme COFUND.

### Internships around the world

Whether in Latin America, Africa or Asia, the “RISE worldwide” programme has established partnerships in countries such as South Africa, Costa Rica, Kyrgyzstan, Taiwan and Japan. Each year “RISE worldwide” provides research internships to German university students in the field of medicine as well as in the natural, geophysical and engineering sciences.

Despite challenges on the political and economic front, the “Russia in Practice” programme maintained its successful trajectory. As part of the programme, German companies provide German university students and graduates with internships in their Russian branch offices, where interns gain valuable insight into possible fields of work. “Russia in Practice” remains an attractive opportunity with benefits for both students and participating companies.



With its P.R.I.M.E. programme, the DAAD continues to explore new channels for international mobility for young researchers. Of the 344 applicants who responded to the first call for applications, 31 were selected to receive funding.



## “Kolleg Europa” fosters interdisciplinary exchange

“Thinking about Europe in terms of solidarity” (“Europa solidarisch denken!”) is the motto of the interdisciplinary “Kolleg Europa”, launched in 2014 as a joint initiative of the DAAD, the Alfred Toepfer Stiftung F.V.S. and the Studienstiftung des deutschen Volkes. Over the course of one year, “Kolleg Europa” offers 60 graduate students the opportunity to take part in interdisciplinary, international working groups on topics related to Germany and Europe – an opportunity for dialogue, exchange, networking and defining the research topics of the future.

In late September 2014, “phase one” of the Kolleg kicked-off with an event at the Wannsee Forum in Berlin. The opening ceremony included welcoming speeches by high-ranking representatives of the three partner institutions and was followed by a plenary session on the question of solidarity in Europe. All of the lecturers took part in the plenary session, including Prof. Michael Werner, director of the Centre interdisciplinaire d’études et de recherche sur l’Allemagne (CIERA) and Prof. Ton Nijhuis, director of the Institute for German Studies (DIA) at the University of Amsterdam. This was followed by lectures and, among other items on the agenda, a podium discussion on the Ukraine conflict, organised in part by Russian and Ukrainian students. The week-long Kolleg event finished with field trips to the House of the Wannsee Conference, to the Weißensee Jewish cemetery and Tempelhof Park.

The participants of the Kolleg included seven master’s students and eight PhD students from 10 countries, all of whom study and/or work at

DAAD-supported centres for German and European Studies. The participants took part in working groups led by international experts, engaging with students from German and international universities in discussions on the subject of “Who shapes Europe? Civil societies, parties, borders and national identities in Europe” and “How do we tell the European story? – Cultural (inter)relationships and European spaces of resonance”. The discussions considered historical, economic, legal and cultural-studies perspectives.

### Supporting young multipliers

With its “Kolleg Europa” programme and its Centres for German and European Studies, the DAAD pursues comprehensive goals: to bring together and inspire international and German students across disciplines and national boundaries, and to give this young generation of multipliers the German/European expertise they need to ensure continuity in the collaborative efforts between Germany and its partner countries. With funding provided by the Federal Foreign Office, the DAAD currently supports 17 centres in 11 countries.

Relaxed atmosphere at Lake Wannsee in Berlin.



# Structures for internationalisation

## University internationalisation strategies

An international outlook and strong ties to international university partners has long since characterised the higher education landscape in Germany. The DAAD supports these universities and their international partners to further develop these networks and implement their internationalisation strategies.

### **‘Welcome’ culture helps foreign students acclimate**

Foreign students and researchers are often more productive and successful during their stay in Germany if they can integrate into university life and the German culture. To support this, the DAAD works to create a “welcome” culture through various programmes designed to foster openness and hospitality. First and foremost on this list of programmes is the scholarship and support programme STIBET, for which the Federal Foreign Office (AA) provides some 7.5 million euros in funding each year. A programme evaluation combined with a survey of 11,000 foreign students confirmed the success of STIBET. The majority of the universities surveyed indicated that over 50 percent of investments in the “welcome” culture were made by the STIBET programme; for roughly one-third of participating universities this figure was over 80 percent. The majority of foreign students are satisfied with their stay in Germany and 54 percent even want to stay in Germany after completing their studies. Nonetheless, many foreign students still find it difficult to make contact to Germans, and many still choose to cut their stay

short. These are indications that there is still much to be done – and reason enough for the DAAD to further expand STIBET.

The European Union’s Erasmus programme has served as a cornerstone of internationalisation for over 25 years. The international dimension in the new Erasmus+ programme now gives students from outside the EU the opportunity to complete part of their degree programme at an Erasmus university; at the same time students from EU countries can conduct semesters abroad in non-EU countries (see ‘Highlight’ p. 32/33).

### **Quality over quantity**

More recently, internationalisation efforts on the part of German universities have focused on building international alliances – an objective in line with the DAAD’s young flagship programme “Strategic Partnerships and Thematic Networks”. This programme, which issued its first call for applications in March 2012, represents a new generation of DAAD modular programmes. It provides targeted, effective support to German universities with implementing their internationalisation strategies. Partnerships throughout the world are used to enhance a university’s international competitiveness and prestige. The focus on quality rather than quantity enables international cooperation partners to replace random individual initiatives with carefully planned and targeted, long-term partnerships.

**The scholarship and support programme STIBET is first on the list of DAAD programmes designed to make foreign students feel welcome in Germany.**



The first 21 projects were approved in early 2013, each with a funding duration of four years, and the first two years have proven successful as collaborative partnerships take hold, common structures are established and expanded, and the partnerships attract more and more international attention. One example is the thematic network “Zones of Cultural Contact and Conflict in Eastern Europe”, which involves the Herder Institute for Historical Research on East Central Europe,

Giessen University, as well as universities in Almaty (Kazakhstan), Minsk (Belarus), Łódź (Poland), Kazan (Russian Federation) and Cluj-Napoca (Romania). Another example is the strategic partnership between Leibniz Universität Hannover and St. Petersburg State Polytechnical University, which focuses on establishing joint double-degree programmes, promoting young researchers and forming collaborative networks between research projects and teams. ➤

**The “Strategic Partnerships and Thematic Networks” represents a new generation of DAAD programmes. The focus on quality rather than quantity takes international cooperation to a new level. The programme’s second call for applications was issued in 2014.**





The “Strategic Partnerships and Thematic Networks” projects also receive ongoing support from the DAAD. Due to the continued demand on the part of universities, a second call for applications was issued in July 2014 and once again elicited a very positive response, with a total of 89 applications submitted. As with the first call for applications, the engineering and natural sciences were the most common areas of focus among the applicants.

### Taking the lead internationally

Also in great demand around the world are German transnational education (TNE) programmes, which the DAAD has supported for over ten years through a dedicated TNE programme. With funding from the Federal Ministry of Education and Research (BMBF), TNE programmes emphasise quality and international cooperation, and are highly regarded around the world. The most visible of these projects at the international level are the newly-established universities such as the German University in

Cairo (GUC), the German Jordanian University (GJU) and the German University of Technology (GUTech) in Oman. More than 20,000 students are currently enrolled in German TNE projects, which have produced over 10,000 graduates in the last several years. After opening its doors in September 2013, the new Turkish-German University in Istanbul was officially inaugurated by German Federal President Joachim Gauck and Turkish President Abdullah Gül on 29 April 2014. The university began with three bachelor’s and three master’s degree programmes; additional degree programmes are planned for 2015. Five German universities – FU Berlin, TU Berlin, Heidelberg University, the University of Cologne and the University of Potsdam – are collaborating with the Turkish-German University to develop and establish each of its five academic departments.

### Competition to increase international mobility

Roughly one in three university students in Germany spends a portion of their university years abroad. Although this is a large percentage compared to other countries, the DAAD wants to increase this rate to 50 percent by the year 2020. In 2014, the DAAD intensified its “go out! study worldwide” information and marketing campaign financed by the Federal Ministry of Education and Research (BMBF). With added emphasis on media relations, the campaign also reached out to secondary school teachers as an important multiplier group along with

**German Federal President Joachim Gauck and Turkish President Abdullah Gül officially opened the new Turkish-German University in Istanbul in April 2014.**





**Table 2 : Programmes to promote the internationalisation of higher education in 2014 (selection)**

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
<b>I. Higher education cooperation and networks</b>			
<b>Partnership programmes</b>			
A new passage to India	34	784	3,130
PPP – Project-related exchange programmes	762	2,201	3,249
Partnerships with Eastern and South-Eastern European countries	86	3,983	1,924
Partnerships with Japan and Korea	33	141	344
IPID / IPID4all – International Doctorates in Germany	61	162	1,073
Strategic Partnerships / Thematic Networks	21	1,320	3,579
Welcome to Africa / ICT for Africa	14	301	1,299
Programmes promoting academic cooperation with Greece / South-Eastern Europe	52	495	884
Support and events for DAAD alumni abroad	78	1,997	2,878
<b>Transnational educational projects</b>			
Study programmes run by German higher education institutions abroad	26	308	3,727
Study courses in German	33	576	1,519
Bi-lateral educational partnerships with universities and colleges abroad	5	383	3,545
<b>Specialist centres and centres of excellence</b>			
Specialist centres in Africa	7	155	2,713
Centres of excellence for research and teaching abroad / Specialist centres CUPL and IRDLK	6	356	1,599
<b>Lectureships</b>			
Programme for visiting lectureships		111	2,455
Long-term lectureships		74	3,230
Short-term lectureships		215	1,309
<b>II. Mobility</b>			
Erasmus	346	40,732	64,961
PROMOS – Programme to enhance the mobility of German students	289	11,388	12,591
ISAP – International Study and Exchange Programmes	224	1,500	6,523
Integrated international study courses with double degree	186	822	3,450
Bachelor Plus	92	647	2,427
Go East	148	708	1,147
STIBET – Scholarship and guidance-counselling programme	447	4,216	9,781
RISE – Research Internships in Science and Engineering		617	1,451
Conference travel and lecture tours		2,774	4,073
Higher education marketing (GATE-Germany)			8,521
Research marketing			956
go out!			1,339

members of the university community and academic/career advisors at the German Federal Employment Agency. To better reach secondary school and university students, the DAAD developed a “go out” app which can be used to access the DAAD scholarship database and help plan a semester abroad.

In 2014, the DAAD encouraged universities to develop new ideas for promoting international mobility among students. A total of 65 universities took part in the competition, financed by the BMBF, to identify the best advertising and

motivational campaigns. The ten winners each received 15,000 euros in prize money and were honoured in May 2014 at the 8th Symposium on the International Mobility of German Students in Berlin.



The “go out” app helps school and university students plan and prepare for a stay abroad, and allows users to access the DAAD scholarship database.

#### German higher education projects funded by the DAAD

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



**Opening ceremony:**  
Vice-Chancellors of TU Ilmenau and University of Magdeburg, Prof. Peter Scharff and Prof. Jens Strackeljan; Vice-Chancellor of Kazan National Research Technical University, Prof. Albert Gilmutdinov; and DAAD Secretary General Dr. Dorothea Rüländ (l. to r.)

#### Strong partners are even stronger together

##### First German-Russian university launched

When the Russian Federation’s semi-autonomous Republic of Tatarstan inquired about an academic partnership in the engineering sciences, the response was very positive. “It was the quality of the Russian partner university that convinced us,” explains Dr. Stephan Geifes who heads the DAAD’s Higher Education Projects Abroad group. “We were also very impressed by how well thought out the proposal was – and we recognised right

away the added value for both sides; in this case you have partners who are already strong, who will become even stronger working together.”

Less than two years later, in September 2014, the first German-Russian university in Kazan was opened: the German-Russian Institute of Advanced Technologies (GRIAT). GRIAT’s partner universities include the Technische Universität Ilmenau and the University of Magdeburg on the German side, and the Kazan National Research Technical University (Tupolev University) on the Russian side, one of 50 designated national research

universities in Russia. The DAAD supports the project with funding from the BMBF-financed transnational education programme (TNE). Although the project has also received significant initial funding from both Tatarstan and Russia, GRIAT’s goal is to become financially independent with the help of tuition fees.

##### A win-win situation

For Tatarstan, GRIAT is another step in the direction of internationalisation. “German engineering programmes have an excellent reputation and the close collaboration between German universities and





industry is, for the Russian side, a very important factor as well,” explains Dr. Gisela Zimmermann, DAAD project manager for Higher Education Projects in Eastern Europe, the Caucasus and Central Asia.

For the German partners, GRIAT is an opportunity to establish a presence in the Volga region, one of Russia’s most important industrial centres. “Moreover, GRIAT is an opportunity to work with one of Russia’s top universities,” says Zimmermann. “They gain extremely well qualified master’s and doctoral students and profit from joint research projects.”

### Additional partners are welcome

Currently, GRIAT students are enrolled in four engineering degree programmes. The language of instruction is English. Because the students will complete their third semester at one of the German partner universities, the curriculum also includes German language training. GRIAT plans to add university partners and additional degree programmes over the long term. With the tremendous enthusiasm, energy and commitment behind the launch of GRIAT, the only “bad news” is the political tension between the EU and

Russia, which could make it difficult to win new partners for the project.

The DAAD nevertheless remains committed to GRIAT. “We’re very clear about our position and we also make clear where there are problems between Germany and Russia,” says Geifes. “But we are also committed to maintaining our partnerships in the area of education and making sure the lines of communication remain open.”



## A European success story: Erasmus+



The long-standing, highly-successful Erasmus programme – the EU’s oldest education programme – was the inspiration for the new “Erasmus+” programme. Since January 2014, Erasmus+ combines existing EU programmes in the areas of education (secondary school, higher education), professional training and youth development. In Germany, the higher education component of Erasmus+ is administered by the National Agency for EU Higher Education Cooperation within the DAAD. To better fulfil this responsibility, the NA DAAD made changes to its organisational structure and adjusted its focus areas;

it went into effect on 1 March 2014.

The EU has approved a budget of a record 14.7 billion euros for Erasmus+ programmes through 2020. The scope of the funding attracted a great deal of interest in the national conference to launch Erasmus+. Over 500 representatives from all five Erasmus+ educational sectors came together with policymakers in Berlin in April 2014.

In late June 2014, the NA DAAD invited representatives from all participating German universities to the annual Erasmus+ conference to conduct a progress assessment. After one year it was clear that measures in the key action areas “mobility”, “partnerships and cooperation projects” and “support for policy reform” had been launched successfully.

The EU programmes were also a major theme at the European Association for International Education (EAIE) conference in Prague. An impact analysis of the Erasmus higher education programmes, initiated by the European Commission and conducted by CHE Consult, confirmed, for example, that time spent abroad improves employability for students and increases career mobility.

### Fruitful collaboration

The NA DAAD developed a new format for joint regional events together with the participating German Erasmus National Agencies at the Federal Institute for Vocational Education and Training, the Educational Exchange Service and Youth for Europe. At two such events, examples of cross-disciplinary projects provided participants with valuable input and inspiration for their own projects. The NA DAAD strategic partnership with the University of Applied Labour Studies (HdBA) caught the attention of representatives from all educational sectors. Previously conducted as purely informational events, the more hands-on, practice-oriented approach has added quality and depth to the individual Agency events. The format will therefore continue in 2015.

Innovative approaches were also implemented in the area of “support for policy reform” – the third key-action area within Erasmus+ (“Support for policy reform—Forward-looking cooperation projects in education and training”). The FAIR project, which is supported within the context of this third key-action area, wants to develop

automatic recognition mechanisms over the next two and a half years. Germany is a partner in a large European consortium that includes cooperation on the state ministerial level. The DAAD has also been commissioned with a project to aid in the implementation of the European Higher Education Area reforms, called “Support to European Higher Education Reforms in Germany” (STEERING). This is considered a follow-up project to the so-called “Bologna Experts”.

### Investment in international mobility

The international dimension of Erasmus+ has created a new challenge. In the second half of 2014, the configuration of these components was the subject of lively discussions between the European National Agencies and the European Commission. One objective is to enable greater mobility by increasing collaboration between European universities and the European Union’s neighbours, such as Serbia or Belarus, as well as with partner countries on other continents. Fifteen and a half million euros has been budgeted for 2015 for Germany alone to finance some 2,500 semester scholarships – funds that will be channelled to the universities through NA DAAD. In addition, significant budgets are in place for capacity building projects, the Jean Monnet Programme and the Erasmus Mundus Joint Master Degree Programme, which are all administered centrally by the EU Commission. The international mobility and the EU university partnerships within Erasmus+ are the ideal complement to the strategic international cooperative projects conducted by German



A big crowd for Erasmus+ in Berlin. Also in attendance were Androulla Vassiliou, EU Commissioner for Education, and Dr. Siegbert Wuttig, Director of the National Agency for EU Higher Education Cooperation within the DAAD.

universities. Because the international dimension results in a relatively complex programme and financing structures, the NA DAAD provides consulting support to the universities, including support with the application process.

## The German language

There are many good reasons to learn the German language, and more and more young people around the world are citing the benefits: enhanced career opportunities, the option of a study or research stay in Germany, or the pursuit of other cultural, political or economic interests. In response to the growing demand for German language training, the DAAD has re-positioned its activities in this area. A DAAD paper published in 2014 – “Promoting the German language – needs and perspectives” – outlines the principles of its new approach, which includes flexibility, orientation to the respective needs in each region, cooperation with local partners, and a strong commitment to internationalisation and multilingualism. The core objectives of the DAAD’s activities to promote the German language are academic training of German teachers and lecturers for schools, universities

and application-oriented areas, as well as greater interconnectedness among its many locations around the world. Another DAAD goal is to provide support to outstanding programmes in German and European studies as a way of training highly qualified experts in the sciences, business, politics and society.

### German courses in great demand in Southern Europe

In support of the above-mentioned objectives, the DAAD also organises German Studies conferences once a year for German Studies specialists, Germany experts from a specified region as well as experts from within Germany. In the reporting year, participants met for an event in Dresden entitled “Paradigmen einer aktuellen Germanistik in Spanien und Portugal”, where topics ranged from linguistics and language teaching to literature, cultural studies and interpreting. ➤

**Conference of German language experts from Spain, Portugal and Germany (left).**

**German Studies from the Portuguese perspective: Prof. Antonio Sousa Ribeiro from the university in Coimbra, Portugal spoke in Dresden.**





## Bundled expertise

### Conference of Centres for German and European Studies

“In the USA, Canada, the UK, France, the Netherlands, Poland, Russia, Israel, China, Japan or South Korea – all around the world you’ll find academics teaching or conducting research on Germany at one of the 17 DAAD-supported Centres for German and European Studies (ZeDES). The centres bundle interdisciplinary research on contemporary history and current events; in their home countries they also often serve as the point of contact for policymakers and the public,” explains Christian Strowa from the DAAD department for International German Studies and German as a Foreign Language. Another function of the centres is to heighten the perception of German as a language of science and research.

A joint conference in December 2014 provided another opportunity to further strengthen and expand the ZeDES network. For scientists and researchers from 11 different countries, the network provides a unique opportunity to initiate comprehensive, multifaceted research, and gain new perspectives on topics relevant to Germany and Europe.

### Internationalisation of research perspectives

Participants in the 2014 conference considered the topic of disruption and continuity in German history – “turning points” between 1914 and 2014 – from the perspective of their different fields and areas of expertise.

DAAD Secretary General Dr. Dorothea Rüland and Nicole Menzenbach, head of the Science, Research and Universities department at the Federal Foreign Office, greeted experts from around the world who came to Berlin to engage in dialogue. The positive response and feedback from the participants demonstrated the value of the conference for facilitating worldwide academic exchange on the subject of Germany and Europe.

“With its retrospective on the outbreaks of World War I (100 years ago) and World War II (75 years ago), or on the fall of the Berlin Wall (25 years ago), the ZeDES conference was extremely productive in this extraordinary commemorative year 2014. Many of the discussions revisited the age-old question: ‘What can we learn from history?’ as we look ahead into the 21st century. This topic is one that is addressed again and again in public discourse.

**Dr. Krijn Thijs**, postdoc in the Duitsland Instituut bij de Universiteit van Amsterdam (DIA)



“Many of the aspects considered at the conference were new. With our different regional and interdisciplinary perspectives, we were able to create something unique.

**Prof. Michael Werner**, director of the Centre interdisciplinaire d’études et de recherche sur l’Allemagne (CIERA) in Paris

“The ZeDES conference is in my view a unique forum and opportunity for intercultural and interdisciplinary dialogue. I was able to learn a great deal about the Germany researchers from different centres – their research focus areas as well as their different political and cultural perspectives. It was interesting to see how these perspectives varied and how they reflected, to a large degree, the relations between the given country and Germany.

**Prof. Huang Liaoyu**, director of the Center of German Studies (ZDS) in Beijing



**Dr. Krijn Thijs** spoke about “turning points” between 1914 and 2014 (top).

**Prof. Huang Liaoyu**, Director, Center of German Studies (ZDS) in Beijing in conversation with Prof. Hartmut Eggert from the Freie Universität Berlin.

**Presentation of the 2014 Jacob and Wilhelm Grimm Prize: lecture by prize winner Prof. Yixu Liu (left) and smiles with MinDirig Andreas Meitzner, Prof. Christian Fandrych, Dr. Nahla Tawfik and DAAD Vice President Prof. Joybrato Mukherjee (l. to r.).**



**Lively dialogue and exchange at the anniversary meeting of DAAD France Lektors in Paris (below).**



### **“A look back into the future”**

The Lektor programme is the DAAD’s most comprehensive programme for the promotion of German and German language studies. Some 600 Lektors teach at universities in over 100 countries, including 57 Lektors for individual subjects. Lektors also promote Germany as an academic host country and provide information on scholarship opportunities. The year 2014 marked the 60th anniversary of the highly successful Lektor programme. In France, former DAAD Lektors gathered for an anniversary celebration entitled “A look back into the future”. More than 150 Lektor alumni came together in Paris to discuss the many facets of their work. The career paths of Lektor alumni are as diverse as a Lektor’s responsibilities. Having once served DAAD as language and culture professionals, today they have established themselves in the sciences, research, business or communications – or are working again as cultural intermediaries, e.g. for foundations.

Two of the DAAD’s programmes are involved in the “Schools: Partners for the Future” (PASCH) campaign, sponsored by the German federal government. First, the scholarship programme for outstanding graduates of German schools abroad and partner schools, and second, the BIDS programme (BetreuungsInitiative Deutsche Auslands- und PartnerSchulen), a support initiative for German schools abroad and partner schools aimed at German universities.

While fewer southern European students are interested in traditional German Studies programmes, more and more want to learn the German language. University degree programmes and German teacher training programmes must respond to the demand.

The 2014 Jacob and Wilhelm Grimm Prize was very much in keeping with the DAAD’s strategic positioning. Each year the DAAD awards the Grimm Prize to foreign scholars for outstanding work in the areas of German literature and language, German as a foreign language, as well as German Studies. In September, the prize was awarded to the German Studies specialist Yixu Lu from Australia. Lu’s work in China, Germany and Australia sets an example in her field for openness, internationalisation and intercultural understanding. The Grimm Sponsorship Award for young foreign scholars went to Egyptian translation studies expert Nahla Tawfik, who has made a big contribution to modern German language instruction that engages and appeals to today’s students in Egypt.

**The Egyptian translation studies expert Nahla Tawfik received the Grimm Sponsorship Award for young foreign scholars. Tawfik champions modern German language instruction that engages and appeals to today’s students in Egypt.**



In 2014, the scholarship programme supported 645 young people from over 50 countries for the full duration of their university degree programmes in Germany. Twenty-five of these scholarship holders gathered in Berlin in November 2014 to meet with Minister of State Maria Böhmer and discuss the topic of openness and hospitality in Germany, i.e. Germany's "welcome culture". The scholarship holders have been very well educated in their PASCH schools at home and have excellent German

language skills – a good basis for successful studies in Germany. The DAAD provides funding to the BIDS programme so that PASCH schools can network with German universities. A new call for applications was issued for the programme in 2014. «

**Learning German and studying abroad: the DAAD has re-positioned its activities for promoting German language and German Studies in response to the changing demand around the world.**

**Table 3 : Programmes for promoting the German language abroad in 2014 (selection)**

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
Centres for German and European Studies	17	867	2,773
German language and literature studies institute partnerships (GIP)	64	959	1,611
Language and specialist courses (intensive language courses; university summer and winter courses)		2,372	4,315
Lektor programme		608	23,139
Language assistant programme		293	2,078

## Development and dialogue

By expanding its existing scholarship programmes, the DAAD wants to support an additional 1,000 African students by 2019.

In the area of higher education cooperation with developing countries, the DAAD's main focus in 2014 was on assessing and increasing the impact of its activities in Africa. The DAAD's Africa strategy and its corresponding programmes have long since made its mark in the region and will continue to have an impact into the future. In 2015, the DAAD will expand its existing programmes so that an additional 1,000 African scholarship holders can be supported by the year 2019. This is the largest and most important project in the area of scholarships and will be funded by the Federal Ministry for Economic Cooperation and Development (BMZ).

### Together with West Africa

The DAAD has expanded its cooperation with West Africa in the area of higher education management in the context of the Dialogue on

Innovative Higher Education Strategies (DIES) project. In collaboration with the African and Malgache Higher Education Council (CAMES) the DAAD will support West African universities and regional players in the area of quality assurance. In November 2014 the DAAD hosted a conference in Dakar, Senegal where more than 170 attendees from 19 African countries, among them government and university decision makers, heads of university quality assurance offices and national accreditation agencies, discussed issues of quality assurance in francophone West and Central Africa, and developed a common yet differentiated understanding of quality assurance. The University of Duisburg-Essen is the German partner for this DIES project, which will continue with training measures in both Germany and Africa.

Investments in quality management pay off. In September 2014, the Global University Network for Innovation Africa and the African Quality Assurance Network honoured the DAAD for its role in improving the quality of higher education. The award not only confirms the value and impact of past efforts, but motivates the DAAD to continue intensifying its engagement into the future.

The University-Business Partnership programme was expanded significantly in Africa. The DAAD also continued its collaboration with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) to establish the Pan-African University (PAU). A consortium made

### FIVE YEARS AS AMBASSADOR OF CHANGE

"They all have one thing in common: they are all striving towards a just and peaceful world," said DAAD Secretary General Dr. Dorothea Rüländ about the scholarship holders in the DAAD programme "Public Policy and Good Governance" at the "Training Leaders for the Global South" event in Berlin. Over the last five years, a total of 463 scholarship holders from Africa, Asia and South America have advanced their careers with special master's degree programmes. Their goal is to help shape the future of their home countries as political leaders and policy makers. "I want to put the new knowledge into practice politically when I return to South America," said Argentinean scholarship holder Micaela Hierro Dori in Berlin.



**Impressions from Dakar:**  
More than 170 participants from 19 African countries jointly addressed questions related to quality assurance in higher education. Guests included German Ambassador to Senegal Bernhard Kampmann (bottom left).







**STEP teaches African university graduates how to successfully launch a business.**

## Entrepreneurship seminars in Africa

### From university graduate to business owner

The Student Training for Entrepreneurial Promotion (STEP) helps university students help themselves – and it works. Students who complete the STEP programme go on to found their own companies and create new jobs in Africa. The DAAD supports the programme together with the German UNESCO Commission and the BASF Foundation. STEP was initiated by Prof. Dr. Michael Frese from the University of Lüneburg.

STEP is targeted towards students from various academic disciplines who have no previous training in economics or business. The three-month entrepreneurship seminar provides basic knowledge of accounting, market analysis and marketing. Participants learn how to find a market niche and how to build a business

with limited resources. The STEP training sessions themselves are also assessed and evaluated.

By the time the training is completed, the groups pay back almost all of the 100 dollars they receive as seed capital at the start of the programme. Participants often begin the programme with small, everyday business ideas. The goal in the early stages is to learn how to “raise” a company from the beginning and gain practical experience. After an initial learning phase, participants often go on to found more complex companies.

### Mastering set-backs

“STEP demonstrates that entrepreneurial spirit is something that can be learned, even when things don’t always run smoothly. Along with providing business know-how and the necessary seed money, the programme teaches the skills entrepreneurs

need to respond constructively to set-backs and ‘drought’ periods,” explains Ursula Hardenbicker who heads the DAAD’s University Cooperation Projects section. This is accomplished by cultivating soft skills such as perseverance and flexibility.

### Programme is expanding

The STEP programme was launched in Uganda in 2008 and is now also offered at universities in Kenya, Tanzania, Rwanda and Liberia. Similar projects in Latin America (Mexico) and the Philippines are currently in the planning phase. “STEP is an impressive example of what can be achieved through higher education cooperation with developing countries,” says Hardenbicker. “The interdisciplinary and very hands-on, practical approach creates new opportunities and new solutions to the serious problems faced by university graduates in these countries. The regional growth of the programme and the combination of different funding institutions help ensure the success and long-term viability of the programme.” Following the programme’s first phase from 2008 to 2011, the DAAD is supporting the second phase (to the end of 2015) with a total of 230,000 euros in funding through its “Subject-related Partnerships with Institutions of Higher Education in Developing Countries” programme.



**Table 4 : Programmes for promoting development and dialogue in 2014 (selection)**

	Number of projects	Number of beneficiaries	Expenditures in thousand EUR
DIES – Dialogue on Innovative Higher Education Strategies	35	1,387	2,883
Subject-related partnerships with higher education institutions in developing countries	52	868	2,017
“exceed” – Higher Education Excellence in Development Cooperation	5	941	4,330
Special programme for Iraq / Middle East	30	237	1,947
Cultural Dialogue with the Islamic World	29	911	1,889
German-Arab Transformation Partnership	69	1,734	6,523
Academic rehabilitation South-Eastern Europe	15	739	2,441
Academic rehabilitation Afghanistan	13	408	2,683

up of the University of Bonn, Cologne University of Applied Sciences and the United Nations University was selected to support the PAU Institute of Water and Energy Sciences (PAUWES) in Tlemcen, Algeria.

### Measuring impacts

The impact of development policy and intervention is much debated within the field of development cooperation. The questions raised also apply to DAAD programmes: What are the direct and long-term impacts? How can measurement and evaluation of the results be improved? To help answer these questions, the DAAD is developing its own monitoring system based on in-depth discussions conducted with university representatives and donors during 2014. The first step to define impact frameworks and indicators for each of the programmes.

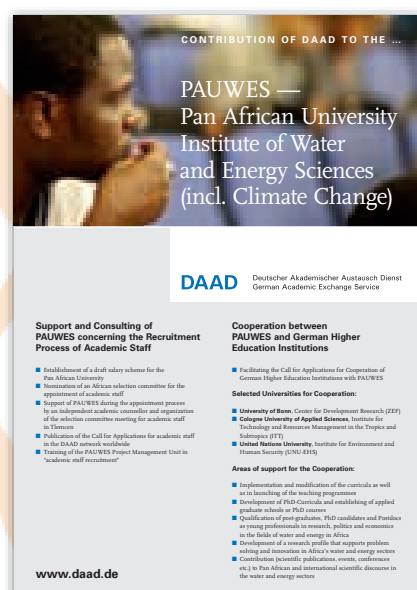
The next step is to introduce new data collection instruments and revise existing reporting formats. The goal is to have monitoring systems that are fully anchored in the respective programmes, and that provide a structured way to collect and evaluate programme data.

Initial success was achieved with the evaluation of the “Excellence Centers for Exchange and Development” (exceed) completed in 2014. As a result of the positive programme evaluation, the “exceed” programme was renewed for an additional five years. Since 2009, the DAAD has supported five German universities and their developing country partners in establishing

globally networked competency centres focused on future-oriented issues related to water, food, resource management, humane work and working conditions, and health.

Collaboration with the GIZ was also expanded into additional countries and regions. Along with existing collaborations in Brazil, Africa, Mongolia and the Middle East, joint projects were also launched in Senegal in the area of renewable energy. New in-country/in-region scholarships provide support to Syrian refugees in Jordan, and in Afghanistan the DAAD and GIZ are teaming up to support the education and training of qualified experts and managers in the Afghan commodities and mining sectors. «

**Accolades: the Global University Network for Innovation Africa and the African Quality Assurance Network honoured the DAAD for its role in improving the quality of higher education in Africa.**



**The DAAD and GIZ are supporting the development of the Pan-African University.**

# Expertise for academic collaborations

A total of 48 German universities and institutions were on hand at the NAFSA Annual Conference and Expo in San Diego – a clear sign that the North American market remains important to German universities.

The DAAD's core expertise is built on its long-standing experience in internationalisation and collaborative partnerships in higher education. Today, the DAAD continually expands its knowledge through its worldwide network of regional offices and information centres, as well as through the dialogue with other experts around the globe. Since 2010, the network has also included the German Houses of Research and Innovation (DWIHs). The DAAD is involved in all six DWIH facilities and is in charge of managing the DWIH at four locations. A primary goal of the DWIH is to tap regional knowledge on behalf of German universities.

At international platforms such as conferences and trade fairs, the DAAD provides German universities with opportunities to present themselves, and creates the framework for dialogue and exchange among university representatives and experts. In addition, research studies commissioned by the DAAD provide insight into various issues related to internationalisation.

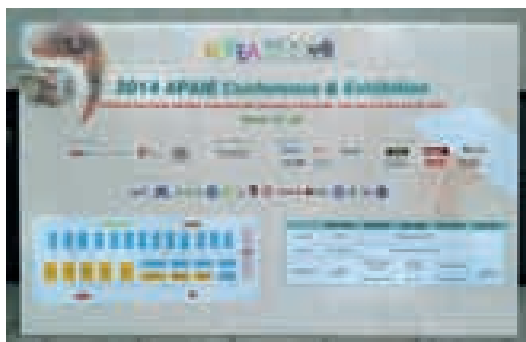
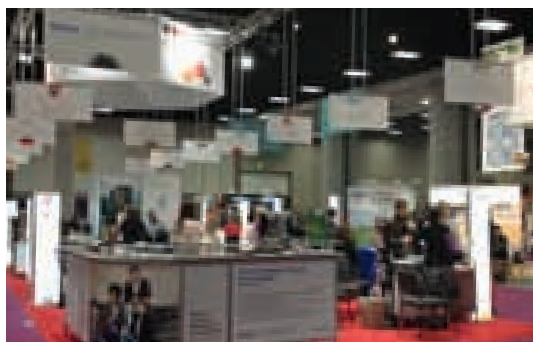
The DAAD took part in the annual conference of the European Association for International Education (EAIE) in Prague.



## In demand worldwide

In May 2014 the DAAD presented two studies at the "Going Global" conference organised by the British Council. The first study considered the impact of transnational education on the host countries (see p. 45); the second analysed the objectives of countries with large foreign scholarship programmes. Both studies attracted a great deal of interest.

The 2014 NAFSA Annual Conference and Expo in San Diego was the largest yet, drawing nearly 10,000 participants. The Germany pavilion at the San Diego conference, which was managed by the DAAD, comprised 48 participating universities and institutions – a number that highlights the importance of the North American market for German universities. Also popular





**First-hand knowledge – at the Network Conference, university representatives discussed collaboration projects with DAAD experts and received valuable tips on exchange projects and higher education marketing.**

were the 2014 annual conferences of the European Association for International Education (EAIE) in Prague, and the Asia-Pacific Association for International Education (APAIE) in Seoul. The DAAD was featured on the conference agenda at both conferences, and took advantage of the opportunity to meet with several institutional partners. The DAAD provided German university representatives with informational and networking events.

The DAAD also focused its attention in 2014 on dual study programmes. The importance of dual study programmes has grown significantly over the last few years, but aspects of internationalisation in this context have hardly been considered up until now. The DAAD study “Dual Study Programmes in Global Context”, financed by the Stifterverband für die Deutsche Wissenschaft,

closes this knowledge gap. The study provides a systematic analysis of the internationalisation potential of dual and applied study programmes as well as possibilities for transferring the dual studies model from Germany to other countries. The study was published in December 2014 and is available online in PDF format.

### Networking with experts

Since 2006, the DAAD Network Conference has provided participants with expert, first-hand knowledge on the global educational market. Once again in 2014, some 170 university representatives from over 100 universities gathered in Bonn, where they engaged one-on-one with DAAD experts to expand their knowledge, discuss collaborative projects, and receive valuable tips on exchange projects and higher education marketing. “Speed networking” provided a good opportunity for participants to expand their own networks, and lectures on the education and university landscape in 16 different countries helped round out the conference programme. Conference participants, among them Dr. Irma de Melo-Reimers, Managing Director of the Bavarian University Center for Latin America (BAYLAT), found the conference to be very valuable. “The Network Conference provides an ideal platform for meeting important decision-makers and experts from around the world in just a short amount of time,” said de Melo-Reimers. “It’s an excellent opportunity for the exchange on academic and institutional-level collaboration.”





## Transnational education enhances the quality of the local education sector

Germany is an established player in the area of transnational education (TNE), and more and more German universities are offering entire degree programmes abroad or are involved in establishing bi-national universities. The DAAD has supported these efforts since 2001 with its transnational education programme financed by the Federal Ministry of Education and Research (BMBF). Over 70 projects with more than 10,000 graduates have been funded so far through the DAAD, and currently some 25,000 students are enrolled in transnational programmes, which are usually degree programmes offered by German universities in collaboration with local university partners. The programme thus makes a significant contribution to the growing presence of German universities on the international higher education market. Transnational collaboration is a win for both sides. German universities enhance their international reputations, establish and expand academic partnerships, and can recruit highly qualified master's and doctoral candidates from the partner countries. The benefits for the partner countries were confirmed by a study jointly commissioned by the British Council and the DAAD. According to the study, transnational education programmes increase access to high quality study opportunities, help enhance the quality of local educational systems and – especially for students in emerging countries – offer an affordable alternative to studying abroad.



### Positive example

The results of the study were presented and discussed in Berlin at the DAAD conference “Transnational Education: Goals and Impacts”, which is organised by the DAAD every two years. More than 200 participants from Germany and abroad attended the 2014 conference – a clear sign that interest in transnational education continues to grow. A recent example confirmed the results of the study; according to Turkey's national rankings, degree programmes offered by the Turkish-German University (TDU) are already among the best in the country. TDU Vice Chancellor Prof. Dr. Halil Akkanat and DAAD Secretary General Dr. Dorothea Rüland highlighted this positive outcome during their review of TDU's first year in operation.



John McNamara presented the study on transnational education (right). Dr. Dorothea Rüland and Prof. Halil Akkanat review the first year of the Turkish-German University (upper left). Former President of the German Bundestag Rita Süßmuth takes part in the discussion (lower left).

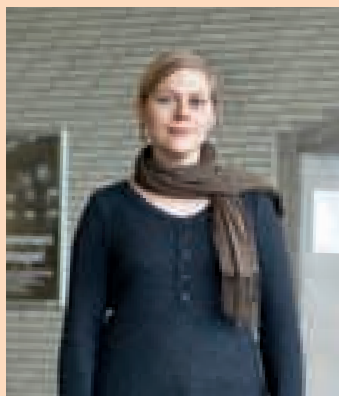


## Across the big pond

### First-class academic training for Americans and Germans

The USA has long been a destination of choice for German students wanting to study abroad, but today more and more American students are coming to Germany to study. This was confirmed by the 2014 “Wissenschaft weltoffen” report, an annual publication of the DAAD and the German Centre for Research on Higher Education and Science Studies (DZHW), which provides current data on the international nature of studies and research in Germany. One thing is clear: Germany and the USA both offer visiting students a first-class academic experience.

they had the equipment I needed for my research, and then my professor recommended this master’s programme,” says Guday, 23, who has no regrets about his decision. “The programme costs much less than it would in the US, but I’m still getting first-class academic training in a small degree programme with a very good student-professor ratio,” says Guday.



Small class-size and strong teaching pulled German master’s student Lisa Merten in the opposite direction – for a semester at Boston University. “The professors were there specifically to teach and could give the students the same amount of attention they would receive in Germany,” says Merten, who is pursuing a master’s in Applied Media Research at TU Dresden. Her time in the US exposed her to the unfamiliar way of life at a private university. “The university takes care of everything,” says Merten. “There is a student health service and even a laundry and cleaning service, which didn’t seem very ‘real world’ to me.”

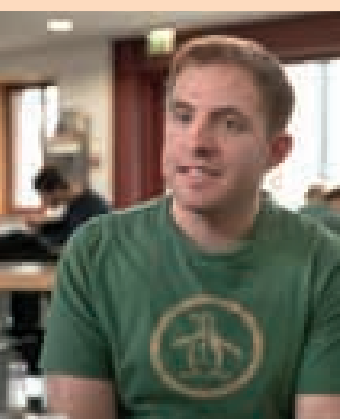
### Enriching residence in Germany

By now Guy Guday has mastered everyday life in his new home Berlin. “The bureaucracy is the only thing that’s still hard for me, but fortunately I have German friends to help me out with that,” he says. “And I really like living in Berlin. It’s a big city, but relaxed at the same time and incredibly diverse.” For Guday, his time in Germany has been a very enriching experience. “I’m getting to know a new culture and language, and at the same time working toward an international master’s degree, which will hopefully be a plus for my career.”

Lisa Merten also appreciates the opportunity to expand her own horizons. “The first-hand experience with another culture has changed the way I look at my own culture,” she says. “And my image of the USA has become more complex and multi-layered.”

For Lisa Merten, the semester in Boston was an opportunity not to be missed (right).

Guy Guday came from Washington to Berlin to pursue his master’s degree (below).



### The right decision

After completing his bachelor’s degree in Material Sciences at the University of Washington, Guy Guday chose to pursue a joint master’s degree in Polymer Science offered by the Freie Universität Berlin, the Humboldt Universität zu Berlin, TU Berlin and the University of Potsdam. Guday’s decision in favour of Germany was based mainly on two factors: the outstanding academic reputation of the universities in Berlin and Potsdam, and the good research environment in Germany. “I had already completed a part of my bachelor’s thesis at the TU Berlin because



III.

The DAAD  
worldwide

# Northern, Southern and Western Europe

## HEADS OF STATE INAUGURATE TURKISH-GERMAN UNIVERSITY

As part of the German-Turkish Year of Research, Education and Innovation 2014, German Federal President Joachim Gauck and then Turkish President Abdullah Gül officially opened the Turkish-German University (TDU) in Istanbul in April 2014. Three bachelor's and two master's degree programmes had already been launched in cooperation with German universities back in September 2013. Two bachelor's degree programmes were then added in time for the 2014/15 winter semester. Subjects range from Industrial Engineering and Mechatronics Systems to Political Science, Public Administration, Law and Business Administration. TDU also offers master's degree programmes in Intercultural Management and International and European Affairs. Before beginning their programmes, many students take German language classes at TDU's language centre. Additional degree programmes will be added beginning in the 2015/16 winter semester. Currently 316 students are enrolled; eventually, TDU wants to accommodate up to 5,000 students.

"Science Bridging Nations" was the motto of the first German-Turkish Year of Research, Education and Innovation 2014, which focused on future issues of regional and global significance. For both Germany and Turkey, the goal was to strengthen bilateral cooperation in education, science and research and to increase the visibility of such cooperation at the local level. A wide range of activities included "Turkish Weeks" at German universities, support for university-industry partnerships, and a creative competition. The year's highlight was the official opening of the Turkish-German University (TDU) in Istanbul at the end of April. The DAAD had played a major role in supporting and promoting the TDU project.

**"Science Bridging Nations"**  
was the motto of the first German-Turkish Year of Research, Education and Innovation 2014 focused on future issues. Over the course of one year, the number of university partnerships rose from 850 to 1,130.





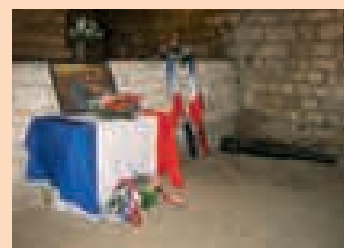
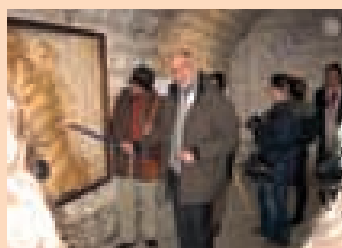
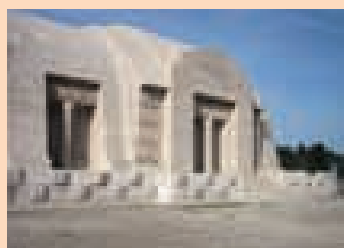
**Networks:** Greek representatives from the “University Partnerships with Greece” programme visited Germany.

To further advance academic collaboration between Germany and Turkey, the DAAD joined with the Turkish Council of Higher Education (YÖK) to organise a conference in Istanbul at the end of October 2014. Both sides demonstrated tremendous interest in German-Turkish partnerships, as evidenced by the large number of scientists, researchers and university representatives who gathered in Istanbul for the conference. This first German-Turkish Year of Research, Education and Innovation further unlocked the potential in the existing bonds between Germany and Turkey. At the start of the year, for example, the Higher Education Compass, a guide to higher education in Germany published by the German Rectors’ Conference, indicated some 850 cooperation partnerships between Germany and Turkey; by the end of the year the number had risen to 1,130 projects.

Along with Turkey, Greece was another point of focus for the DAAD in the region. As part of the “University Partnerships with Greece”

programme, eleven German-Greek collaborative projects were launched. In addition, ten representatives from the participating Greek universities spent one week in Germany. The goal of the visit was to deepen relationships and solidify the informational basis for collaboration. The delegation from Greece was particularly interested in practical education and training, and in Germany’s integrated degree programmes. The guests visited funding organisations and the Forschungszentrum Jülich research centre. Their itinerary also included talks with key players in German-Greek relations. The visit of then Greek President Karolos Papoulias to Berlin was occasion to present one of Germany’s current foreign policy initiatives: funding for research in German-Greek history (beginning in 1830) with a focus on the two World Wars. Backed by the German-Greek Future Fund, the goal of the initiative is to contribute to a common culture of remembrance. ➤

Commemorating the German-French past: Historian Gerd Krumeich led a tour of the memorial in Verdun and spoke to the media.



With some 2,900 cooperative agreements, France is the most important international partner for German universities.

### The dynamic German-French duo

German-French collaboration in the area of science and research is a fundamental component of the European Research Area. In the context of the EU's Seventh Framework Programme for Research (FP7), French research teams collaborated with German researchers on more than 4,000 projects. By the same token, French researchers were involved in approximately half of all German applications approved for funding by the new EU framework programme Horizon 2020. A look at the figures for cooperative partnerships in higher education confirms the strength of the German-French duo. With some 2,900 cooperation agreements, France is the number-one international partner for German universities. The participating institutions work closely across national borders, and the success of the German-French connection is reflected in university curricula that are aligned and integrated with the respective international partners. In the fall of 2014, the DAAD regional office in Paris initiated a "researcher dialogue" event, which presented outstanding joint projects and facilitated dialogue and discussion. One hundred and fifty German and French scientists, researchers, university lecturers/professors

and students came together for the event to discuss topics such as the opportunities and risks associated with researcher mobility.

### Brussels and European higher education collaboration

European collaboration in higher education was also the subject of a conference in November 2014, organised by the DAAD regional office in London together with British and French partners. The future of the United Kingdom in the European Union is a common topic of discussion today in the UK, which makes the debate about the European contribution to national higher education and research structures a hot topic as well. The conference gave university representatives from all three countries the chance to inform themselves on current European funding opportunities and associated guidelines. University-industry partnerships were among the focal areas at the conference.



## Many memories of a single event

### Field trip finds common ground

In 2014, nations throughout Europe commemorated the 100th anniversary of the outbreak of the First World War – the “Great War” as it’s known in France and Great Britain. Even today, views on this war could hardly be more different. Across Europe, the commemorative events of 2014, the ways in which wartime events are portrayed, and the established cultures of remembrance are very different depending on the given country or region. Amidst such differences, attempts to come to a common understanding and overcome old divides become all the more valuable. With support from the DAAD regional office in Paris, students in the master’s degree programme Etudes germaniques at the Université Sorbonne Nouvelle – Paris 3 ventured just such an attempt together with members of the newly established alumni club “Association Pierre Bertaux” and DAAD Alumni France.

The two-day event “Verdun – On the way to a German-French commemoration?” was conceived and organised by the students themselves under the direction of Andrea Lauterwein, Maître de Conférences in the German Department at Paris 3. At the scene of the bloodbath in Verdun,

where mass graves and a disfigured landscape recall the 303 days of gruesome trench warfare and the most costly battle of the war, French historian Gérard Domange and his German counterpart Gerd Krumeich talked about the events and how they have been perceived differently by the French and Germans ever since. While the French remember mainly a defence of their homeland against the mortal enemy, the Germans remember the hopeless, merciless futility of the “Hell of Verdun”.

### Delicate dialogue on “la grande guerre”

The two experts on the history of World War I have become friends through their work, and for many years have championed a joint German-French effort to come to terms with the war. According to Christiane Schmeken, Director of the DAAD regional office in Paris, such efforts are few and far between. “Their dedication to finding common ground on this very sensitive topic is extremely valuable because, especially in the areas directly impacted by the war, the memories of the bitter enmity between Germany and France run a lot deeper than we would like to believe,” says Schmeken.

No wonder then, that the experience with Domange and Krumeich made such a lasting impression on the students.



For them, the deeper look into the different German and French cultures of remembrance helped create newer, more positive memories. “The trip was very moving; it made a deep impression on me and I’m sure the vivid memories will stay with me

**Students at the Université Sorbonne Nouvelle re-investigate the Battle of Verdun.**

## Views on this war could hardly be more different.

for a long time,” said German Studies major Juliette Gramaglia. “All the more because we were able to rise to the challenge of working through this together. It was truly a formative and rewarding experience for all of us.”

# Central and Eastern Europe, CIS

**The Ukraine conflict also impacted academic exchange; the DAAD evacuated several Lektors and many Lektorships had to be closed until further notice.**

The Ukraine conflict is not only a source of deep concern around the world, but has had a negative impact on academic exchange with Germany's eastern neighbours as well. The DAAD reacted immediately to the violence by evacuating several Lektors from eastern Ukraine and discontinuing many Lektorships. The unrest and anxiety in the region was also reflected in the many inquiries directed at the DAAD. Many universities were concerned about the future of their partnerships with Ukrainian and Russian universities. For much of the world, it came as a shock to see military escalation disrupt the

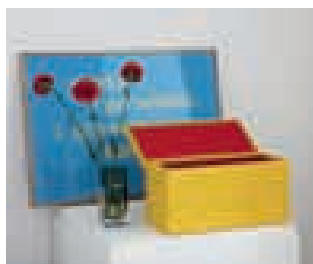
seemingly stable European peace in such a short amount of time. Today the conflict impacts not only Russia and Ukraine, but countries throughout the region where the situation has raised questions about their security and long-term approach to foreign policy.

## Special programme established

Foreign cultural and educational policy becomes tremendously important in the wake of political crises such as the Ukraine conflict. It must respond to the new situation and work towards a lasting solution to the conflict. While military or economic strength can be effective in asserting political demands and pursuing short-term interests, civil dialogue is critical to achieving a balance of interests over the long term, >

## THE MAIDAN IN BERLIN

The art exhibition "The Ukrainians" at the daadgalerie in Berlin last May aimed to portray the Ukraine conflict through the eyes of local artists. The exhibition opened just two months after an initial meeting between curator Bettina Klein and the Berlin-based artist Yuri Leiderman, who introduced Klein to members of the Ukrainian art scene. "We wanted to react quickly to the current situation in the Ukraine," says Klein. "The Ukrainians" was the first art exhibition in the German-speaking countries to address the unrest in Ukraine. Several of the featured artists worked with video, installations or paintings; others employed traditional techniques such as pottery or embroidery. More recent artwork was presented together with older works. As curator Klein explains, "Some works were created long before the Maidan protests but seem to foreshadow them nonetheless."





## Responding to the Ukraine crisis

In response to the political upheaval and military conflict in Ukraine, many German universities turned to the DAAD hoping to make a contribution to democracy and the rule of law through academic exchange and cooperation. In 2014, the DAAD was able to provide funding to several smaller projects, including a German-Polish-Ukrainian summer school on the constitutional state, and a seminar on European security policy. The framework was provided by the Promoting Democracy in Ukraine programme, initiated in 2008 and financed by the Federal Foreign Office. To develop an appropriate response to the situation in the region, the DAAD also produced a policy paper in late 2014 on the Ukraine crisis and its consequences. The paper focuses on the current state of the higher education system and the status of exchange relationships with Ukraine. The paper also recommends additional action measures for continued academic exchange.

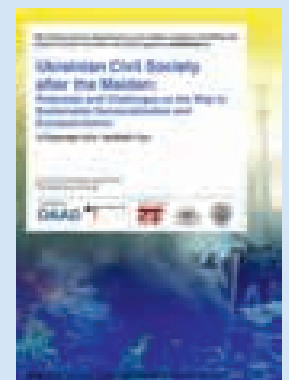
### Promising partner

The new Ukrainian government is undertaking ambitious – and promising – reforms in the area of higher education. These include significantly more autonomy for universities, a structured election system whereby universities elect their vice chancellors for clearly defined terms in office, and giving universities the right to award PhD degrees. In the science systems of the post-Soviet region, awarding PhDs was a function often reserved for the centralised, state-run institutions. Reform plans also include measures to ensure sound scientific/ scholarly practice – for example, a requirement



to publish all doctoral theses on the Internet. The government also wants to significantly improve the mobility of students and faculty by giving universities more freedom to recognise academic degrees. While the spirit of reform and initial goals are promising, implementation will not be easy. This is where German universities can provide valuable support through dialogue, exchange, consulting and subject-specific collaboration.

Additional DAAD support measures could help intensify collaboration with Ukraine, advance reform efforts and improve the dialogue with neighbouring countries. Possible measures include establishing new specialist centres in the social and engineering sciences, expanding multilateral cooperation, and increasing academic mobility between Ukraine and Germany.



**The National Technical University of Ukraine hosted the “Ukrainian Civil Society after the Maidan” conference with special funding from the Federal Foreign Office.**



## A bad peace is always better than war

### Interview with Alexander Sergunin

**Sound political decision-making demands historical understanding:**  
**Prof. Alexander Sergunin from St. Petersburg State University.**

Last October, as part of the 4th German-Russian Week of the Young Researcher, more than 50 Russian and German PhD students, postdocs and professors gathered in St. Petersburg in the name of global history research. Representatives from the DAAD and the German Research Foundation (DFG) were present at the event, which was sponsored by the German House of Research and Innovation (DWIH) in Moscow. Also in attendance was Professor Alexander Sergunin from St. Petersburg State University.

*Professor Sergunin, why is it so important to look at history from a global perspective?*

The transregional context can be quite illuminating – but after the collapse of Marxism-Leninism it was largely ignored, by Russian and German historians alike. The study of history became particularistic and fragmented; it discounted the existence of universal historical laws and megatrends, and the fact that nations tend to develop in a similar fashion. The return to a more global understanding of

history is therefore a relatively new development in academia. The conference in St. Petersburg was an important step along the way towards re-establishing the global historical approach.

*The conference gave Russian and German academics the chance to connect and interact at a time marked by political tension between Russia and Germany. How much of a role does history play here?*

I believe the misunderstandings and hypersensitivities from the Cold War era are truly a thing of the past. The tensions between our two countries today are more a result of divergent expectations that arose after the Cold War. This applies to the eastern expansion of NATO and the EU, for instance, as well as to the former Soviet republics and their relationships with Russia and the West.

*What kind of a supporting role can historians play in politics and diplomacy?*

Politicians need to learn more about their nation's history and its complex network of international ties and relationships – and allow their decision-making to be informed by this knowledge. Our work can help them deepen their understanding and gain a more historical, holistic

perspective. In emotionally charged conflicts such as the Ukraine crisis, however, historical argumentation is futile. Nonetheless, historians must remind politicians that a bad peace is always better than war.

*What are your hopes for history as an academic discipline?*

Russian and German historians should invite each other to conferences, initiate collaborative research projects, and co-publish. This is the best way to overcome the past. Coming to terms with Germany's Ostpolitik – both the success stories as well as the failures – is an important piece of the puzzle. As for my vision for history, it is more important than ever to keep the global aspect in mind. When we study how wars are ended and peace is made, we need to go just one step further and explore what needs to happen next in order to prevent new conflicts from arising.



A German-French-Polish summer school focused on the topic of European integration.



Young researchers were honoured at the Willy Brandt Center for German and European Studies (WBZ) at the University of Wrocław.

including willingness to compromise and openness to change. In 2014, the DAAD finalised a strategy paper on cooperation with the post-Soviet region. The paper recommends an increase in multilateral cooperation projects and exchange programmes, and urges greater differentiation specific to the region. It also recommends that future programmes consider more carefully the higher education policy priorities in the respective partner countries. In response to the Ukraine crisis, the DAAD launched a special programme dedicated to

expanding Germany's cooperation with the people of Ukraine, Belarus, Moldova and Georgia. Examples of the programme's many bilateral and multilateral projects include events for Eastern European students on topics such as European integration, tolerance and pluralism, as well as cultural identity in Europe. For many Central Eastern European countries, the Ukraine crisis has impacted their relations with Ukraine. Neighbouring Poland, for example, established a scholarship programme to support Ukraine in its reforms and to provide students from the war zone with study opportunities.

The current political situation has also revealed a growing lack of Eastern Europe expertise in Germany. For years now, fewer and fewer university students have chosen degree programmes that focus on Eastern Europe, such as Eastern European History or Slavic Studies. German academic exchange with Eastern Europe is unbalanced with significantly more Eastern

Summer schools, winter schools, internships and study semesters – for German students, the “GoEast” programme provides numerous opportunities for getting to know Eastern Europe better.

European students coming to Germany than vice-versa. This is why the “GoEast” programme financed by the Federal Ministry of Education and Research (BMBF) remains so important. Every year over 600 German students attend summer schools, complete internships or study abroad in Eastern Europe through “GoEast” – an opportunity to make new contacts, learn the local language and familiarise oneself with the local culture and academic life. The “GoEast” experience often inspires students to focus their future academic work on Eastern Europe.

#### Diverse support for doctoral studies

Supporting junior researchers was another DAAD area of focus in 2014. DAAD-supported Eastern European specialist centres increased their activity in the area of doctoral training, expanding the doctoral colleges at the Faculty of German Engineering Education and Industrial Management (FDIBA) in Sofia and the Andr ssy University Budapest. Since 2005, the DAAD has supported the Institute for Russian-German Literature and Cultural Relations in Moscow in cooperation with the University of Freiburg. This involvement led to the founding of an international research training group in 2014 with funding from the German Research Foundation (DFG). Among the highlights of the German House for Research and Innovation (DWIH) in Moscow was the “German-Russian Week of the Young Researcher”. DAAD President Prof. Dr. Margret Wintermantel delivered a welcoming address which opened the event in

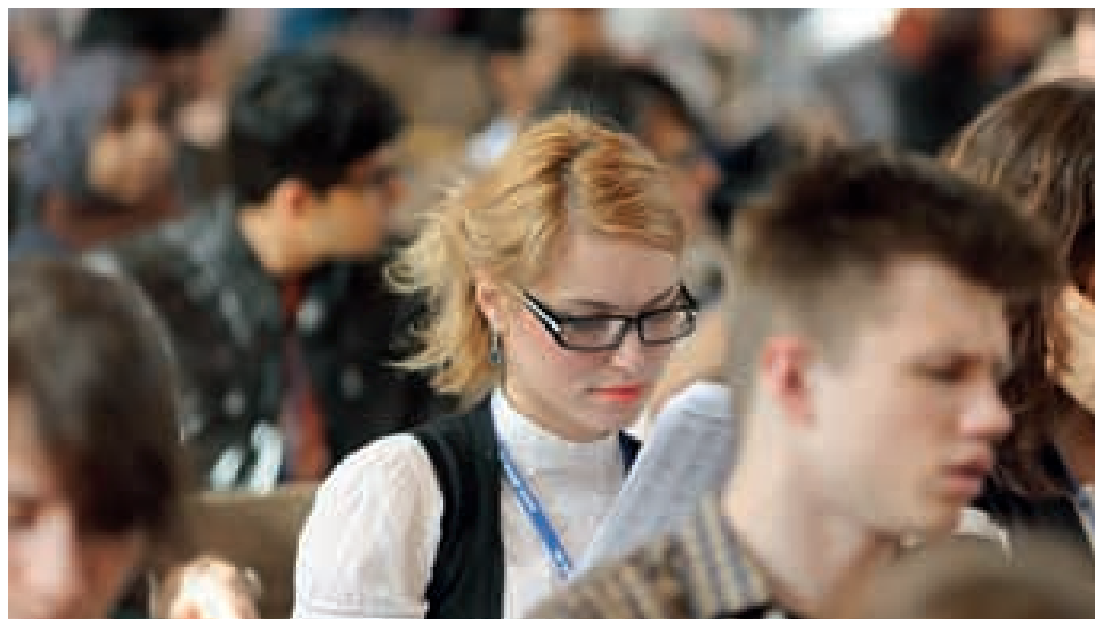


St. Petersburg in October 2014. To mark the historic anniversary year 2014, the week-long event shifted its focus to the humanities for the first time. German and Russian historians discussed their different perspectives and analyses regarding various regions of the world, including Europe, East Asia and Latin America.





German and Russian historians discussed Europe, East Asia and Latin America during the “Week of the Young Researcher” in St. Petersburg.



# North America

**German universities are attracting more and more American students. Master's degree programmes taught in English are especially popular.**

**A reception for some 300 RISE scholarship holders was held in the old auditorium at Heidelberg University.**

The “land of opportunity” continues to attract more and more university students from around the world – in 2014, in fact, 8.1 percent more than the previous year. But academic exchange in the other direction is thriving as well, with more and more students in the US and Canada expanding their horizons and going abroad. In the 2012/13 academic year, a total of 289,408 students from the US went abroad to study, which marked a 2.1 percent increase over the previous year.

Germany in particular is becoming more and more attractive to US students. There were

roughly 10,000 students from North America studying in Germany – a new record. Successful DAAD programmes play an important role in this.

Mobility might be on the rise on both sides of the Atlantic, but American and German students have different motivations for studying abroad. Compared to years past, Germans choosing to study in the US today are less interested in obtaining a degree from an American university. Students coming to Germany from the US, on the other hand, are more and more





interested in completing a full degree programme. Master's degree programmes taught in English are particularly popular. Nonetheless, short-term stays abroad remain popular among American and Canadian university students. DAAD scholarship programmes have responded accordingly, with the Research Internships in Science and Engineering (RISE) programme, which facilitates two-to-three month research internships in Germany, leading the way.

#### A success story: 10 years of RISE

In the past, North American and British university students were less likely to study abroad than students from other countries. The DAAD took action to reverse this trend and initiated RISE in 2004 – a scholarship programme designed to attract North American and British students to Germany for short academic stays. RISE was aimed at bachelor's students in the natural sciences and engineering who were interested in completing a research internship at a German university or research institute. While mobility patterns among American students have changed since 2004, the RISE programme continues to grow and achieved a new record in 2014 with 13,000 applications. As demonstrated over the last ten years, one of the positive secondary effects of the RISE programme is that many RISE scholarship holders return to Germany later to pursue further academic study. A clear success, the RISE programme concept has meanwhile been adapted to additional countries and target groups.

#### US STUDENT RECEIVES DAAD PRIZE

Pamela Taylor from New Jersey was awarded the DAAD Prize for Outstanding Achievement. During her master's programme in Business Administration at the HHL Leipzig Graduate School of Management, Taylor was not only the school's top foreign student, but was also involved in the school's own Energy Club, which organises conferences on energy-related topics. The 1,000-euro prize is intended to highlight the positive contribution of foreign students to higher education in Germany. In 2014, there were 200 recipients of the prize in Germany.



#### Germany experts and multipliers

In July 2014, a group of master's and PhD students from the DAAD-supported Centres for German and European Studies travelled through northern and southern Germany on a study tour focused on sustainability in the cities of Hamburg and Freiburg. Participants met and spoke with researchers, policy makers and members of the business community, establishing new contacts and gaining insight into current social issues. The study tour was initiated by two German Studies lecturers currently researching and teaching at Canadian universities as part of the DAAD's German Studies guest lectureship programme. Launched in 1984, the programme sends junior researchers in the fields of history, sociology, politics and cultural studies to work for two to five years



*After ten years, the RISE scholarship programme is still breaking records. In 2014, 13,000 students applied to the programme – more than ever before.*

Attending the GAIN annual meeting in Boston: Prof. Andreas Barner, President, “Stifterverband für die deutsche Wissenschaft”; Dorothee Dzwonnek, Secretary General, DFG; Cornelia Quennet-Thielen, State Secretary, BMBF; Prof. Margret Wintermantel, President, DAAD; Dr. Enno Aufderheide, Secretary General, Humboldt Foundation (l. to r.).



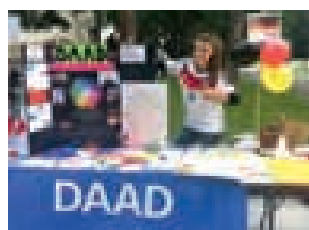
at leading North American universities with the goal of strengthening the presence of German and European themes, theories and methods in North American curricula and initiating transatlantic partnerships.

Networking and strengthening transatlantic relationships was also the goal of some 400 participants in the 14th Annual Meeting of the German Academic International Network (GAIN) held in Boston in September 2014. GAIN – a joint initiative of the DAAD, the Humboldt Foundation (AvH) and the German Research Foundation (DFG) – connects over 5,000

scientists and scholars working in the US and Canada. Via newsletters, workshops and webinars, GAIN helps its members stay abreast of developments in Germany and helps ease their reintegration into the German science system once they return home. Attendees in Boston could familiarise themselves with the German science system and sound out their individual career options and opportunities. For the first time, the event was also partly open to international researchers, and many took advantage of the opportunity. The conference focused on research careers in both academia and industry and highlighted alternatives to a career in academics. At the GAIN career fair some 70 institutions – universities, non-university funding and research institutions, and private-sector companies – took part.



## TEN YEARS OF YOUNG AMBASSADORS IN NORTH AMERICA



In August 2014, the DAAD regional office in New York welcomed the tenth generation of DAAD Young Ambassadors to a three-day interactive workshop. For the 31 workshop participants – bachelor's students from the US and Canada with experience in Germany –

it was a chance to learn about the wide range of DAAD scholarship programmes, deepen their knowledge of higher education and research in Germany, and practice their presentation skills. The DAAD provides the volunteer Young Ambassadors with promotional materials and a small budget. Through lectures, seminars and other events, the ambassadors help familiarise their fellow students with academic life in Germany.



## Unique impressions

### RISE scholarship holder and supervisor reflect on their experiences

*What were your most memorable RISE experiences?*

**Anna Sailor:** The internship was truly unique, different from anything I had experienced before. I did not know what to expect, but it was definitely a worthwhile experience for me. I enjoyed working with such a diverse group of people – the different ages and many different backgrounds. It was also very exciting to be given so much freedom in terms of my project tasks. But the most important experience was probably outside the research. The conversations with colleagues and other students during lunch gave me a chance to really get to know them, to learn more about German culture and share stories.

**Holger Nawroth:** Anna came to us with limited experience in important areas for our field,

such as combustion and data analysis. But she made a strong first impression on us. She was dedicated to learning the programming language and willing to dive into the literature; she showed perseverance when it came to solving problems, and was always interested in the new tasks assigned to her. This persistence combined with her commitment, work ethic, teamwork and tremendous achievements was the most important experience for us as supervisors.

*How did the internship benefit you?*

**Holger Nawroth:** We met with Anna regularly to talk about her work, review progress reports and define next steps and objectives. The procedure was different than what we're used to, but it was interesting to all of us; we learned from it and, thanks to Anna's outstanding achievements, it was also worthwhile.

**Anna Sailor:** The biggest benefit for me was the new level of

independence in my work. Instead of asking for help, I now have more trust in my ability to solve problems myself. I also helped write the scientific reports on our research topic, which was totally new for me.

*What about your experience with the German culture?*

**Anna Sailor:** The working environment in Germany seems to be regulated a bit more formally than in the US, but it also seems friendlier; strangers greeted me in the lab or in the elevator. I found it difficult to write on a German keyboard. But my biggest achievement was probably when I ordered coffee (in German) and nobody noticed that I was an American.

Anna Sailor studies Mechanical Engineering in the US at the University of Wisconsin-Madison. She came to TU Berlin in 2014 for a three-month research internship with the Experimental Fluid Mechanics research group; her supervisor was Holger Nawroth. Sailor and Nawroth both spoke about their experience with the Research Internship in Science and Engineering (RISE) programme.



Anna Sailor with a colleague from her research group.

# Latin America

**Celebrating 20 years of PROBRAL: Scientists, researchers and representatives from the DAAD and CAPES get together in Brazil.**

In 2014, the DAAD's cooperation with Latin America once again focused on Brazil. Together with its Brazilian partner Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), the DAAD celebrated the 20th anniversary of one of the most successful bilateral programmes, PROBRAL, which unites German and Brazilian researchers and doctoral candidates in joint research projects. The goal of the programme is to advance overall scientific knowledge, strengthen the bonds between German and Brazilian science and research, and provide young researchers with international training. The DAAD and CAPES marked the anniversary year with a special conference event. PROBRAL will continue to strengthen bilateral



## INTERNATIONAL UNDERSTANDING THROUGH FOOTBALL

2014 was an intense time for German-Brazilian relations. It marked the end of the official “Year of Germany” in Brazil, during which the DAAD, together with the German House of Science and Innovation (DWIH), organised a total of 140 science events in Brazil, and it was the year of Germany’s World Cup victory in Rio. On the occasion of the World Cup, the DAAD helped produce a dictionary dedicated to German and Brazilian football. Based on scientific analysis of the language of football, and published in cooperation with the Liaison Office Latin America of the University Alliance Ruhr, the dictionary’s 111 terms highlight the similarities and differences between German and Brazilian football. While the Brazilians might simplify the “lange Ecke” and “kurze Ecke” distinction with a single term for the near and far corners of the goal, for example, they also add “complexity” with colourful technical terms such as “chaleira” (tea pot), a form of dribbling where the attacking player lobs the ball gently over the head of the defender.

relations into the future following the successful evaluation of the programme in 2014.

With Brazil developing into a strategic higher education partner for Germany, members of the academic community in both countries – including science and research funding organisations – convened in 2014 to consider ways to enhance academic collaboration. At a conference in Brasilia, they discussed university internationalisation strategies, emphasising the benefits of working with selected partners to establish and implement long-term stable collaborative relationships on several different levels.





### Signature project **Ciência sem Fronteiras** (Science without Borders)

The first phase of the **Ciência sem Fronteiras** (CsF) programme, for which the DAAD is the German cooperation partner, came to a successful conclusion in 2014. CsF has done a great deal

for the mobility of Brazilian university students. Over 4,000 students and some 400 PhD candidates and postgraduates completed an academic stay in Germany during the programme's first phase, with more than 100 German universities or research institutes taking part. With the re-election of Brazilian President Dilma Rousseff, CsF, which is one of the government's signature projects, was extended until the end of 2018 with the goal of supporting an additional 100,000 Brazilian students and young researchers to study or work abroad. The private sector is also offering scholarships.

On a visit to Germany in October 2014, Chilean President Michelle Bachelet – herself a DAAD alumna – stressed the importance of higher

**The highly successful programme **Ciência sem Fronteiras** begins its second round in 2015. By 2018 the Brazilian government wants to provide an additional 100,000 scholarships (top).**

**Staff at the regional office in Rio de Janeiro promote the CsF programme at Brazilian universities.**

## Virtual trade fair with real impact

### Brazilians find their German university

In September 2014, scholarship holders in the Brazilian programme Ciência sem Fronteiras Alemanha (CsF) came to Germany to complete a half year of language training before enrolling

in a German university degree programme in the natural sciences, engineering and life sciences. “We use this time to introduce the scholarship holders to German universities,” says Katharina Riehle, Acting Head of Section for Brazil, Chile, Paraguay and Uruguay, explaining the DAAD’s role in the process.

This is done by way of a database listing openings at universities across Germany. For the first time in 2014, the DAAD enhanced the process by bringing universities and prospective students in direct contact with one another. The virtual education fair “Meet your Future University” took place on 10 September 2014, organised and hosted by Alumniportal Deutschland. A total of

**Chilean President Michelle Bachelet visited Germany in October 2014. The DAAD alumna emphasised the importance of higher education partnerships between the two countries.**

education cooperation between Chile and Germany and the benefits of enhanced collaboration, especially in the area of mining. Since 2009, the DAAD has also supported Heidelberg University’s Center of Excellence in Research and Teaching in Santiago de Chile with its four focus areas Medical Physics, Medical Informatics, Geo- and Environmental Sciences, and Astronomy. The facility was evaluated in 2014 and will receive funding for an additional five years.

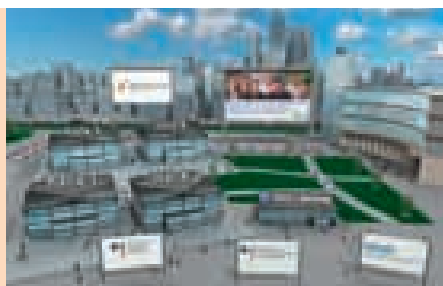
### New projects with Argentina

Despite a challenging economic climate, cooperation with Argentina remains strong. The German-Argentine University Centre (DAHZ) provides students, doctoral candidates and researchers with exchange opportunities as well as German-Argentine double degree programmes, including seven master’s and five PhD programmes. Since 2014, the centre has supported seven projects to initiate additional double degree programmes, two binational

**A lecture at the German-Argentine University Centre.**







136 university staff representing 42 German universities hosted lectures, discussion sessions and information booths for the benefit of some 1,300 virtual visitors, who were able to learn about the various German universities. The one difference from a real-world fair was that conversations were not conducted in person but via computer keyboards, which were put to the test by the crush of visitors.

Most popular among visitors were the internationally renowned universities. "RWTH Aachen led the way with nearly 800 visitors and TU München had the most inquiries with over 300 chats," reports Riehle. At the same time, the DAAD achieved its goal of directing attention to the smaller, less visible universities: "More than 30 percent of participants told us that the fair introduced them to previously unknown or unfamiliar German universities,"

says Riehle. A good example was the University of Applied Sciences Zwickau (WHZ), which had previously seen just 20 applications from CsF scholarship holders. After the virtual education fair, the number of applicants tripled.

#### Enhancing digital visibility

One of the goals was to establish direct contact and find the "perfect match" between Brazilian scholarship holders and German universities. The event also fit in with the DAAD's larger digitalisation strategy. "We want to enhance the digital visibility of German universities and facilitate the internationalisation of German science and research," explains DAAD's Katrin Haufe-Wadle, a content manager for Alumniportal Deutschland.

Many of the participating universities had little experience with virtual fairs, but received

tips in preparation for the event. One prerequisite for success at a virtual fair: a high-quality marketing video that introduces virtual visitors to the university. Also recommended are pre-written text modules (translated into several different languages) to help staff respond to inquiries

#### Virtual reality:

**CsF scholarship holders visited the education fair via PC, Mac or mobile device.**

*We want to enhance the digital visibility of German universities and facilitate the internationalisation of German science and research.*

during the fair. Haufe-Wadle was pleased with the results of the first-time event: "The virtual fair was a big success and a benefit for all involved."

research projects, as well as two exchange projects in the engineering sciences, bringing the total number of DAHZ-supported university partnerships to 23. Additional calls for applications are planned for 2015.

Mexico is looking to establish a system of integrated degree programmes based on the German model. The DUALMEX project financed by the DAAD and the Mexican ministry of education

organised several workshops and events on this topic. Representatives from German universities of applied sciences met with vice chancellors and faculty from Mexican technical and polytechnic universities. Meetings in Mexico included visits to several technical colleges as well as to German companies. A high-ranking delegation from Mexico travelled to Germany to learn more about integrated degree programmes.



# North Africa and the Middle East

**The 2014 call for applications for the “Leadership for Syria” programme generated tremendous interest, as evidenced by the more than 5,000 applications received.**

Syria – a country besieged by terror and civil war – has a very young population: 56 percent of its citizens are younger than 25 and are desperately looking for education, direction and hope for the future. “We cannot stand by and watch the conflict in Syria result in a lost generation,” said German Federal Foreign Minister Frank-Walter Steinmeier on 27 October 2014 at the launch of one of the largest and most complex individual scholarship programmes in the history of the DAAD. The programme, entitled “Leadership for Syria”, began by offering a maximum of 200 scholarships to Syrian university students. Another first: not only does the programme accept applications from Syria and the surrounding region, but also from Germany.

One component of the “Leadership for Syria” programme is a mandatory study programme in good governance, civil society and sustainable project management, designed to ensure that the scholarship holders make a lasting contribution to re-building academic and civil institutions in post-war Syria. The tremendous interest in the programme was evidenced by the record number of applicants – over 5,000 in all.

## **Future academic leaders in great demand**

Throughout North Africa and the Middle East there is increasing demand for scholarship programmes offering academic training for future leaders. The goal of such programmes is to prepare students for careers in today’s global economy and academic community. For its

partners in the region, the DAAD has become a reliable – and successful – service provider. Particularly in the Gulf States, the DAAD handles the complete range of administrative duties for locally financed government scholarship programmes. Countries such as Pakistan, Egypt and Iraq are also making significant investments in joint scholarship programmes with the DAAD.

Projects designed to establish sustainable infrastructures in the respective countries became even more difficult over the course of 2014. Travel to the region for German university representatives was severely limited. In a number of countries – including Libya, Yemen, as well as large parts of Iraq and Afghanistan – the

## ***Establishing sustainable infrastructures***

unstable security situation essentially precluded any such activity. As a result, more and more projects and cooperation measures are taking place in Germany. Still very popular are the German-Arab Transformation Partnership programme activities at German universities, which have been expanded beyond Egypt and Tunisia to countries such as Jordan and Morocco. A new call for applications in 2014 involved decisions on a large number of new funding measures and project extensions. The focus remained on developing infrastructures within Arab partner universities as well as introducing



## DAAD ALUMNI ON BEHALF OF THE ENVIRONMENT



In November 2014, DAAD Secretary General Dr. Dorothea Rüland and German parliament member Dr. Daniela De Ridder greeted 120 alumni from Morocco, Tunisia and Algeria at the 2014 alumni meeting in the Moroccan capital Rabat. The event focused on environmental issues such as the relationship between ecology and tourism, and the relationship between ecology and agriculture. Specific discussion topics included water scarcity, coastal

pollution and waste management – problems that go hand in hand with the region's economic growth. "The alumni showed great interest in the topics discussed and will be using their local alumni networks to continue working on the individual issues," says Heike Heinen, project manager for higher education projects in the DAAD's North Africa and Middle East section. "This way the event has a lasting impact."



**DAAD Secretary General Dr. Dorothea Rüland (3rd from l.) in Rabat at a gathering of 120 alumni from Morocco and Tunisia**

modern curricula and new degree programmes with the primary goal of increasing the employability of university graduates.

## Mining at Afghan universities

This also applies to Afghanistan, which is establishing a system of higher education and training specific to the mining industry in order to boost the Afghan economy. Since 2001, programmes in Afghanistan have also focused on the fields of economics and information technology. These focus areas will be maintained and further expanded following the withdrawal of international security forces in December 2014.

Throughout the region there is still a great deal of interest in establishing new transnational

universities modelled on examples such as the German University in Cairo (GUC) or the German Jordanian University (GJU). The DAAD responds to inquiries from government ministries (in Tunisia, for example) and a growing number of private investors by providing market analyses and other advisory services.

With cooperation between Iran, German universities and the DAAD re-invigorated in recent years, a highlight in 2014 was the visit of DAAD President Prof. Dr. Margret Wintermantel to Tehran and Isfahan. Accompanied by five German university rectors, Wintermantel visited several prominent universities in Iran and, together with enthusiastic DAAD alumni, officially opened the new DAAD information centre housed in the German-Iranian Chamber of Industry and Commerce. With over 6,000 Iranian university students in Germany today, outstanding educational and research facilities, and highly qualified students and researchers, Iran is developing more and more into an interesting partner for Germany in the area of higher education, and remains extremely important in terms of foreign cultural policy. «

## Securing cultural resources

### Leading archaeologists meet in Amman

The ancient city of Petra carved into the cliffs of southern Jordan or the ancient oasis-city Palmyra in Syria have long attracted tourists from around the world. “For the countries they represent a tangible economic factor and, at the same time, a part of their own history and identity,” says Prof. Dr. Friederike Fless, President of the German Archaeological Institute (DAI). Even today the cultures of the ancient Near East retain their international significance – motivation enough for the DAAD to bring leading international archaeologists together for a symposium entitled “Preserving the Past – Constructing the Future”. The event took place in Amman, Jordan as part of the German Weeks 2014 and brought together experts from Jordan, neighbouring Arab countries and Germany. Symposium participants sent a clear signal in support of efforts to preserve and protect the excavation sites and precious cultural heritage of the Arab world.

Their goal is to increase public awareness in the Arab countries for the social and economic value of ancient cultural sites, thus achieving greater integration of the past into the present and future. For Prof. Munther

Jamhawi, Director General of the Department of Antiquities of Jordan, the core question is how to manage tourist attractions in such a way that reaches everyone. Enhancing the supporting role of science and research in the area is certainly an important issue. “In countries such as Egypt or Jordan there is still a large discrepancy between research and that which is communicated or presented to the public,” says Thomas Weber, DAAD lecturer for Archaeology at the University of Jordan and initiator of the international conference. But interpreting archaeological finds and communicating the results to the public are skills that first need to be learned.

### The right academic training

Cultural heritage as an academic discipline was an important focus at the conference. “Learning how to present historical sites is a high-priority task when it comes to educating the younger generation,” summarised Prof. Moawiyah Ibrahim, Jordan Representative to the World Heritage Committee/ UNESCO. The DAAD has been active in this area for many years, facilitating university partnerships and academic exchange in Jordan and the neighbouring Arab countries. One important project is the Joint Master in Heritage Conservation and Site Management between the Brandenburg University of

Technology Cottbus-Senftenberg and the Helwan University in Egypt, in cooperation with the German Archaeological Institute.

Other discussion topics at the conference included the restoration of historic city districts and the threat to cultural resources posed by military conflicts and international art smuggling. Conference participants agreed that transferring cultural-historic knowledge and values to the next generation can succeed only if today’s education programmes also convey current technologies and opportunities in the area of digital media. As it is, the resources available to university faculty in the Arab countries still vary considerably – yet another challenge for the future.

**The ancient city of Petra is a unique cultural heritage.**



# Sub-Saharan Africa

Higher education development was at the core of DAAD activity in Africa in 2014. In May, the DAAD Executive Committee approved a strategy document on academic collaboration with the countries of Sub-Saharan Africa. This was preceded by intensive dialogue with German and African universities, DAAD alumni, university associations and political organisations in Africa.

Five strategic areas of activity were defined for the years 2015 to 2020: first, qualifying university lecturers through scholarships in Germany and at well-performing universities and research institutes in Sub-Saharan Africa; second, building capacities for graduate education and research at African universities; third, strengthening universities as effective agents for promoting societal development, especially through degree programmes relevant to the current and future labour markets, applied





research, knowledge transfer to industry, and developing a culture of dialogue in civil society; fourth, providing German universities better access to the African continent and disseminating knowledge about Germany in Africa; and finally, strengthening synergies and collaborations between German and African universities.

### In-country strength

A large conference in Nairobi in May 2014 celebrated over 40 years of DAAD activity in Africa. Since 1973, various DAAD programmes have supported more than 2,400 university students from Kenya. Today these alumni play a pivotal role in the region. In Kenya, many DAAD alumni have assumed leadership roles at universities and national-level higher education organisations such as the Commission for University Education. In Tanzania, former DAAD scholarship holders occupy high-ranking government posts. »



### ACCOUNTING FOR VIOLENT CRIME

Africa often lacks forensic medicine expertise to identify the dead and effectively detect signs of violence and abuse in survivors – a fact documented by the Human Rights Watch report on the 1994 genocide in Rwanda.

Since 2014, the DAAD programme “Partnerships for the Health Sector in Developing Countries” (PAGEL) has offered German universities opportunities for international cooperation in the health sector. Through the programme, the University Medical Center Hamburg-Eppendorf was able to successfully implement projects in forensic medicine in Egypt and Rwanda. In various workshops, medical professionals learned how to conduct autopsies or secure DNA trace material. “These projects do very important work in highly sensitive areas – and in very difficult environments,” says Ursula Hardenbicker, who heads the section “University Cooperation Projects” at DAAD.



**More than 70 of Nigeria's leading women academics gathered for an alumni event at the University of Ibadan, where they called for greater opportunity for women in education and research.**





Since establishing its regional office in Nairobi over 40 years ago, the DAAD has supported more than 2,400 scholarship holders from Kenya. Today, many of these DAAD alumni are making their mark in key leadership positions in their home countries.

At the heart of the DAAD's activity in Africa is the "in-country/in-region" programme. Each year over 850 local students benefit from the programme, whose goal is to qualify future university professors and instructors. To this end, the DAAD supports master's and PhD projects in the scholarship holders' home countries or at leading centres in other African countries. The DAAD has been collaborating for several years with South Africa's National Research Foundation (NRF) as part of the programme. Up to 100 master's and PhD students receive financial support through its bilateral programme each year. Scholarship holders in this programme met in 2014 in Cape Town for further training.

Because African governments – e.g. in South Africa – are investing more and more in joint funding programmes, the DAAD has been able to solidify its collaboration with additional countries, including Kenya, Tanzania and Ghana. In 2014, the first successful PhD graduates returned to their home countries and a new cooperation programme was launched with the government of Ethiopia. Additional measures are planned for the future.

The DAAD also expanded its marketing activities in Africa in 2014. The first German higher education fair in Cameroon's capital Yaoundé attracted some 1,300 visitors. As the majority of African students in Germany originate from

## A beacon

### “Welcome to Africa” a big hit among universities

“‘Welcome to Africa’ has developed into a kind of brand,” says Cay Etzold who heads the DAAD’s Eastern and Southern Africa section. Initiated in 2012 with funding from the Federal Ministry of Education and Research (BMBF), the programme has been very well received by all parties involved. “The projects are having an impact on the participating universities,” says Etzold. TU München, for example, organised an “Africa Day” focused on research; at the University of Leipzig, a notably large number of master’s theses and dissertations are focusing on Africa; and TU Dortmund has seen a significant increase in the number of African applicants for the DAAD’s “Sandwich” PhD scholarship programme in Germany and Africa.

### Dedication that lasts

“The programme is definitely one of our beacons,” says Margot Weiler-Wohlfarth who is responsible for the programme at the DAAD. “We not only sent more German students than expected, but in Africa we are putting the structures in place to facilitate lasting collaboration in science and research.” The programme has helped furnish labs with equipment and teach

valuable research skills – all things that will remain in place and continue having an impact after the project is over.

The programme funds eleven different projects focused on disciplines ranging from Pharmacology, to Education, to Economics and Business Sciences. The Bauhaus-Universität Weimar, for example, organised workshops and projects focused on innovative and resource-efficient building construction in Ethiopia. One result of this was the founding of two partner institutes in Weimar and Addis Ababa in 2013 dedicated to the topic of resource-efficient construction.

Students at TU Dortmund joined fellow students from Cameroon on field trips to the tropical rainforest. The students collected plant samples to investigate possible medicinal uses. According to Prof. Dr. Michael Spiteller at TU Dortmund the “Welcome to Africa” programme already enjoys a very positive image. “Word about the programme has spread quickly among the universities in Cameroon and Ethiopia,” says Spiteller.



“This has made it easy for us to expand the network to include additional universities.”

### Positive outlook

Nonetheless, the universities involved would have preferred a longer-term approach. The DAAD responded by extending support for several projects through the end of 2015. Due to the tremendous success of the programme, the DAAD is currently discussing the possibility of a new call for applications for 2015/16 with the sponsor BMBF.

**Summer schools or expeditions into the rainforest: “Welcome to Africa” has helped German students and researchers discover the African continent.**

*Projects explore topics ranging from Pharmacology and Education, to Economics and Business Sciences.*



**The first German higher education fair in Yaoundé was a success, with more than 1,300 visitors taking advantage of the opportunity to learn about university study in Germany.**

Cameroon, the fair organisers plan to conduct the event on a regular basis in the future.

The DAAD's many project funding programmes are designed to meet the specific needs of African universities. In 2014, for example, as part of the "Centres of Excellence in Africa" programme, a new centre for educational research was selected to receive funding following a call for applications. The East and South African-German Centre for Educational Research Methods and Management (CERM-ESA) is located at Kenya's Moi University in Eldoret. The centre is funded jointly by the University of Oldenburg in Germany and the Nelson Mandela Metropolitan University in South Africa.

#### **On behalf of equal opportunity**

The DAAD's theme for 2014, "Equal Opportunity in Education and Research", is highly relevant in Africa, where women are still underrepresented at many universities, especially in top-level

positions. Gender equality was also a topic of discussion at the "Women Advancement Forum: International Exchanges, Research & Academia in Nigeria" at the University of Ibadan, where more than 70 of Nigeria's leading women academics met in early November. The alumni event was hosted together with partners who are strongly committed to advancing gender equality at the country's universities.





## STIBET supports “welcome culture”

Over 300,000 foreign students are enrolled in German universities. Since 2002, the STIBET scholarship and guidance-counselling programme, financed by the German Federal Foreign Office, has helped ensure optimal support for these foreign guests. The goal of the programme is to help foreign students integrate into life in Germany, both academically and socially, as a way to enhance the effectiveness and success of their studies. If Germany wants to attract 350,000 foreign students by 2020 it is critical that they today have positive experiences here in Germany and act as multipliers, spreading the word back in their home countries.

STIBET supports projects that help foreign students acclimate and settle into life in Germany. Especially at the start of their study programmes, they are in need of German language instruction, assistance with administrative tasks and orientation on campus and in their local community. The students also seek contact to their fellow students and to members of the community. Universities use STIBET funds to finance a wide range of measures – from mentoring and “buddy” programmes, to orientation events, field trips, and supplementary scholarships that allow foreign students to complete their studies in Germany. The foreign students benefit immediately from the support, which provides a solid foundation for an effective and successful study experience.

### Numbers prove effectiveness

In 2014, STIBET underwent a comprehensive evaluation. The results of the evaluation prove the



effectiveness of the programme. Nearly 90 percent of universities report that the additional funds allowed them to expand and improve their support for foreign students. A survey of over 11,000 international students proves empirically that 50 percent of all foreign students take advantage of counselling or other assistance services provided by the universities. According to the survey, foreign students particularly take advantage of German language instruction, support with the enrolment/registration process, and help with finding an apartment or other living arrangements.

Nevertheless, despite STIBET’s significant contribution to the “welcome culture” at German universities, there is still work to be done. Thirty-five percent of students surveyed indicated that they do not feel optimally integrated into everyday university life in Germany. Moreover, the drop-out rate among foreign bachelor’s students – at 41 percent – is 13 percent higher than the drop-out rate among their German peers. The goal is to close this gap by offering more intensive support services.

**Minister of State Prof. Maria Böhmer (right) and DAAD President Prof. Margret Wintermantel present the results of the STIBET evaluation to members of the press in the Federal Foreign Office.**

# Asia-Pacific

The Asia-Pacific region continued its upward trend in 2014 with academic exchange numbers once again higher than the previous year. The Academic Evaluation Centre (APS) in Beijing received 14,000 applications – 50 percent of these in partnership programmes. The number of Chinese applicants has nearly doubled compared to 2009. Some 12,770 visa applications were

have comprised the second largest group of foreign PhD candidates behind the Chinese. Overall, foreign students from India have now moved up to third place behind Chinese and Russian students with applications for scholarships rising steadily as a result. The same trend can be observed in several smaller countries in the region. The number of applicants from Myanmar, for example, has quadrupled – a noteworthy increase despite the lower absolute figures. This positive development can be attributed in part to Myanmar's new education minister Khin San Yee. »

## *The DAAD regional office in Beijing celebrated its 20th anniversary.*

submitted in 2014, including 937 for scientists and researchers. The success can be attributed in large part to the marketing activities conducted by the DAAD regional office in Beijing, which celebrated its 20th anniversary in 2014. Because the China Scholarship Council (CSC) continues to support some 2,500 doctoral candidates in Germany, the DAAD had already replaced its doctoral scholarship programme in 2013 with a postdoctoral programme in cooperation with the CSC. Now in its second year, the postdoc programme once again received 100 applications for 25 scholarships.

### **Growing interest in study opportunities in Germany**

Interest from India is also on the rise with more and more students deciding to study in Germany. For several years now, Indian doctoral students







Alumni reunion in China's capital city: Former DAAD scholarship holders from all around China met in Beijing.

Malaysia has become a popular destination for students from Islamic countries.

A DAAD alumna herself, Khin San Yee, visited several German universities and institutions in summer 2014 and facilitated open-application procedures for DAAD scholarships.



The number of applicants from Malaysia also increased. Interestingly, over one-third of applications came from Iranian students – a sign that Malaysia has become a popular destination for students from Islamic countries.

The DAAD also saw movement in the other direction in 2014. German students can now apply twice a year for a scholarship in Australia. After years of declining numbers, this resulted in an immediate doubling of the number of applicants.

#### “Lighthouse” projects lead the way

Many of the region’s leading projects could also look back on a positive 2014. The Chinese-German University of Applied Sciences at Tongji University celebrated its 10th anniversary and the German Federal Ministry of Education and Research approved funding for an additional four years. At the Indo-German Centre for Sustainability at the Indian Institute of Technology Madras, four research projects with Indian funding were approved in the areas of energy, water use and air pollution. In addition, a research project on “Sustainable Power Engineering” was given the green light thanks to a significant investment by a German medium-sized company.

In Thailand, the Legal Studies Center at Thammasat University received a positive evaluation, and continued funding was recommended. In Australia the DAAD significantly expanded its



## More opportunity for women and children

### German-Indonesian dialogue on legal issues

As the Republic of Indonesia fine-tunes its system of civil law with legal reforms focusing on family/domestic law, marital law and inheritance law, the country must decide to what extent Islamic values will influence its system of laws. The goal of the DAAD-funded German-Indonesian collaboration project “Islamic law, Gender and Civil Society in Indonesia and Germany” is to support this process.

“Our project concentrates on reforming marital laws with a focus on interracial marriages, divorce law and the role of children in this context,” explains Prof. Dr. Irene Schneider from the University of Göttingen who heads the project. Intensive dialogue with colleagues from Sunan Kalijaga State Islamic University in Yogyakarta began back in 2012 with the Federal Foreign Office providing funding for the DAAD exchange programme since 2013. Through their collaborative work, Irene Schneider and the German-Indonesian project team want to sensitise legal professionals

in Indonesia to the issue of women’s rights and, by association, the rights of children. “Children’s issues in Indonesia are mostly addressed in connection with women’s issues,” explains Schneider.

### Reaching decision makers

The project pays particular attention to establishing dialogue with lawyers and judges in the Islamic courts and turning their attention to the issue of women’s rights and children’s interests. “Our partners at the Islamic University in Yogyakarta are excellent multipliers on this issue,” says Schneider. “They are not only directly involved in educating Indonesia’s lawyers and judges but also work as consultants, and are sought after by both legal practitioners and legislators for their knowledge and expert opinion.”

Children born out of wedlock and single mothers, for example, are by no means rare in Indonesia. Nevertheless, single mothers are often the victims of discrimination in Indonesia, the country with the world’s largest Muslim population. At the same time, Indonesia has also ratified the UN Convention on the Elimination of All Forms of



Discrimination against Women. “The question now is how to reconcile Indonesian civil law on the national level with international legal norms,” explains Prof. Dr. Fritz Schulze from the Department of Arabic and Islamic Studies at the Georg-August-Universität Göttingen.

As Schulze points out, it is a hot-button issue for the German side as well: “Islamic civil law exists here in Germany too; German law, for example, recognises Islamic legal principles in divorce proceedings for Muslim marriages,” he says. With many issues still open, the project continues to encourage legal dialogue in Germany too.

**A DAAD research project wants to sensitise legal professionals in Indonesia for the legal situation of women and children.**

*Raising awareness for women’s rights and children’s interests.*



**DAAD President Prof. Dr. Margret Wintermantel was on hand for the official opening of the Center for German and European Studies (ZeDES) at Chung-Ang University in Seoul – the 17th centre of its kind to join the worldwide ZeDES network.**

project-related exchange programme through a contract with “Universities Australia”.

In fall 2014, the German-Mongolian Institute for Resources and Technology, in cooperation with TU Bergakademie Freiberg and RWTH Aachen University, launched its first bachelor’s degree programmes on the new campus in Nalaikh in the vicinity of Ulan Bator.

### Active alumni

A proactive approach to alumni relations helped the DAAD solidify relationships to its alumni in the region. Along with an alumni meeting in Myanmar, the DAAD organised a meeting of the German Korean Alumni Network (ADeKo) in 2014. With 600 participants, it was ADeKo’s largest alumni gathering to date. Participants

included DAAD President Prof. Dr. Margret Wintermantel and several vice-chancellors and presidents of Germany’s leading technical universities (TU9). As part of her visit to South Korea, President Wintermantel also took part in the official opening of the Center for German and European Studies (ZeDES) at Chung-Ang University in Seoul – the 17th centre to join the worldwide ZeDES network. Taiwan hosted the 2nd East Asia German Alumni Symposium in Life Science – the second meeting of this network of DAAD alumni from China, Taiwan, Japan and Korea.

“Change by exchange” also meant a changing of the guard at the DAAD regional offices in Hanoi and Tokyo, with new directors Anke Stahl (Hanoi) and Ursula Toyka-Fuong (Tokyo) taking over in 2014. <<

IV.

Facts and figures

## Overview of DAAD funding

**Table 5 : DAAD funding for foreigners and Germans in 2014 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
I. Individual funding – Total	G	53	55	44	392	41	604	47
	F	12	10	66	155	159	280	28
1. By status								
Undergraduate students	G	21	2	5	65	3	59	5
	F	2	5	43	87	53	158	18
Students already holding a first degree (graduates)	G	21	33	21	166	18	392	16
	F	7	3	21	58	87	96	6
of these, PhD students	G	6	14	17	55	18	129	11
	F	1	1	5	27	19	50	3
Academics und university lecturers (incl. postdocs)	G	11	20	18	161	20	153	26
	F	3	2	2	10	19	26	4
2. By duration of funding								
< 1 month	G	11	17	23	120	31	132	24
	F	1	4	39	32	36	114	14
1–6 months	G	29	13	5	91	3	79	6
	F	4	3	21	74	26	102	4
> 6 months (long-term funding)	G	13	25	16	181	7	393	17
	F	7	3	6	49	97	64	10
II. Project funding – Total	G	58	45	149	494	320	637	72
	F	91	17	41	292	203	203	26
1. By status								
Undergraduate students	G	26	21	83	236	138	454	60
	F	2		23	126	56	73	10
Students already holding a first degree (graduates)	G	21	24	44	143	89	171	11
	F	49	14	14	97	62	88	5
of these, PhD students	G	4	1	24	74	55	12	
	F	23	9	8	31	18	24	2
Academics und university lecturers (incl. postdocs)	G	11		22	115	93	12	1
	F	40	3	4	69	85	42	11
2. By duration of funding								
< 1 month	G	17	1	39	153	204	15	
	F	84	14	37	177	159	185	16
1–6 months	G	40	39	85	287	95	536	65
	F	7	2	2	89	34	14	6
> 6 months (long-term funding)	G	1	5	25	54	21	86	7
	F		1	2	26	10	4	4
III. EU mobility programmes – Total *	G	741	975	1,733	5,856	258	4,921	1,401
	F	1	4	4	2		16	3
1. By status								
Undergraduate students	G	491	614	1,062	4,324	133	3,517	1,129
	F							
Students already holding a first degree (graduates)	G	189	302	375	1,201	45	973	202
	F							
of these, PhD students	G	2	3	1	9	3	12	
	F							
Academics und university lecturers (incl. postdocs)	G	61	59	296	331	80	431	70
	F	1	4	4	2		16	3
2. By duration of funding								
< 1 month	G	60	59	294	331	80	427	70
	F	1	4	4	2		16	3
1–6 months	G	607	795	1,249	3,924	143	3,354	1,084
	F							
> 6 months (long-term funding)	G	74	121	190	1,601	35	1,140	247
	F							
DAAD funding – Total (I + II + III)	G	852	1,075	1,926	6,742	619	6,162	1,520
	F	104	31	111	449	362	499	57
DAAD funding – Germans and foreigners, total		956	1,106	2,037	7,191	981	6,661	1,577

\* Figures for EU mobility programme funding are based on the academic year (October 2013–September 2014).



#### IV. FACTS AND FIGURES : DAAD FUNDING

Iceland	Italy	Liechtenstein	Luxembourg	Malta	Netherlands	Norway	Austria	Portugal	Sweden	Switzerland	Spain	Turkey	Cyprus	Total
9	245		1	6	128	41	71	74	87	157	200	109	4	2,368
5	296			18	13	10	9	53	21	15	239	323	6	1,718
1	40		1	2	7	15		3	10	19	49	34		341
1	68			15	2	5		35	14	2	125	145	2	780
4	141				79	18	37	28	52	108	78	34	1	1,247
4	158			3	8	3	7	15	6	10	90	164	4	750
2	122				47	7	24	27	27	29	53	27	1	616
1	57			1	7	1	4	5	4	3	54	22	1	266
4	64			4	42	8	34	43	25	30	73	41	3	780
	70				3	2	2	3	1	3	24	14		188
4	82			1	65	10	52	61	30	41	83	44	1	832
1	59			13	1	2		27	6	1	66	51		467
2	48		1	2	16	13	10	5	14	55	64	35	1	492
	116			2	3	4	2	12	8	8	84	85	3	561
3	115			3	47	18	9	8	43	61	53	30	2	1,044
4	121			3	9	4	7	14	7	6	89	187	3	690
4	725		32	20	198	117	228	119	136	142	444	384	12	4,336
2	317		7	1	168	10	65	57	50	39	234	351	4	2,178
4	389		31	18	94	42	153	55	95	102	253	212	10	2,476
	46		4		41	2	14	3	5	9	38	116	1	569
	234			1	78	45	67	36	32	37	132	131		1,296
2	135		2	1	70	3	28	29	19	10	107	107	2	844
	43				6	26	14	23	12		38	34		366
	71				23	1	11	16	12	2	57	20		328
	102		1	1	26	30	8	28	9	3	59	41	2	564
	136		1		57	5	23	25	26	20	89	128	1	765
1	186			1	29	26	35	93	54		101	82	1	1,038
	245		5	1	88	5	51	46	42	31	144	207	3	1,540
3	501		32	19	144	59	191	16	61	137	222	263	11	2,806
2	61		2		67	1	10	8	7	6	55	60	1	434
	38				25	32	2	10	21	5	121	39		492
	11				13	4	4	3	1	2	35	84		204
170	2,261	17	124	131	1,425	1,268	1,104	888	2,748	1,268	6,718	2,227	64	36,298
2	8		1		6		10			5	2	5		69
103	1,435	14	92	87	903	797	634	571	1,707	785	5,164	1,604	45	25,211
49	532	1	26	21	348	393	220	213	877	371	1,090	402	10	7,840
2	4				2	3	6	3	1	5	3	2		61
18	294	2	6	23	174	78	250	104	164	112	464	221	9	3,247
2	8			1	6		10			5	2	5		69
18	290	1	6	23	174	78	245	103	163	112	462	218	9	3,223
2	8			1	6		10			5	2	5		69
129	1,515	14	107	100	1,106	994	733	636	2,220	973	5,066	1,698	50	26,497
23	456	2	11	8	145	196	126	149	365	183	1,190	311	5	6,578
183	3,231	17	157	157	1,751	1,426	1,403	1,081	2,971	1,567	7,362	2,720	80	43,002
9	621		7	20	187	20	84	110	71	59	475	679	10	3,965
192	3,852	17	164	177	1,938	1,446	1,487	1,191	3,042	1,626	7,837	3,399	90	46,967

**Table 6 : DAAD funding for foreigners and Germans in 2014 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
<b>I. Individual funding – Total</b>		G 21	16	21	52	17	19	38	42	19	42	1
		F 63	124	217	131	62	120	22	155	216	94	21
<b>1. By status</b>												
Undergraduate students	G	17	8	11	32	9	10	18	21	3	26	
	F	27	35	48	59	31	62	7	58	121	41	8
Students already holding a first degree (graduates)	G		2	1	1	1	2	7	3	1	3	
	F	35	66	156	65	28	50	13	73	83	48	12
of these, PhD students	G		2					7	1	1	1	
	F	6	19	15	12	5	7	2	19	11	12	
Academics und university lecturers (incl. postdocs)	G	4	6	9	19	7	7	13	18	15	13	1
	F	1	23	13	7	3	8	2	24	12	5	1
<b>2. By duration of funding</b>												
< 1 month	G	18	8	15	31	9	6	29	26	5	28	
	F	19	31	29	42	13	30	3	37	81	27	5
1–6 months	G		2	2	9	2	7	3	6	5	6	
	F	2	28	16	13	12	9	2	20	18	13	
> 6 months (long-term funding)	G	3	6	4	12	6	6	6	10	9	8	1
	F	42	65	172	76	37	81	17	98	117	54	16
<b>II. Project funding – Total</b>		G 11	29	50	65	83	114	74	100	71	59	8
		F 103	189	283	304	113	386	95	299	525	301	39
<b>1. By status</b>												
Undergraduate students	G	2	7	11	46	6	23	24	27	2	28	
	F	35	63	100	74	12	110	13	97	368	185	8
Students already holding a first degree (graduates)	G	2	3	11	4	50	23	35	26	17	10	3
	F	50	67	31	76	69	106	50	129	98	35	19
of these, PhD students	G	2		4	3		11	6	14	9	4	
	F	16	20	1	22	19	31	29	49	13	13	5
Academics und university lecturers (incl. postdocs)	G	7	19	28	15	27	68	15	47	52	21	5
	F	18	59	152	154	32	170	32	73	59	81	12
<b>2. By duration of funding</b>												
< 1 month	G	11	24	50	55	59	105	47	76	58	45	6
	F	82	151	261	237	98	259	74	220	155	143	32
1–6 months	G		5		10	24	7	27	22	13	14	2
	F	17	30	20	53	11	111	16	57	45	96	6
> 6 months (long-term funding)	G						2		2			
	F	4	8	2	14	4	16	5	22	325	62	1
<b>III. EU mobility programmes – Total *</b>		G					103	300				
		F						1				
<b>1. By status</b>												
Undergraduate students	G						33	172				
	F											
Students already holding a first degree (graduates)	G						13	72				
	F											
of these, PhD students	G											
	F											
Academics und university lecturers (incl. postdocs)	G						57	56				
	F							1				
<b>2. By duration of funding</b>												
< 1 month	G						57	56				
	F							1				
1–6 months	G						39	233				
	F											
> 6 months (long-term funding)	G						7	11				
	F											
<b>DAAD funding – Total (I + II + III)</b>		G 32	45	71	117	100	236	412	142	90	101	9
		F 166	313	500	435	175	506	118	454	741	395	60
<b>DAAD funding – Germans and foreigners, total</b>		198	358	571	552	275	742	530	596	831	496	69

\* Figures for EU mobility programme funding are based on the academic year (October 2013–September 2014).

#### 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
61	15	17	6	13	3	159	56	414	18	22	17	22	59	4	58	37	28	1,297
55	49	42	52	53	21	332	199	1,136	120	88	40	82	158	41	339	175	132	4,339
	9	10	2	10	1	43	28	285	6	9	2	15	9		26	3	14	627
27	19	18	18	18	14	178	76	456	35	57	19	35	92	9	154	90	46	1,858
1		1				19	2	33	2		5	1	11		1	11	2	110
28	27	22	32	31	7	102	94	506	82	23	13	43	58	26	133	68	68	1,992
		1				16	2	14			5	1	9			9	2	71
10	6	4	4	3	2	35	26	235	14	4	2	8	21	4	26	21	13	546
60	6	6	4	3	2	97	26	96	10	13	10	6	39	4	31	23	12	560
	3	2	2	4		52	29	174	3	8	8	4	8	6	52	17	18	489
50	7	1	1	10	1	97	32	231	5	7	11	14	13	1	27	10	20	713
22	13	14	12	19	8	162	56	281	24	45	19	24	80	15	116	67	34	1,328
1	3	11	1			15	7	64	6	2	1	5	8		2	6	1	175
9	1	4	6	5	3	72	38	394	39	5	7	10	30	1	76	32	19	884
10	5	5	4	3	2	47	17	119	7	13	5	3	38	3	29	21	7	409
24	35	24	34	29	10	98	105	461	57	38	14	48	48	25	147	76	79	2,127
139	75	87	9	45	2	751	243	1,331	74	74	15	29	380	2	179	270	24	4,393
174	128	101	149	161	20	1,093	392	2,650	301	158	39	113	543	42	1,111	435	227	10,474
53	47	52		4	1	402	124	671	13	7	3	2	208		86	107	5	1,961
20	47	21	25	64	4	304	104	1,023	31	27	7	43	116	16	474	163	55	3,609
44	10	9	2	17	1	158	43	236	29	28	7	15	73	1	18	74	5	954
60	43	27	86	39	12	370	121	762	151	46	13	54	170	3	415	135	78	3,315
22	3	2	1	5		74	8	62	22	22	4		53		8	35	2	377
22	6	7	42	10	1	117	39	162	73	29	5	2	83		111	39	9	975
42	18	26	7	24		191	76	424	32	39	5	12	99	1	75	89	14	1,478
94	38	53	38	58	4	419	167	865	119	85	19	16	257	23	222	137	94	3,550
95	74	55	9	33	2	563	138	829	56	72	9	13	241	2	158	199	18	3,102
159	103	85	121	142	17	893	252	1,699	252	150	36	104	443	41	677	263	186	7,335
39	1	32		12		166	103	487	16	2	5	16	122		19	53	5	1,202
10	15	11	26	19	1	173	105	646	42	7	3	3	51	1	285	136	21	2,017
5						22	2	15	2		1		17		2	18	1	89
5	10	5	2		2	27	35	305	7	1		6	49		149	36	20	1,122
94	266	247				1,389	196			122	153		731			743		4,344
			2			4	3			1			2			8		21
45	138	112				737	84			64	108		397			473		2,363
17	50	41				304	24			18	15		142			146		842
						3	1						2					6
32	78	94				348	88			40	30		192			124		1,139
			2			4	3			1			2			8		21
32	78	94				348	88			40	30		192			123		1,138
			2			4	3			1			2			8		21
54	171	139				875	81			77	111		471			535		2,786
8	17	14				166	27			5	12		68			85		420
294	356	351	15	58	5	2,299	495	1,745	92	218	185	51	1,170	6	237	1,050	52	10,034
229	177	143	203	214	41	1,429	594	3,786	421	247	79	195	703	83	1,450	618	359	14,834
523	533	494	218	272	46	3,728	1,089	5,531	513	465	264	246	1,873	89	1,687	1,668	411	24,868

**Table 7 : DAAD funding for foreigners and Germans in 2014 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
<b>I. Individual funding – Total</b>				
	G	319	1,922	2,241
	F	160	731	891
<b>1. By status</b>				
Undergraduate students	G	96	241	337
	F	92	368	460
Students already holding a first degree (graduates)	G	106	866	972
	F	53	281	334
of these, PhD students	G	86	627	713
	F	12	49	61
Academics und university lecturers (incl. postdocs)	G	117	815	932
	F	15	82	97
<b>2. By duration of funding</b>				
< 1 month	G	151	1,068	1,219
	F	34	80	114
1–6 months	G	99	368	467
	F	85	390	475
> 6 months (long-term funding)	G	69	486	555
	F	41	261	302
<b>II. Project funding – Total</b>				
	G	678	2,822	3,500
	F	142	725	867
<b>1. By status</b>				
Undergraduate students	G	415	1,729	2,144
	F	25	316	341
Students already holding a first degree (graduates)	G	211	934	1,145
	F	68	211	279
of these, PhD students	G	39	71	110
	F	29	71	100
Academics und university lecturers (incl. postdocs)	G	52	159	211
	F	49	198	247
<b>2. By duration of funding</b>				
< 1 month	G	115	252	367
	F	104	512	616
1–6 months	G	510	2,285	2,795
	F	34	182	216
> 6 months (long-term funding)	G	53	285	338
	F	4	31	35
<b>DAAD funding – Total (I + II)</b>				
	G	997	4,744	5,741
	F	302	1,456	1,758
<b>DAAD funding – Germans and foreigners, total</b>				
		1,299	6,200	7,499



**Table 8 : DAAD funding for foreigners and Germans in 2014 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
I. Individual funding – Total	G	109	1	5		15	285	84	34		33
	F	346			1	38	3,546	240	73		76
<b>1. By status</b>											
Undergraduate students	G	37				7	149	37	17		24
	F	189				4	2,956	146	8		24
Students already holding a first degree (graduates)	G	21	1			5	46	14	4		5
	F	105			1	34	538	89	61		50
of these, PhD students	G	16	1			2	28	9	3		2
	F	63				11	440	64	36		24
Academics und university lecturers (incl. postdocs)	G	51		5		3	90	33	13		4
	F	52					52	5	4		2
<b>2. By duration of funding</b>											
< 1 month	G	43		4			57	19	3		3
	F	26					18	16	2		9
1–6 months	G	32	1	1		11	151	38	21		23
	F	217				1	247	28	5		10
> 6 months (long-term funding)	G	34				4	77	27	10		7
	F	103			1	37	3,281	196	66		57
II. Project funding – Total	G	324		2	1	24	647	304	81		125
	F	253			3	29	317	227	140	7	123
<b>1. By status</b>											
Undergraduate students	G	180		2	1	15	330	170	42		85
	F	86				3	84	50	7		34
Students already holding a first degree (graduates)	G	77				8	155	45	28		29
	F	80			1	15	135	67	62	1	32
of these, PhD students	G	15				1	60	11	1		3
	F	27				4	42	27	6	1	10
Academics und university lecturers (incl. postdocs)	G	67				1	162	89	11		11
	F	87			2	11	98	110	71	6	57
<b>2. By duration of funding</b>											
< 1 month	G	68				2	248	115	8		19
	F	123			3	21	197	164	114	7	102
1–6 months	G	222		2	1	22	362	180	66		104
	F	80				5	99	41	25		14
> 6 months (long-term funding)	G	34					37	9	7		2
	F	50				3	21	22	1		7
DAAD funding – Total (I + II)	G	433	1	7	1	39	932	388	115		158
	F	599			4	67	3,863	467	213	7	199
DAAD funding – Germans and foreigners, total		1,032	1	7	5	106	4,795	855	328	7	357



#### IV. FACTS AND FIGURES : DAAD FUNDING

El Salvador	Grenada	Guatemala	Guyana	Haiti	Honduras	Jamaica	Colombia	Cuba	Mexico	Nicaragua	Panama	Paraguay	Peru	St. Vincent and Grenadines	Trinidad and Tobago	Uruguay	Venezuela	Total
2		6					94	12	99	12	12	7	50			15	8	883
47	2	31	2		45	1	415	25	826	32	42	16	71		5	16	50	5,946
2		1					50	1	42	3	7	4	31			7	2	421
14	1	2					122		356	4		4	18			6	5	3,859
							8	1	34	1	4		8			3	2	157
33	1	29	2		44	1	284	12	443	28	42	12	51		5	7	39	1,911
							4		14		3		5			1	2	90
9		10			12		81	9	129	6	8	7	25		2	6	23	965
		5					36	10	23	8	1	3	11			5	4	305
					1		9	13	27				2			3	6	176
1		2					12	4	12	1	1	1	10			5	2	180
2	1	2					8	4	36	3			7				5	139
1		1					43	2	33	3	9	4	24			9	2	409
					1		22	10	24			4	10			8	5	592
		3					39	6	54	8	2	2	16			1	4	294
45	1	29	2		44	1	385	11	766	29	42	12	54		5	8	40	5,215
6	1	6		5	3	6	190	88	478	22	17	13	161		3	23	3	2,533
50		40	1	1	23		457	270	300	28	26	16	113	1		8	31	2,464
5	1	4		3	2	5	119	39	262	13	11	6	108		2	22	3	1,430
3		2		1			189	24	69		2	6	34			2	9	605
1		1		2	1	1	45	18	144	9	4		38		1	1		608
45		14	1		12		139	92	127	9	8	3	43			2	15	903
							17	7	10		1		4					130
3		2	1				45	15	43		1	3	9				4	243
		1					26	31	72		2	7	15					495
2		24			11		129	154	104	19	16	7	36	1		4	7	956
2	1	1					52	41	91		5	9	27					689
43		29			16		330	233	182	24	23	13	68	1		7	13	1,713
4		5		5	3	6	129	43	365	22	12	4	121		3	23	3	1,707
6		9	1		6		102	36	71	4	2	3	34			1	17	556
							9	4	22				13					137
1		2		1	1		25	1	47		1		11				1	195
8	1	12		5	3	6	284	100	577	34	29	20	211		3	38	11	3,416
97	2	71	3	1	68	1	872	295	1,126	60	68	32	184	1	5	24	81	8,410
105	3	83	3	6	71	7	1,156	395	1,703	94	97	52	395	1	8	62	92	11,826

**Table 9 : DAAD funding for foreigners and Germans in 2014 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
<b>I. Individual funding – Total</b>		G 78	8	5	4	19	116	
	F	518	35	1	194	219	74	117
<b>1. By status</b>								
Undergraduate students	G	4	2	5	1	10	54	
	F	93	12	1		30	52	17
Students already holding a first degree (graduates)	G	57	3			1	39	
	F	396	20		186	160	19	100
of these, PhD students	G	3	3				25	
	F	252	14		127	133	6	18
Academics und university lecturers (incl. postdocs)	G	17	3		3	8	23	
	F	29	3		8	29	3	
<b>2. By duration of funding</b>								
< 1 month	G		1		1	5	28	
	F	52	12	1		29	26	17
1–6 months	G	7	4	5		7	29	
	F	40	3		7	37	33	2
> 6 months (long-term funding)	G	71	3		3	7	59	
	F	426	20		187	153	15	98
<b>II. Project funding – Total</b>		G 433	44	2	63	88	322	19
	F	1,488	27	6	160	390	224	70
<b>1. By status</b>								
Undergraduate students	G	117	12	2	13	23	195	19
	F	459	2	3	61	24	61	45
Students already holding a first degree (graduates)	G	131	3		12	43	68	
	F	455	12	3	27	250	96	15
of these, PhD students	G	35	2		5	9	8	
	F	139	5		18	115	21	2
Academics und university lecturers (incl. postdocs)	G	185	29		38	22	59	
	F	574	13		72	116	67	10
<b>2. By duration of funding</b>								
< 1 month	G	345	29	1	53	59	115	6
	F	1,150	23	4	99	230	115	45
1–6 months	G	51	14	1	5	28	202	13
	F	224	2		45	134	55	17
> 6 months (long-term funding)	G	37	1		5	1	5	
	F	114	2	2	16	26	54	8
<b>DAAD funding – Total (I + II)</b>		G 511	52	7	67	107	438	19
	F	2,006	62	7	354	609	298	187
<b>DAAD funding – Germans and foreigners, total</b>		2,517	114	14	421	716	736	206

#### IV. FACTS AND FIGURES : DAAD FUNDING

Jordan	Qatar	Kuwait	Lebanon	Libya	Morocco	Oman	Palestinian Territories	Saudi Arabia	Syria	Tunisia	United Arab Emirates	Total
47	2		14		13	12	10	3		16	6	353
98	1	13	34	1	40	143	145	299	102	91	2	2,127
16	1		6		3	9	3			4	3	121
27	1	13	14		22	113	19	261		49	2	726
19	1		4		3		1	1		4	1	134
68			19	1	14	30	121	36	101	38		1,309
4			1		1			1		2	1	41
39			10		11		42		48	12		712
12			4		7	3	6	2		8	2	98
3			1		4		5	2	1	4		92
4			3		3	3		1		1	4	54
22			6		22	5	11	4		18		225
22	2		6		4	5	4			3	1	99
9	1		3		5	9	11	2		36	2	200
21			5		6	4	6	2		12	1	200
67		13	25	1	13	129	123	293	102	37		1,702
190	16	1	42		126	37	19	1	1	131	35	1,570
528	12	1	71	7	316	121	169	3	127	493	20	4,233
68	9	1	18		63	27	9		1	35	17	629
356	2		22		146	108	101		46	115	14	1,565
21	3		11		43	7	5	1		39	13	400
75	1		34	5	113	4	48	3	78	191	1	1,411
7	1		1		14	6	2			25	3	118
25	1		4	1	62	1	8	1	41	115	1	560
101	4		13		20	3	5			57	5	541
97	9	1	15	2	57	9	20		3	187	5	1,257
80	16	1	17		68	20	8		1	101	21	941
239	11	1	47	6	209	78	69	2	29	415	19	2,791
65			25		58	13	7	1		26	9	518
241			19	1	89	1	41		88	47		1,004
45						4	4			4	5	111
48	1		5		18	42	59	1	10	31	1	438
237	18	1	56		139	49	29	4	1	147	41	1,923
626	13	14	105	8	356	264	314	302	229	584	22	6,360
863	31	15	161	8	495	313	343	306	230	731	63	8,283

**Table 10 : DAAD funding for foreigners and Germans in 2014 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	Djibouti	Ivory Coast	Eritrea	Gabon	Gambia	Ghana	Guinea	Guinea-Bissau	Cameroon	Cape Verde	Kenya	Comoros	Congo	Dem. Republic of Congo
<b>I. Individual funding – Total</b>		G 30	5	1	5	1			8		3		40	1		10		48		2	11
		F 188	41	8	27	4			18	16	1	4	159	7		80		289	1	5	18
<b>1. By status</b>																					
Undergraduate students	G		4						3		1		33			3		30			6
	F			3		4			4		1		47			6		19		2	2
Students already holding a first degree (graduates)	G		3			1	1		1				5	1		1		10			2
	F		184	37	8	19	2		12	16		4	112	5		65		267	1	3	15
of these, PhD students	G		1										4			1		4			
	F		108	23		6	1		4				67			46		164	1		8
Academics und university lecturers (incl. postdocs)	G		23	5	1	4			4		2		2			6		8		2	3
	F		4	1		4	2		2					2		9		3			1
<b>2. By duration of funding</b>																					
< 1 month	G		3	1	1	1			1		2		1					4		2	1
	F		3	3		4			4		1		19	1		6		5			
1–6 months	G		9			1	1		3		1		33	1		5		36			9
	F		12	2		4	1		2	1			28	1		10		33		1	1
> 6 months (long-term funding)	G		18	4		3			4				6			5		8			1
	F		173	36	8	19	3		12	15		4	112	5		64		251	1	4	17
<b>II. Project funding – Total</b>		G 12	145	13	8	17	3	1	1		10	5	91			70	16	128		1	3
		F 4	304	120	11	45	9	1	38	2	25	2	206	1	6	382	23	316	1	12	36
<b>1. By status</b>																					
Undergraduate students	G		22	5	6	4	2	1			2	4	69			24	8	69		1	3
	F	1	15	3	3	3	2	1	10		11		12			193	9	36		1	
Students already holding a first degree (graduates)	G	5	55	7	1	4	1					1	16			22	3	14			
	F	2	125	13	4	5	2		4	2	5	1	124	1		139	1	132	1	2	34
of these, PhD students	G	2	14	2									3			1	2	2			
	F		61	3	2	2			2				44			30		70		2	3
Academics und university lecturers (incl. postdocs)	G	7	68	1	1	9			1		8		6			24	5	45			
	F	1	164	104	4	37	5		24		9	1	70		6	50	13	148		9	2
<b>2. By duration of funding</b>																					
< 1 month	G	7	120	4	1	9			1		8		25			48	15	53			1
	F	1	175	111	7	37	6		29	1	10	2	139	1	6	163	22	262		10	8
1–6 months	G	5	20	9	7	8	3	1			2	5	66			19	1	72		1	2
	F	3	59	8	3	5		1	3		14		33			200		23			3
> 6 months (long-term funding)	G		5													3		3			
	F		70	1	1	3	3		6	1	1		34			19	1	31	1	2	25
<b>DAAD funding – Total (I + II)</b>		G 12	175	18	9	22	4	1	9		13	5	131	1		80	16	176		3	14
		F 4	492	161	19	72	13	1	56	18	26	6	365	8	6	462	23	605	2	17	54
<b>DAAD funding – Germans and foreigners, total</b>			16	667	179	28	94	17	2	65	18	39	11	496	9	6	542	39	781	2	68

#### 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
1		5	1			6	2	14		8			7	1		3		126	4			19	7		18		389
1	2	21	10	11		5	14	61	7	76	35	21	17		11	74	1	255	158	14	4	161	31	5	140	4	2,005
		1				4	1	7		3		1	2			1		54	1			10	2		6		173
		2		2				6		17	3					8		15	4			1	1		4		151
1			1			1		4		3		1	2	1		1		36	1			1	1		5		84
1	2	16	10	9		5	14	55	6	51	32	21	11		11	63	1	230	152	14	4	159	26	5	135	4	1,787
1			1					3		3				1		1		28	1			1	1		2		53
1		12	3	4		2	7	15	1	24	7	5	11			31		121	113		1	115	7	1	47		956
		4				1	1	3		2			3			1		36	2			8	4		7		132
		3							1	8			6			3		10	2			1	4		1		67
		1	1			2		2		2			1	1				43	1			5	1		1		78
		2		2						5	3					1		2	5			1	2		3		72
		1				3	1	7		3		1	3			2		60	2			11	4		9		206
		4						4	1	7			5			8		28	13			2	3			1	172
1		3				1	1	5		3		1	3			1		23	1			3	2		8		105
1	2	15	10	9		5	14	57	6	64	32	21	12		11	65	1	225	140	14	4	158	26	5	137	3	1,761
1		17	3	4		3	16	128	2	1	34	13	8	2	1			566	18			148	5		59		1,553
1	2	32	31	18	2		26	66	17	137	92	43	72	1	2	21		167	57	15	6	219	33	6	167	1	2,778
		6	2	2		2	1	74	2		21	8	2	2				321	3			82	4		35		787
		21		1	1		1	19	1	13	40	1	2			3		36	3	1		29	6		13		491
1		9	1	2		1	7	36		1	3	3	2		1			180	4			37	1		11		429
1	1	5	20	1	1		12	25		82	21	14	28	1	2	14		59	25	9	4	107	4	2	87		1,122
										1								27				8			2		64
1		1	2	1			9	3		21	4	2	9		1	7		17	12	1	1	56	3	2	41		413
		2					8	18			10	2	4					65	11			29			13		337
	1	6	11	16			13	22	16	42	31	28	42			4		72	29	5	2	83	23	4	67	1	1,165
		2					8	19			16	2	3					165	12			48			25		592
1	2	27	27	18	1		18	38	16	82	84	31	67	1	1	16		117	41	12	5	171	29	4	144	1	1,944
1		15	3	4		3	8	109	2	1	18	11	4	2	1			391	6			100	5		34		939
		4			1		7	6	1	42	3	6	5			2		39	15			16	4	1	6		513
													1					10									22
		1	4				1	22		13	5	6			1	3		11	1	3	1	32		1	17		321
2		22	4	4		9	18	142	2	9	34	15	15	3	1	3		692	22			167	12		77		1,942
2	4	53	41	29	2	5	40	127	24	213	127	64	89	1	13	95	1	422	215	29	10	380	64	11	307	5	4,783
4	4	75	45	33	2	14	58	269	26	222	161	79	104	4	14	98	1	1,114	237	29	10	547	76	11	384	5	6,725

**Table 11 : DAAD funding for foreigners and Germans in 2014 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	Cambodia
I. Individual funding – Total	G	4	247	9	1	1	290	4	3	23	122	65	311	19
	F	96	93	77	3		393			24	667	263	113	18
<b>1. By status</b>														
Undergraduate students	G		59	7			76	4	3	11	51	27	48	12
	F	1	60	5			72			14	210	31	44	
Students already holding a first degree (graduates)	G		105	1		1	106			7	25	17	160	1
	F	95	21	70	3		246			10	412	211	59	18
of these, PhD students	G		77			1	38			3	16	12	79	1
	F	14	13	35	1		111			7	175	118	34	1
Academics und university lecturers (incl. postdocs)	G	4	83	1	1		108			5	46	21	103	6
	F		12	2			75				45	21	10	
<b>2. By duration of funding</b>														
< 1 month	G		108	1	1		75	2		4	43	15	149	8
	F		5				44			11	28	32	30	
1–6 months	G	1	77	7		1	71	2	3	7	56	26	46	9
	F	1	72	7			82			3	261	12	20	
> 6 months (long-term funding)	G	3	62	1			144			12	23	24	116	2
	F	95	16	70	3		267			10	378	219	63	18
II. Project funding – Total	G	14	788	23	3	2	1,275		6	110	613	265	430	17
	F	409	101	81	16		1,318			21	767	464	206	19
<b>1. By status</b>														
Undergraduate students	G		423	10		2	637		3	48	281	140	230	7
	F	24	52	9	5		622			7	115	101	86	7
Students already holding a first degree (graduates)	G	1	278	8			372		3	28	267	88	157	7
	F	284	27	60	4		474			7	507	192	88	6
of these, PhD students	G	1	79	1			72			13	46	7	35	3
	F	20	13	15			122			3	161	56	26	2
Academics und university lecturers (incl. postdocs)	G	13	87	5	3		266			34	65	37	43	3
	F	101	22	12	7		222			7	145	171	32	6
<b>2. By duration of funding</b>														
< 1 month	G	11	166	7	3		391			46	128	72	84	10
	F	242	59	34	8		441			12	276	350	112	19
1–6 months	G	1	619	15		2	771		6	58	483	189	298	7
	F	39	39	38	6		658			9	448	84	75	
> 6 months (long-term funding)	G	2	3	1			113			6	2	4	48	
	F	128	3	9	2		219				43	30	19	
DAAD funding – Total (I + II)	G	18	1,035	32	4	3	1,565	4	9	133	735	330	741	36
	F	505	194	158	19		1,711			45	1,434	727	319	37
DAAD funding – Germans and foreigners, total		523	1,229	190	23	3	3,276	4	9	178	2,169	1,057	1,060	73



#### IV. FACTS AND FIGURES : DAAD FUNDING

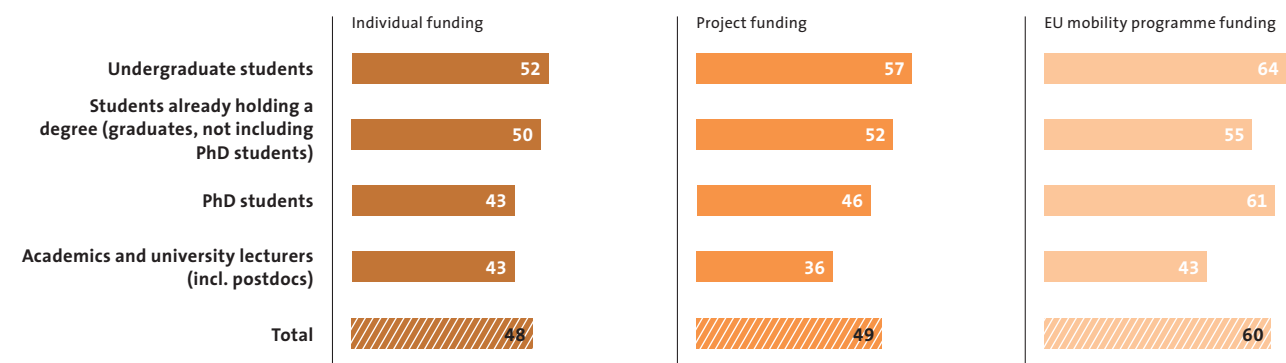
	Kiribati	DPR Korea (North)	Republic of Korea (South)	Laos	Macao (China)	Malaysia	Maldives	Mongolia	Myanmar	Nepal	New Zealand	Pakistan	Papua-New Guinea	Philippines	Solomon Islands	Samoa	Singapore	Sri Lanka	Taiwan	Thailand	Timor-Leste	Tonga	Vanuatu	Vietnam	Total
	1	86	4	2	15			16	13	18	78	6		13	1	3	42	14	70	47	2	9		47	1,586
	2	105	15	2	17			94	76	63	31	346		37			8	24	108	89			204		2,968
		15	1	2	9			5	9	12	1			8	1	1	14	12	33	13	1	9		22	466
		16	2	1	3			6		4	14	1		3			1	3	24	40				10	565
		36			2			3	6	40				4		2	12	1	28	15	1			6	579
		64	13		12			83	65	59	16	338		34			4	20	75	43				187	2,158
		20			2					3	29			1			9		9	10	1			4	315
		31	4		11			12	24	12	7	237		18			3	9	67	27				114	1,085
	1	35	3		4			16	5	3	26	5		1			16	1	9	19				19	541
	2	25		1	2			5	11		1	7					3	1	9	6				7	245
		38			2			8	1	8	39						19	2	11	12		5		8	559
		17	2		3			1	4	4		12		2				1	26	24				10	256
		20	1	2	9			5	8	19	1			12	1	3	12	11	35	18	2	4		26	495
	2	26		2	2			17	10	1	19	7		1			3	2	20	22				8	600
	1	28	3		4			8	7	2	20	5		1			11	1	24	17				13	532
		62	13		12			76	62	58	12	327		34			5	21	62	43				186	2,112
		310	6		127	1		24	3	50	184	50	1	35		3	189	29	167	221			1	266	5,213
1		250	42		118			33	37	136	8	271		85			20	20	61	228	2	1		461	5,176
		182	1		77	1	3	1	36	132	13	1	26			3	96	21	92	113			1	40	2,620
		112			35			6	7	23	3	74		6			9	6	28	41				44	1,422
		92	2		39			1	2	13	52	12		5			91	2	56	73				51	1,700
1		91	18		49			13	18	85	3	145		41			5	6	13	96	1	1		181	2,416
		16	1		1							10					4	1	18	6				19	333
		40	2		24			5	6	21	1	60		15			2	2	3	26	1			59	685
		36	3		11			20		1		25		4			2	6	19	35				175	893
		47	24		34			14	12	28	2	52		38			6	8	20	91	1			236	1,338
		46	3		14			20		9		42		5			6	8	63	57				195	1,386
1		89	35		51			21	27	90	6	156		67			13	11	21	146	1	1		309	2,598
		235	3		108	1		4	3	41	184	7	1	30		3	182	21	98	158			1	66	3,595
		138	5		44			9	3	41	2	100		7			6	9	22	48				108	1,938
		29			5							1					1		6	6				5	232
		23	2		23			3	7	5		15		11			1		18	34	1			44	640
	1	396	10	2	142	1		40	16	68	262	56	1	48	1	6	231	43	237	268	2	9	1	313	6,799
1	2	355	57	2	135			127	113	199	39	617		122			28	44	169	317	2	1		665	8,144
	1	3	751	67	4	277	1	167	129	267	301	673	1	170	1	6	259	87	406	585	4	10	1	978	14,943

**Table 12 : DAAD funding for foreigners and Germans**  
Overall for 2013/14 by funding area

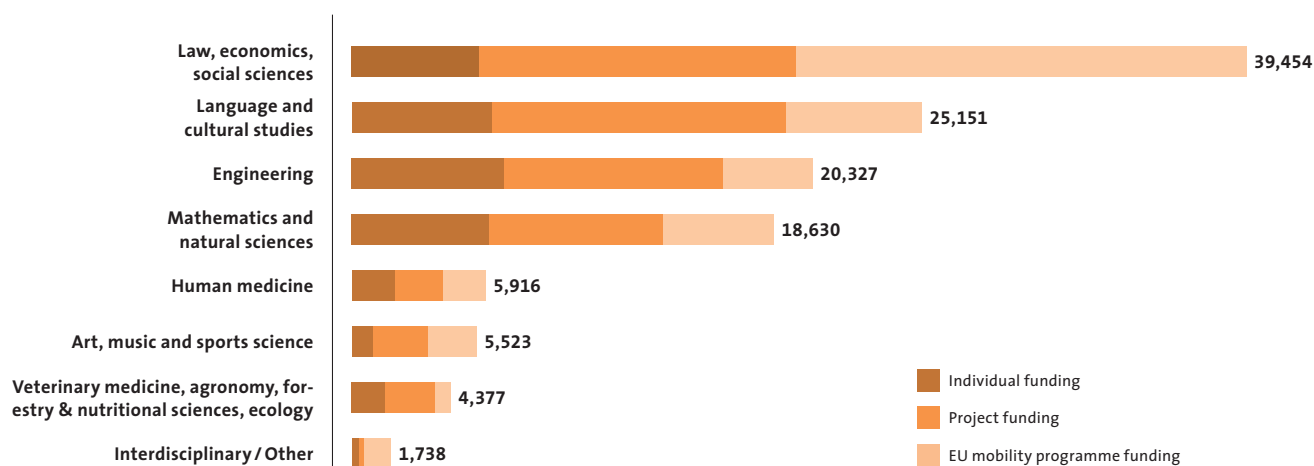
	Calendar year	Foreigners funded		Germans funded		Total funded		of these, newly funded
		2013	2014	2013	2014	2013	2014	2014
<b>I. Individual funding – Total</b>		<b>20,050</b>	<b>19,994</b>	<b>9,082</b>	<b>9,117</b>	<b>29,132</b>	<b>29,111</b>	<b>18,268</b>
<b>1. By status</b>								
Undergraduate students		6,501	8,399	2,659	2,486	9,160	10,885	8,328
Students already holding a first degree (graduates)		11,998	10,241	3,426	3,283	15,424	13,524	6,365
of these, PhD students		5,053	4,591	1,843	1,899	6,896	6,490	3,366
Academics und university lecturers (incl. postdocs)		1,551	1,354	2,997	3,348	4,548	4,702	3,575
<b>2. By duration of funding</b>								
< 1 month		2,914	2,601	3,193	3,635	6,107	6,236	6,195
1–6 months		4,271	3,484	2,666	2,343	6,937	5,827	5,454
> 6 months (long-term funding)		12,865	13,909	3,223	3,139	16,088	17,048	6,619
<b>3. By selected programmes</b>								
DAAD one-year scholarships for research and study		4,141	4,199	1,482	1,413	5,623	5,612	2,053
Scholarships as part of cooperation programmes		5,824	7,012	32	37	5,856	7,049	3,108
“Sur-place” and in-country / in-region programme		1,281	1,374			1,281	1,374	551
“Lektors”				597	608	597	608	121
Long-term lectureships, visiting lectureships, professorships			8	164	131	164	139	49
Conference travel and lecture tours				2,566	2,774	2,566	2,774	2,774
Specialist and language courses		2,684	2,372			2,684	2,372	2,372
Interns		1,844	1,525	1,822	1,819	3,666	3,344	3,246
Research visits for university lecturers		1,114	847	100	73	1,214	920	890
<b>II. Project funding – Total</b>		<b>29,949</b>	<b>28,170</b>	<b>21,707</b>	<b>23,103</b>	<b>51,656</b>	<b>51,273</b>	<b>41,114</b>
<b>1. By status</b>								
Undergraduate students		8,880	8,602	10,538	12,047	19,418	20,649	18,404
Students already holding a first degree (graduates)		11,769	10,290	6,425	6,532	18,194	16,822	13,472
of these, PhD students		3,933	3,304	1,805	1,498	5,738	4,802	3,486
Academics und university lecturers (incl. postdocs)		9,300	9,278	4,744	4,524	14,044	13,802	9,238
<b>2. By duration of funding</b>								
< 1 month		19,530	18,537	12,004	8,115	31,534	26,652	20,575
1–6 months		7,675	6,678	8,378	13,562	16,053	20,240	18,209
> 6 months (long-term funding)		2,744	2,955	1,325	1,426	4,069	4,381	2,330
<b>3. By selected programmes</b>								
PROMOS – Programme to enhance mobility				9,764	11,388	9,764	11,388	11,388
International study and exchange programmes (ISAP, double degrees, Bachelor Plus)		690	641	2,038	2,190	2,728	2,831	1,901
Scholarship and guidance-counselling programmes (STIBET)		5,125	4,216			5,125	4,216	3,395
Project-related exchange programmes (PPP)		561	610	1,851	1,591	2,412	2,201	1,476
	Academic year	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14	2013/14
<b>III. EU mobility programmes – Total *</b>		<b>94</b>	<b>90</b>	<b>39,024</b>	<b>40,642</b>	<b>39,118</b>	<b>40,732</b>	<b>40,732</b>
<b>1. By status</b>								
Undergraduate students				25,977	27,574	25,977	27,574	27,574
Students already holding a first degree (graduates)				8,914	8,682	8,914	8,682	8,682
of these, PhD students				75	67	75	67	67
Academics und university lecturers (incl. postdocs)		94	90	4,133	4,386	4,227	4,476	4,476
<b>2. By duration of funding</b>								
< 1 month		93	90	4,106	4,361	4,199	4,451	4,451
1–6 months		1		27,865	29,283	27,866	29,283	29,283
> 6 months (long-term funding)				7,053	6,998	7,053	6,998	6,998
<b>3. By programme</b>								
Erasmus student mobility grants for studies abroad				28,887	29,982	28,887	29,982	29,982
Erasmus student mobility grants for internships abroad				6,004	6,274	6,004	6,274	6,274
Erasmus staff mobility grants (lecturers, other staff)		94	90	4,133	4,386	4,227	4,476	4,476
<b>DAAD funding – Total (I + II + III)</b>		<b>50,093</b>	<b>48,254</b>	<b>69,813</b>	<b>72,862</b>	<b>119,906</b>	<b>121,116</b>	<b>100,114</b>

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 2013 – September 2014).

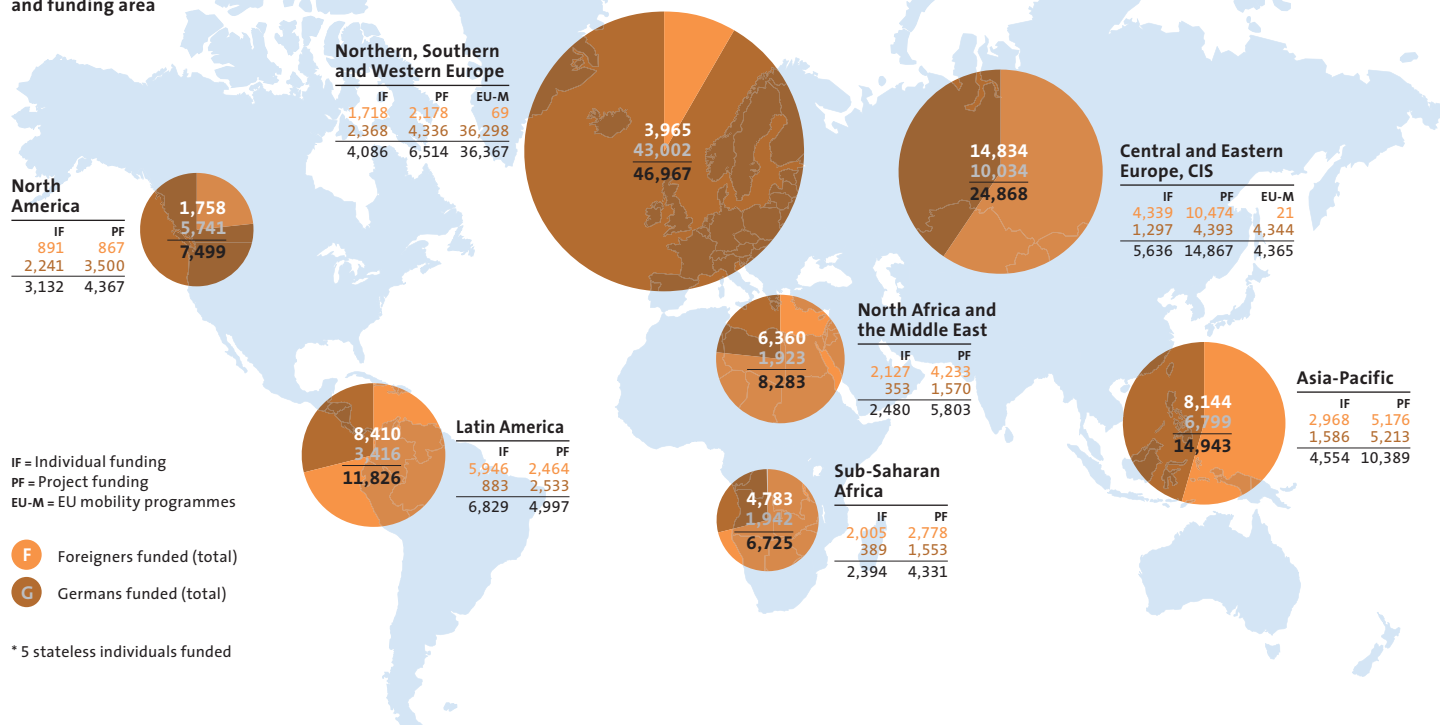
**Chart 1 : Share of female scholarship holders by academic status**  
(in %)



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



**Chart 3 : Funding by region\* and funding area**



## Financial Statement

Table 13 : 2014 Financial Statement

	Overall funds EUR	Overall expenditure EUR
<b>SECTION II – INSTITUTIONAL ADMINISTRATIVE BUDGET</b>		
Institutional administrative budget (operation incl. investments)		
<b>1. Domestic income</b>		
Own income	227,883.34	227,883.34
City State of Berlin	320,506.67	320,506.67
Federal Foreign Office (AA)	15,875,432.79	15,868,854.65
<b>Sum – Domestic income</b>	<b>16,423,822.80</b>	<b>16,417,244.66</b>
<b>2. Income from abroad</b>		
Own income	525,868.47	525,868.47
Federal Foreign Office (AA)	6,669,567.21	6,669,567.21
<b>Sum – Income from abroad</b>	<b>7,195,435.68</b>	<b>7,195,435.68</b>
<b>Sum – Section II</b>	<b>23,619,258.48</b>	<b>23,612,680.34</b>
<b>SECTION III – INSTITUTIONAL OPERATING FUNDS</b>		
Institutional operating funds (Federal Foreign Office programme budget)		
Income – Institutional operating funds		
Programme costs	135,406,000.00	135,025,157.68
Project-related administrative costs	5,578,000.00	5,892,928.25
<b>Sum – Section III</b>	<b>140,984,000.00</b>	<b>140,918,085.93</b>
<b>SECTION IV – PROJECT BUDGET / PUBLIC DONORS</b>		
Project budget / Public donors		
<b>1. Federal Government funding</b>		
Federal Foreign Office (AA)		
Programme costs	12,504,174.80	11,805,394.73
Project-related administrative costs	2,088,820.63	2,031,148.61
<b>Sum – AA</b>	<b>14,592,995.43</b>	<b>13,836,543.34</b>
Federal Ministry of Education and Research (BMBF)		
Programme costs	95,606,935.80	89,006,696.19
Project-related administrative costs	14,791,931.16	13,879,101.63
<b>Sum – BMBF</b>	<b>110,398,866.96</b>	<b>102,885,797.82</b>
Federal Ministry for Economic Cooperation and Development (BMZ)		
Programme costs	36,914,730.76	35,839,822.94
Project-related administrative costs	4,798,914.99	4,659,176.98
<b>Sum – BMZ</b>	<b>41,713,645.75</b>	<b>40,498,999.92</b>
Federal Ministry of Economics and Technology (BMWi)		
Programme costs	920,531.81	899,423.31
Project-related administrative costs	119,468.50	116,925.03
<b>Sum – BMWi</b>	<b>1,040,000.31</b>	<b>1,016,348.34</b>
<b>2. State funding</b>		
State Ministers of Cultural Affairs	39,510.03	39,502.37
Berlin Senate, Senate Chancellery – Cultural Affairs	72,493.33	72,493.33
State of Baden-Württemberg	146,877.05	146,877.05
Programme costs	131,140.22	131,140.22
Project-related administrative costs	15,736.83	15,736.83
<b>Sum – States</b>	<b>258,880.41</b>	<b>258,872.75</b>
<b>3. European Union (EU) funding</b>		
Programme costs	79,491,497.68	63,639,675.88
Project-related administrative costs	1,374,377.82	1,320,829.25
<b>Sum – EU</b>	<b>80,865,875.50</b>	<b>64,960,505.13</b>
<b>Total programme costs (1, 2 and 3)</b>	<b>225,681,014.43</b>	<b>201,434,148.97</b>
<b>Total project-related administrative costs (1, 2 and 3)</b>	<b>23,189,249.93</b>	<b>22,022,918.33</b>
<b>Sum – Section IV</b>	<b>248,870,264.36</b>	<b>223,457,067.30</b>
<b>Total programme costs (sections II–IV)</b>	<b>361,087,014.43</b>	<b>336,459,306.65</b>
<b>Total project-related administrative costs (sections II–IV)</b>	<b>52,386,508.41</b>	<b>51,528,526.92</b>
<b>Sum – Sections II–IV</b>	<b>413,473,522.84</b>	<b>387,987,833.57</b>

	Overall funds EUR	Overall expenditure EUR
<b>SECTION V – PROJECT BUDGET / OWN FUNDS AND THIRD-PARTY FUNDING</b>		
<b>A) Own funds sector (Measures in the project and assets sector)</b>		
<b>Measures in the project and assets sector</b>		
Programme costs	42,662.95	38,450.16
Investment and project-related administrative costs	69,321.66	65,835.49
<b>Sum A – Own funds sector</b>	<b>111,984.61</b>	<b>104,285.65</b>
<b>B) Third-party funding sector</b>		
<b>1. Liaison and university offices</b>		
Programme costs	248,015.41	424,787.78
Project-related administrative costs	—	—
<b>Total</b>	<b>248,015.41</b>	<b>424,787.78</b>
<b>2. German Houses of Science and Innovation (DWH)</b>		
Programme costs	620,298.90	792,225.59
Project-related administrative costs	—	—
<b>Total</b>	<b>620,298.90</b>	<b>792,225.59</b>
<b>3. GATE-Germany – Consortium for higher education marketing</b>		
Programme costs	533,794.45	533,794.45
Project-related administrative costs	886,863.24	886,863.24
<b>Total</b>	<b>1,420,657.69</b>	<b>1,420,657.69</b>
<b>4. International DAAD Academy (IDA)</b>		
Programme costs	30,001.35	30,001.35
Project-related administrative costs	415,184.46	415,184.46
<b>Total</b>	<b>445,185.81</b>	<b>445,185.81</b>
<b>5. “Gesellschaft für Internationale Zusammenarbeit (GIZ)”</b>		
Programme costs	4,478,150.31	3,724,148.55
Project-related administrative costs	1,394,065.17	1,157,030.32
<b>Total</b>	<b>5,872,215.48</b>	<b>4,881,178.87</b>
<b>6. Cooperation projects with German and foreign partners</b>		
Programme costs	47,308,737.56	33,601,285.75
Project-related administrative costs	5,315,824.83	7,346,642.46
<b>Total</b>	<b>52,624,562.39</b>	<b>40,947,928.21</b>
<b>7. “Stifterverband für die Deutsche Wissenschaft”</b>		
Programme costs	1,315,554.07	898,793.05
Project-related administrative costs	214,417.06	204,704.80
<b>Total</b>	<b>1,529,971.13</b>	<b>1,103,497.85</b>
<b>8. Dr. Mildred Scheel Foundation for Cancer Research</b>		
Programme costs	942,977.99	773,594.21
Project-related administrative costs	61,731.95	82,613.74
<b>Total</b>	<b>1,004,709.94</b>	<b>856,207.95</b>
<b>9. Various donors</b>		
Programme costs	2,269,639.69	974,665.42
Project-related administrative costs	634,626.05	710,820.19
<b>Total</b>	<b>2,904,265.74</b>	<b>1,685,485.61</b>
<b>Sum B – Third-party funding sector</b>	<b>66,669,882.49</b>	<b>52,557,155.36</b>
<b>Total programme costs (A and B)</b>	<b>57,789,832.68</b>	<b>41,791,746.31</b>
<b>Total project-related administrative costs (A and B)</b>	<b>8,992,034.42</b>	<b>10,869,694.70</b>
<b>Sum – Section V</b>	<b>66,781,867.10</b>	<b>52,661,441.01</b>
<b>Total programme costs (Sections II–V)</b>	<b>418,876,847.11</b>	<b>378,251,052.96</b>
<b>Total administrative costs (Sections II–V)</b>	<b>61,378,542.83</b>	<b>62,398,221.62</b>
<b>Sum – Sections II–V</b>	<b>480,255,389.94</b>	<b>440,649,274.58</b>

## DAAD bodies

### Executive Committee Term of office 2012–2015

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### Members As per 31.12.2014

**Member higher education institutions:** 238 **Member student bodies:** 107



## Selection committees

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As per 31.12.2014

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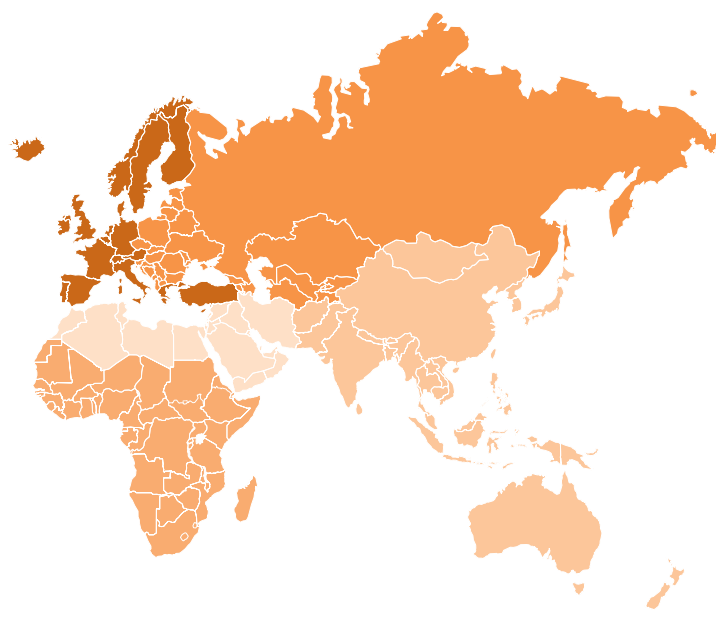
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## List of abbreviations

<b>AA</b> Federal Foreign Office	<b>Erasmus/Erasmus+</b> European Community Action Scheme for the Mobility of University Students	<b>RISE</b> Research Internships in Science and Engineering
<b>ADeKo</b> German Korean Alumni Network	<b>EU</b> European Union	<b>STEP</b> Student Training for Entrepreneurial Promotion
<b>AU</b> African Union	<b>GAIN</b> German Academic International Network	<b>STIBET</b> Scholarship and guidance-counselling programme
<b>AvH</b> Alexander von Humboldt Foundation	<b>GATE-Germany</b> Guide to Academic Training and Education (Germany)	<b>TDU</b> Turkish-German University
<b>BIDS</b> Betreuungsinitiative Deutsche Auslands- und Partnerschulen (a support initiative for German schools abroad)	<b>GIP</b> German Institute Partnerships	<b>TNE</b> Transnational education
<b>BKP</b> Artists-in-Berlin programme	<b>GIZ</b> Gesellschaft für Internationale Zusammenarbeit	<b>UNESCO</b> United Nations Educational, Scientific and Cultural Organization
<b>BMBF</b> Federal Ministry of Education and Research	<b>GJU</b> German Jordanian University	<b>ZDS</b> Centre for German Studies
<b>BMZ</b> Federal Ministry for Economic Cooperation and Development	<b>GRIAT</b> German-Russian Institute of Advanced Technologies	
<b>CIERA</b> Centre interdisciplinaire d'études et de recherches sur l'Allemagne	<b>GSSP</b> Graduate School Scholarship Programme	
<b>CIS</b> Commonwealth of Independent States	<b>GUC</b> German University in Cairo	
<b>COFUND</b> Co-funding of Regional, National, and International Programmes – Marie Curie Actions	<b>GUTech</b> German University of Technology	
<b>CsF</b> Ciência sem Fronteiras (Science without Borders)	<b>HRK</b> German Rectors' Conference	
<b>DFG</b> German Research Foundation	<b>IC</b> Information Centre	
<b>DHV</b> German Association of University Professors and Lecturers	<b>iDA</b> International DAAD Academy	
<b>DIA</b> Duitsland instituut bij de Universiteit van Amsterdam	<b>IUCEA</b> Inter-University Council for East Africa	
<b>DIES</b> Dialogue on Innovative Higher Education Strategies	<b>NA DAAD</b> National agency for EU higher education collaboration within the DAAD	
<b>DLR</b> German Aerospace Center	<b>NAFSA</b> Association of International Educators	
<b>DUO</b> Deutsch-Uni online	<b>PASCH</b> Schools: Partners for the Future	
<b>DWIH</b> German Houses of Science and Innovation	<b>PAU</b> Pan African University	
<b>DWZ</b> German Science Centre	<b>PPGG</b> Public Policy and Good Governance	
<b>DZHW</b> German Centre for Research on Higher Education and Science Studies	<b>P.R.I.M.E</b> Postdoctoral International Mobility Experience	
	<b>PROMOS</b> Programme to enhance the mobility of German university students	

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IBAN: DE28 3708 0040 0208 5185 00  
Purpose: Titel 684 100 005

### Published by

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

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Trio MedienService, Bonn  
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**Image editing** Thomas Pankau, Claudia Sica,  
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**Layout and typesetting** LPG Loewenstern Padberg  
GbR, Bonn

**Printed by** Köllen Druck + Verlag GmbH, Bonn

**Edition** June 2015 – 2.000

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