



Deutscher Akademischer Austauschdienst  
German Academic Exchange Service



# Shaping Change through Diversity and Inclusion

The DAAD Diversity Agenda

May 2025





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## EXECUTIVE SUMMARY

The German Academic Exchange Service (DAAD) plays a leading role in strengthening the international academic community. It supports German and international students and researchers on their way to becoming tomorrow's professionals and leaders, and it facilitates personal encounters in the context of studying, research and teaching. In so doing, the DAAD fosters appreciation for different cultures, lifestyles and working methods and enhances the ability to see things from a different point of view. Considering the myriad challenges facing us today, this is a fundamental prerequisite for peaceful coexistence in democratic societies and for securing advances in academic learning, teaching and research.

This **second edition of the DAAD Diversity Agenda** builds on the objectives and measures laid out in the first edition, published in 2022. It strikes a path toward strengthening diversity, participation and equal opportunities in international academic exchange. The Diversity Agenda also further elaborates on the DAAD Strategy 2030, which defines diversity as one of the three intersecting dimensions necessary for achieving the DAAD's mission in the fields of funding, networking and advising (Chapter 1). For this purpose, the DAAD is focusing on the following principles:

- Sustainable solutions to global challenges require a multiplicity of perspectives and inclusion.
- International experiences promote understanding and create a basis for science diplomacy and social cohesion.
- Cosmopolitanism strengthens Germany as a location for academia, science, innovation and business.

The Diversity Agenda adopts a **broad view of equal opportunities and inclusion** and employs measures that not only provide funding to individuals but also promote higher education collaborations and improve the organisational culture at the DAAD (Chapter 2). To this end, the DAAD is focusing on the **following dimensions**: gender identity, family migration history, family educational background, physical and mental health, family care obligations, and financial needs and resources.

Within the framework of this agenda, the DAAD shall pursue **five objectives**:

- Adapt the DAAD's communication in line with inclusion requirements
- Ensuring equal opportunities in DAAD individual funding programmes
- Support higher education institutions in achieving their inclusion goals
- Gaining knowledge about diversity in international exchange
- Expand institutional diversity within the DAAD

Building on the progress already achieved, the Diversity Agenda presents the **status quo** – an overview of its successfully implemented measures and their corresponding results (Chapter 3). In the coming years until 2030, each of the five strategic objectives comprise several **fields of action**, all of which are being further developed (Chapter 4) and advanced with concrete **measures** (Chapter 5).

## 1

# The strategic importance of diversity and equal opportunities

## Strategic anchoring of participation and diversity

The DAAD has been systematically exploring issues of participation and diversity as part of its overall strategy since 2020. For its *Strategy 2030*, the DAAD defined diversity as one of three intersecting dimensions. This reflects the DAAD's commitment to the United Nation's Agenda 2030 and to its stated goal of ensuring inclusive, equitable and high-quality tertiary education for all people. In this context, strengthening diversity, equal opportunities and inclusion in international exchange is both a necessary prerequisite and an essential means to implement the strategic objectives within the DAAD's fields of action.

- **Sustainable solutions to global challenges require a multiplicity of perspectives and inclusion.** To develop solutions to global challenges in a complex and interconnected world, we need qualified and cosmopolitan-minded people who work in international projects on joint solutions. To effectively guide transformation processes, it is necessary to systematically involve individuals in the process who can contribute a broad spectrum of expertise and experience – also from the perspective of underrepresented groups.
- **International experiences promote understanding and form the basis for science diplomacy, democracy and social cohesion.** International encounters promote a cosmopolitan worldview and the ability to recognise and tolerate diverging approaches and points of view. Diversity in and through international exchange strengthens democratic dialogue and social cohesion. At the same time, the ability to change perspective and understand alternative lifestyles and working methods forms an important basis for shaping cross-border relations and (science) diplomacy.
- **Cosmopolitanism strengthens Germany as a location for academia, science, innovation and business.** Diverse perspectives, networks and approaches all play a role in strengthening the innovative potential of research and business. International students and researchers also play a role in this regard in promoting Germany's scientific, economic and social development. Attracting international talent requires both inclusive and cosmopolitan structures, as well as a welcoming culture at higher education institutions.

With these core principles in mind, the DAAD Strategy 2030 places particular focus on recruiting talented individuals from previously underrepresented groups for internationalisation, strengthening gender equality and women in leadership positions, gaining relevant knowledge regarding equal opportunities and diversity in international exchange and in dialogue with relevant stakeholders. Moreover, the DAAD aims to support higher education institutions position themselves as places of non-discrimination, democratic participation and cosmopolitanism.

## Conceptual definitions and priorities

### Understanding the terms: Diversity – Equal opportunities – Inclusion – Belonging

The Diversity Agenda is based on the following conceptual definitions and the overall objectives assigned to each of them.

- **Diversity** describes the sociocultural and structural diversity of people and groups. It is manifested in a person's age, skin colour, gender, ethnic and social origin, religion and worldview, sexual orientation, physical and mental health, etc. The characteristics and attributions associated with these dimensions determine the opportunities that people in our society. The DAAD wishes to raise further awareness of the diversity of our applicants, scholarship holders and employees.
- **Equal opportunities** describe non-discriminatory access to educational, funding and professional development opportunities for everyone. The DAAD strives to ensure fair access and success opportunities for all applicants, scholarship holders and employees. Furthermore, we want to prevent and dismantle structural discrimination.
- **Inclusion** seeks to improve social participation among people whose self-determination is restricted by barriers. In this context, the DAAD aims to gradually strengthen the participation and visibility of underrepresented groups among its scholarship holders and employees through group-specific outreach and needs-oriented offers. Building on a broad understanding of inclusion, the DAAD considers the United Nation's Convention on the Rights of Persons with Disabilities and its call for equitable paths to higher education.
- **Belonging** refers to how people identify with groups or communities where they find recognition and acceptance. A strong sense of belonging is crucial for students' well-being at higher education institutions, and it is related to higher study satisfaction and success. Belonging can be fostered by an open welcoming culture. The DAAD is committed to strengthening cosmopolitanism at higher education institutions, social cohesion and the sense of belonging of all students and researchers to the international academic community. Within the DAAD itself, efforts are being made to foster a cosmopolitan culture of cooperation with and for its employees in everyday working life.

The DAAD understands that raising awareness of diversity and effectively implementing measures that enhance equal opportunities and inclusion in funding activities and organisational culture is an ongoing institutional learning process. At the same time, the implementation of an institutional diversity policy is a long-term and challenging collective task.

## Priorities of the Diversity Agenda

### FUNDING PROGRAMMES FOR INDIVIDUALS

In today's globalised working world, a study or research-related stay abroad is becoming an increasingly integral part of the educational trajectories of professionals. The advantages of studying abroad include good job prospects, improved foreign language skills, subject-related expertise enriched by intercultural perspectives and approaches in an international context. This applies equally to career paths within and outside the field of academia.

However, the international mobility patterns of students, teachers and researchers (particularly those in their early-career phase) widely differ. Studies have shown that access to and participation in international academic mobility are frequently influenced by several factors, such as educational and socioeconomic background, ethnic and cultural aspects, child- and family care responsibilities, and physical and mental health. Several of these traits can overlap (intersectionality), and the relevance of individual traits can change over the course of one's academic career.

Against this background, the DAAD would like to pay even greater attention to the following **dimensions of diversity** in its funding, networking and advising activities so that everyone can participate equally and contribute to Germany's social and economic development:

- Gender identity
- Family migration history
- Family educational background
- Physical and mental health
- Family care obligations
- Financial needs and resources

### FUNDING PROGRAMMES FOR HIGHER EDUCATION COLLABORATIONS

Individuals are not the only ones who benefit from the positive impact of international, multi-faceted academic exchange – science does, too. Diverse perspectives and inclusion in international teaching and research collaborations can drive the development of broad-based solutions to global challenges by operating at various levels:

- Social inequity and inclusion as a **thematic focus in teaching and research**, e.g. when developing new and improving existing curricula with enhanced accessibility, integration of diverse perspectives on subject-related topics, study of power structures or the integration of anti-discrimination as a topic of continuing education courses for university staff.
- **Inclusion of target groups** and participation of local stakeholders in teaching and research projects throughout the entire impact chain – from project design and implementation to the evaluation and communication of research results and the added value for the affected groups.
- Promotion of **equitable partnership structures in international academic collaborations** that ensure that all partners – irrespective of their country of origin – are able to participate in generating and benefiting from jointly acquired knowledge. In this way, the DAAD can contribute to strengthening academic institutions in the partner countries.

## Status quo: How we increase equal opportunities

The present agenda describes a path forward to strengthening participation and diversity in international academic exchange. It builds on the five objectives presented in the first Diversity Agenda of 2022 and the measures successfully implemented since.

### Communication and marketing

To further increase the effectiveness of our communication services, the DAAD's external communication efforts have specifically focussed on reaching diverse target groups since 2022. We have also enhanced the level of accessibility on our websites and online services. Based on practice-oriented guidelines and employee seminars, we have been steadily promoting and expanding accessible communication and inclusive language.

With the **campaign “studieren weltweit – ERLEBE ES!”**, the DAAD has an established tool for diversity-sensitive marketing. Its goal is to convince young people of the benefits of a stay abroad during their studies. In doing so, the campaign strives to achieve the highest possible and natural diversity in the student community.

The same applies to the **campaign “Study in Germany – Land of Ideas” and the programme “Research in Germany – Land of Ideas”**, which accompany international students and early-career researchers on their way through the German academic and research landscape.

### Selection process and funding programmes

In our calls for applications to scholarship programmes and in the **application form** itself, applicants are encouraged to **voluntarily share details about their life experiences which have shaped their educational background** and previous academic path. With this information, DAAD staff and committee members can duly consider and recognise the applicants' diverse educational backgrounds and personal circumstances in the selection process.

When developing, selecting and evaluating project funding programmes, the DAAD involves international researchers into individual measures. In calls for programme applications, the DAAD explicitly mentions its goal of increasing diversity, and does likewise with regard to the respective (additional) funding instruments.

In consultation with partner universities, the DAAD has drafted **guidelines with references to good practices** which are now attached to calls for applications to DAAD and Erasmus+ programmes.

The DAAD has significantly raised family benefits since 2022 to help students and doctoral candidates from Germany finance stays abroad with their partners and children. The package of benefits includes allowances for accompanying partners and children, a childcare allowance, travel expenses for accompanying spouses or registered civil partners, as well as for children who accompany the scholarship holders abroad for at least one month, health insurance and private liability insurance for accompanying partners and children, and accident insurance for partners.

In addition, within the scope of both individual- and project funding the DAAD has established measures to ensure that DAAD scholarship holders with disabilities or chronic illnesses have equal opportunities to conduct study, research and practical training stays abroad. With these measures, the DAAD can, upon application, assume additional costs up to a maximum of 10,000 euros resulting from one's disability or chronic illness which are not covered by any other funding body. The DAAD website *Mobility with a disability* provides further information on this topic in a clear and accessible format. Applicants can send their questions on inclusion and disabilities to us via email at [inclusion@daad.de](mailto:inclusion@daad.de), which is also listed on the website mentioned above.

With the *Erasmus+ Inclusion Strategy*, the National Agency for Erasmus+ Higher Education Cooperation (NA DAAD) has put forth a comprehensive action plan for the 2021-2027 generation of Erasmus+ programmes. In 2021 the NA DAAD had already expanded funding support to those who were less mobile due to financial constraints. These designated target groups are eligible to apply for additional funding to augment their regular monthly Erasmus+ scholarship instalments. For a select group of participants, there is also the possibility to apply for

funding to cover the real costs of a preparatory trip and stay abroad. The eligibility requirements for funding are provided on the website of the NA DAAD.

### Knowledge acquisition and diversity monitoring

At **conferences and dialogue events**, the National Agency and the DAAD work together with member universities to reflect on the complex relationship of diversity and internationalisation from the perspective of higher education strategy. In this manner, the stakeholders identify the potentials and needs of the intersecting issues of diversity, internationalisation and higher education, which enables the DAAD and the National Agency to incorporate them accordingly into their funding activities.

In continuing and further developing its **diversity monitoring** of the six dimensions of social diversity mentioned above, the DAAD has access to a reliable database containing information on the background of its applicants and scholarship holders of its individual funding programmes (incoming and outgoing students).

The *BintHo* project (Benchmark internationale Hochschule, i.e. Benchmark International University) provides reference values indicating how students in Germany are distributed across these dimensions. The data is collected from DAAD applicants and scholarship holders in analogue operationalisation and then compared with the BintHo reference values. Not only do the results enable the DAAD to draw conclusions on the reach and impact of target group-specific information services, but also on the accessibility and permeability of its application and selection processes.

## Institutional policies on gender equality and diversity

Measures for improving **work-life balance** and instituting non-discriminatory **staff recruitment practices** are already structurally anchored at the DAAD and are continually being developed in close consultation with the Equal Opportunities Officer and the staff councils. Job advertisements are now published with gender-neutral and non-discriminatory formulations in compliance with the General Equal Treatment Act (AGG). The principle of non-discrimination plays an integral role in the staff selection process as interviews are conducted using structured interview guidelines which prohibit discriminatory questions.

The DAAD is committed to including people with disabilities. In coordination with the representative for people with severe disabilities and the responsible public authorities, the Inclusion Officer works to arrange secure, long-term employment for people with severe disabilities. Based on an inclusion agreement, the DAAD strives to create a more inclusive working environment and offer employees with disabilities the opportunity to fully and effectively participate in and contribute to the success of the DAAD.

With regard to retraining and/or qualification measures via the secondary labour market, the DAAD helps people re-enter the workforce by offering them internships. In this way, the DAAD helps them gain important work experience and expertise, and so doing, presents itself as a future employer.

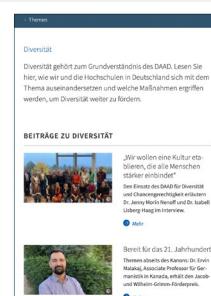
## Examples of implemented measures (2022–2024)

### How we shape our activities to be more inclusive: We...



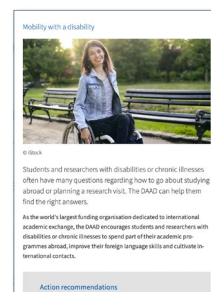
#### Communication

- publish reports on students' experiences abroad with different educational backgrounds in [DAADeuroletter Edition 74](#) and in the context of our campaign 'studieren weltweit – ERLEBE ES!' (with a [chronic illness](#), [with a child](#), as a [first-generation student](#)).
- place the spotlight on diversity as a main topic in the [DAAD Journal](#), in our social media channels and in our [NA DAAD podcast series](#).
- design our website and online services to be accessible..



#### Equitable funding programmes

- implement scholarship programmes for less well represented target groups, such as the [Gilman-DAAD Germany Award](#), [Empower Future Female Afghan Leaders](#), [Chancen.Digital](#).
- offer additional financing options to scholarship holders from less well represented target groups in [DAAD programmes](#) and [Erasmus+](#).
- acknowledge different paths on life's journey by means of optimised evaluation forms in our selection procedure.
- provide professional development courses to raise awareness among those involved in the selection procedures regarding distortions of perception ('biases').



#### Support for higher education institutions

- increase the diversity awareness of the projects we fund by means of an [information sheet relating to inclusive project planning and implementation](#).
- increase the participation of people with fewer opportunities in Erasmus+ through specific objectives and activities outlined in the [Erasmus+ Inclusion Strategy](#).
- collaborate with the higher education institutions to formulate [recommendations](#) that ensure an inclusive Erasmus+ Programme.
- use the International [DAAD Academy \(iDA\)](#) and the [NA DAAD professional development courses](#) to give advanced training to HEI staff in diversity-related topics.



#### Knowledge about diversity

- use surveys to review how equitable and accessible the DAAD programmes are.
- engage in a conversation with HEI staff and students about inclusive internationalisation of academic exchange (DAAD Diversity Conference [Day 1](#) and [Day 2](#)). In this regard, the [incentive paper](#) 'Internationalisation and Diversity at HEIs – Is it a given?' provides recommendations.
- provide a space for political and academic discussion regarding the inclusive design of higher education cooperation in line with feminist foreign policy ([Recording of KIWi Policy Talk](#)).



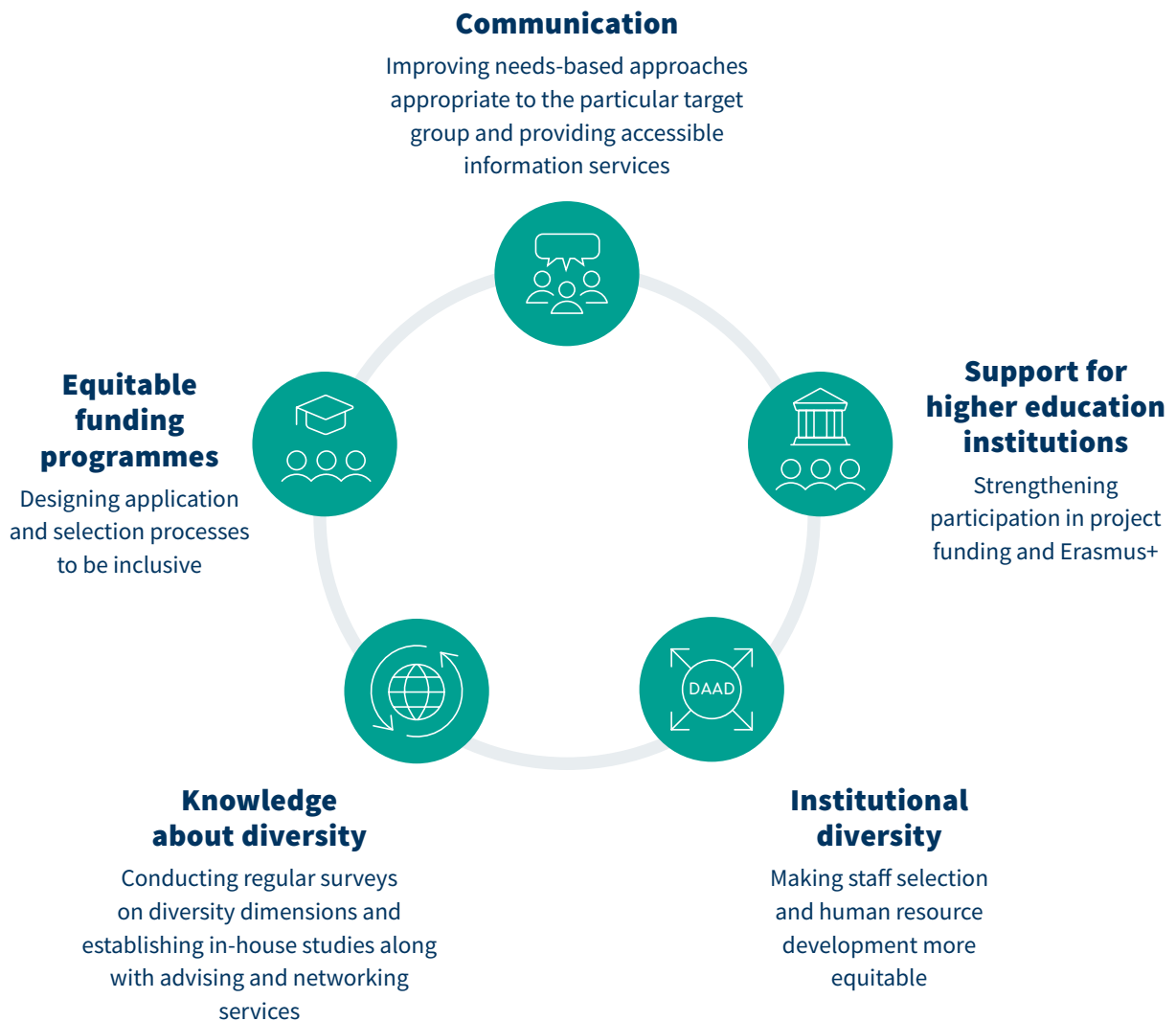
#### Institutional diversity

- design the DAAD careers site and job vacancies to be non-discriminatory.
- created and adopted an equality and diversity plan.
- enhance equal treatment within the DAAD as an institution by establishing a compliance office pursuant to the General Equal Treatment Act (AGG).
- celebrate the German Diversity Day and promote a tolerant and cosmopolitan spirit of togetherness in our daily working life.



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# Diversity Agenda 2.0: Objectives and fields of action





## OBJECTIVE 1

### ADAPT THE DAAD'S COMMUNICATION IN LINE WITH INCLUSION REQUIREMENTS

By offering needs-compliant information services and communication formats, the DAAD motivates talented individuals with diverse educational backgrounds to apply to its funding programmes. The DAAD communicates to prospective and current students and researchers in such a way that encourages them to study or research abroad and makes them feel welcome and well-informed based on their individual needs and interests.

The communication channels used in DAAD public relations activities highlight the diversity of its scholarship holders and those whom the DAAD wishes to reach. By featuring concrete examples, the DAAD illustrates how higher education institutions can strengthen international academic exchange.

In this way, the DAAD is working to raise awareness of the importance of participation in international student mobility and academic exchange – and that for all (up-and-coming) talents. Moreover, the DAAD continues to demonstrate the added value of participation in expanding the frontiers of knowledge and the potential of scientific innovation.

#### **FIELD OF ACTION 1.1:** **Communicate in line with the principles of accessibility**

The DAAD is working to comply with the principles of accessibility (BITV 2.0) and train its staff accordingly with regard to its central online services, its homepage [www.daad.de/en](http://www.daad.de/en), the websites of its Regional Office network, the DAAD application portal, the DAAD campaigns and the NA DAAD website. Not only will this ensure accessibility to its information services, but also to DAAD events.

#### **FIELD OF ACTION 1.2:** **Reach out directly to less represented target groups**

Based on data from its diversity monitoring activities and drawing on the expertise of its network, the DAAD is developing needs-oriented and regionally specific communication formats for currently less represented target groups. The DAAD is encouraging these groups to embark on a stay abroad by employing, among other things, inclusive (visual) language and testimonials from selected peers who report on their own experiences and how they handled particular challenges in international exchange.

#### **FIELD OF ACTION 1.3:** **Depict student diversity in higher education marketing activities**

To ensure that Germany remains an attractive study location and centre of life for international students in the future, the DAAD offers its marketing expertise to German higher education institutions via GATE-Germany. By organising training seminars on diversity-sensitive marketing and customising information services to the needs and interests of various target groups, the DAAD is helping higher education institutions reach a more diverse cohort of international students, offer them an impression of the welcoming culture at their institutions, and so doing, convince them to pursue their studies in Germany.



## OBJECTIVE 2

### ENSURING EQUAL OPPORTUNITIES IN DAAD INDIVIDUAL FUNDING PROGRAMMES

The DAAD is committed to granting scholarships in an equitable manner as part of its funding programmes. It provides clear paths to applying for and obtaining funding for study-related visits abroad while duly recognising the disparate circumstances and backgrounds of its applicants.

As part of a fair selection process, all applicants are afforded the opportunity to prove their academic and personal aptitude. The results from the DAAD's diversity monitoring activities are used to optimise its funding programmes in terms of equal opportunities and inclusion.

#### FIELD OF ACTION 2.1:

#### **Expand the talent pool – Motivate under-represented target groups to apply**

In view of the growing heterogeneity of the German student and scientific community, the DAAD has sparked the interest of underrepresented groups in internationalisation to an ever-increasing degree. This is particularly evident by the number of applications this group has submitted.

In the area of funding for incoming students, new measures have been introduced that aim to increase the share of underrepresented groups among the applicant pool. The expertise of the global DAAD network and its multipliers (alumnae and alumni, Lektors) are being used to address specific regional needs.

#### FIELD OF ACTION 2.2:

#### **Acknowledge diverse educational backgrounds and living circumstances**

To ensure a non-discriminatory application and selection process, DAAD staff and committee members are offered diversity and bias sensitisation training. Furthermore, the composition of our selection committee is becoming more diverse on account of newly revised appointment regulations. The DAAD strives to steadily increase the proportion of women and persons with different life paths and diverse educational backgrounds. The DAAD is especially committed to measures that promote women in (academic) leadership positions.



### OBJECTIVE 3

## SUPPORT HIGHER EDUCATION INSTITUTIONS IN ACHIEVING THEIR INCLUSION GOALS

In dialogue with higher education institutions, the DAAD creates forward-looking structures and framework conditions to increase diversity and equal opportunities in its project funding programmes and within the framework of Erasmus+. It offers targeted measures that support higher education institutions achieve their inclusion goals, and in cooperation with the universities, works to cultivate a welcoming culture based on inclusive and cosmopolitan structures. Thanks to these joint efforts, the DAAD is making its contribution to strengthen social cohesion and the attractiveness and innovative capabilities of Germany as a study and research location.

#### FIELD OF ACTION 3.1:

### Combat racism, anti-Semitism and discrimination at higher education institutions

In light of the increase in racist, anti-Semitic, discriminatory and anti-democratic phenomena and tendencies within society, which also affect international students and researchers at German higher education institutions, the DAAD supports activities that promote open-mindedness and tolerance at higher education institutions, e.g. with the STIBET programme, to improve the support and integration of international students and doctoral candidates, as well as refugees.

#### FIELD OF ACTION 3.2:

### Learn from one another – Establish a forum for information, dialogue and networking between higher education institutions

With the information, networking and exchange platform *INA*, the DAAD offers universities a forum for sharing experience, engaging in dialogue and learning from one another about various internationalisation topics – especially concerning diversity and equal opportunities. By expanding and cultivating networking structures and opportunities for dialogue, the participating higher education institutions can promote their inclusive internationalisation activities, making it easier to transfer knowledge on innovative, successful diversity and equal opportunities measures.

#### FIELD OF ACTION 3.3:

### Make higher education collaborations more inclusive

When developing new programmes, the DAAD shall consider the needs of groups which have been previously underrepresented in terms of global knowledge- and scientific production. This is achieved in the course of subject-related programme development, as well as target-group specific programmes, e.g. to increase women's representation in leadership positions at higher education institutions abroad.

**FIELD OF ACTION 3.4:****Promote social participation together with Erasmus+**

In accordance with the goals and strategic orientation of the Erasmus+ programme until 2027, the NA DAAD has drafted concrete measures that promote inclusion and diversity at various levels in the German higher education sector. One of its key features is supplementary funding for less mobile (groups of) people. The NA DAAD will regularly evaluate these measures in terms of their target group-specific effectiveness and make adjustments as needed. These funding instruments are accompanied by targeted measures in the area of public relations. In cooperation with the higher education institutions, the NA DAAD shall intensify efforts to develop and implement communication measures and activities that address and provide needs-based support to potential participants with mobility issues. At the same time, it will work with universities to promote inclusive internationalisation in the context of higher education. The NA DAAD plans to organise interactive events where various stakeholders can engage in dialogue, thus creating an opportunity to share experience and learn from one another. By expanding an already existing network of various stakeholders, it will be possible to transfer and safeguard knowledge and develop a proactive management of viable measures in the future. In combination with the activities and offers of other programmes, the resulting synergies will ensure the efficient use of resources and the best possible utilisation of existing potential.



## OBJECTIVE 4

### GAINING KNOWLEDGE ABOUT DIVERSITY IN INTERNATIONAL EXCHANGE

By producing its own studies and knowledge products, the DAAD is expanding the boundaries of expertise in matters of equal opportunities and inclusion in international exchange. The acquisition and analysis of diversity-related data plays a significant role in the DAAD's funding activities and its ability to share examples of good practice. Based on this data, the DAAD supports its stakeholders with expertise, advice and networking opportunities.

#### FIELD OF ACTION 4.1: Generate impulses for equitable participation in science and higher education collaborations

The DAAD creates opportunities for the exchange of knowledge and experience in an international context, and so doing, enables students and researchers around the world to take part in international networks and knowledge acquisition. In addition, the DAAD promotes dialogue on shaping international academic partnerships based on principles of equitable participation. In collaboration with higher education institutions in Germany and its partner countries, the DAAD is working to identify and further develop approaches which reduce structural inequality in partnerships and strengthen trust between cooperating institutions. The resulting acquired knowledge is then incorporated into knowledge products and continuing education courses and channelled into the science community as impulses for change.

#### FIELD OF ACTION 4.2: Gain knowledge about discrimination experienced by students and strengthen welcoming culture

The DAAD surveys domestic and international students at German universities (*BintHo project*) on their experiences of discrimination, among other things. Based on this data, the DAAD provides evidence-based support for activities that encourage cosmopolitanism and tolerance at higher education institutions. It also conducts further analyses and produces publications on this subject which later serve as a basis for developing appropriate measures in consultation with higher education institutions.

#### FIELD OF ACTION 4.3: Further developing the funding portfolio based on diversity monitoring results

The DAAD is continually expanding its diversity monitoring activities to other funding programmes and regularly collects analogue data on the student community as part of the BintHo project. In pursuit of its goal to increase equal opportunities, the DAAD is laying the groundwork to further develop its current and future funding programme portfolio on the basis of this data. Among other things, the DAAD uses its monitoring to analyse gender distribution on a regional and programme-specific basis and accordingly develop measures to improve gender equality.

Impact-oriented monitoring (IoM) is an additional tool used in project funding that enables the DAAD to continually assess and adjust its funding instruments to strengthen diversity and participation.



## OBJECTIVE 5 EXPAND INSTITUTIONAL DIVERSITY WITHIN THE DAAD

The DAAD is committed to promoting diversity within its own organisation and strives to ensure fair access to jobs and career advancement opportunities. To achieve this, the DAAD is working to strengthen diversity orientation in such areas as employee recruitment and human resource development. Suitable and appropriate measures are being developed to prevent or eliminate disadvantages to specific groups.

### FIELD OF ACTION 5.1: **Strengthen diversity-sensitive and inclusive human resources management**

The DAAD promotes diversity among its workforce and ensures that recruitment activities, human resource development and everyday working life are equitable and non-discriminatory. To this end, the DAAD has drafted an equal opportunities and diversity plan which is regularly evaluated and revised as needed.

### FIELD OF ACTION 5.2: **Anchor gender equality and non-discrimination at the institutional level**

A Complaints Office is now established at the DAAD and offers employees a contact point where they can obtain advice on unfair treatment in accordance with the General Equal Treatment Act (AGG) and report cases of discrimination. A manual is available, containing information on the procedure and courses of action for addressing discrimination, as well as contacts for employees in Bonn, Berlin and the Regional Office network. The DAAD is working to structurally anchor the principle of inclusion in the form of a corresponding agreement.

### FIELD OF ACTION 5.3: **Promoting a cosmopolitan culture in everyday working life**

By signing the *Charta der Vielfalt*, the DAAD has publicly documented its commitment to promote diversity, equal opportunities and inclusion in the world of work and promote a cosmopolitan culture of community both here in Germany and at all locations of its DAAD Regional Office network worldwide. Diversity is also a strategic intersectional issue that is being integrated in internal communication and as part of internal events, the aim of which is to broaden understanding of different cultural concepts and manifestations of diversity, equal opportunities and inclusion.

## 5

## Planned measures

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### Communication

#### Communicate in line with the principles of accessibility

- organise DAAD **training seminars** on the topic of **digital accessibility**
- offer written transcripts of selected online events

#### Reach out directly to underrepresented target groups

- **share experience** internally and externally (format “Meet your Future You”)
- publish **study abroad reports** by students with diverse educational biographies (“testimonials”)

#### Depict student diversity in higher education marketing activities

- offer an International DAAD Academy (iDA) seminar on the topic of **diversity-sensitive marketing** for higher education institutions



### Equitable funding programmes

#### Expand the talent pool – Motivate underrepresented target groups to apply

- strengthen role models, e.g. with **measures targeted at alumni/-ae** on the topic of “female leadership” and events focussing on first-generation students
- **modify calls for applications** for scholarships with lower participation rates among women and first-generation students
- incorporate **regionally specific dimensions of diversity** for selected countries in communication and selection procedures

#### Acknowledge diverse educational backgrounds and living circumstances

- **sensitise selection committee members** and staff to diversity and bias
- **draft moderation guidelines** for selection meetings



### Support for higher education institutions

#### Combat racism, anti-Semitism and discrimination at higher education institutions

- continue funding **activities that combat anti-Semitism and racism**, provided for the first time in 2024, through the “Combined Grant and Support Programme (STIBET)”

#### Learn from one another – Establish a forum for information, dialogue and networking between higher education institutions

- launch the **information, networking and exchange platform INA** to serve as a forum for dialogue on questions of diversity and equal opportunities

#### Make higher education collaborations more inclusive

- integrate aspects of equal opportunities and equitable partnerships into the DAAD’s programme work
- conduct a **DIES training course for women in leadership positions** at higher education institutions

#### Promote social participation together with Erasmus+

- provide additional **financial support** to working students, students from non-academic households, participants with children and participants with a disability or chronic illness
- develop target group-specific **advisory guidelines for International Offices** in cooperation with Erasmus+ experts to provide potential participants with targeted information
- continue the NA DAAD **series of training courses**



### Knowledge about diversity

#### Generate impulses for equitable participation in science and higher education collaborations

- produce studies, publications and **dialogue formats** (e.g. KIWi-Connect) on equitable academic partnerships

#### Gain knowledge about discrimination experienced by students and strengthen welcoming culture

- provide space for academic discussion and produce a publication highlighting **promising practices by higher education institutions** that combat racism and anti-Semitism, e.g. from the STIBET programme

#### Further developing the funding portfolio based on diversity monitoring results

- conduct annual **focus analyses** on individual diversity dimensions (e.g. first-generation and incoming students)



### **Institutional diversity**

#### **Strengthen diversity-sensitive and inclusive human resources management**

- **offer training seminars** on such topics as racism, democracy and social cohesion

#### **Anchor gender equality and non-discrimination at the institutional level**

- create and establish a **complaints office pursuant to the General Equal Treatment Act (AGG)** and **advisory structure** independent of the Complaints Office as a **first contact point for employees**
- offer AGG-related training seminars in both German and English for better Regional Office network integration



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