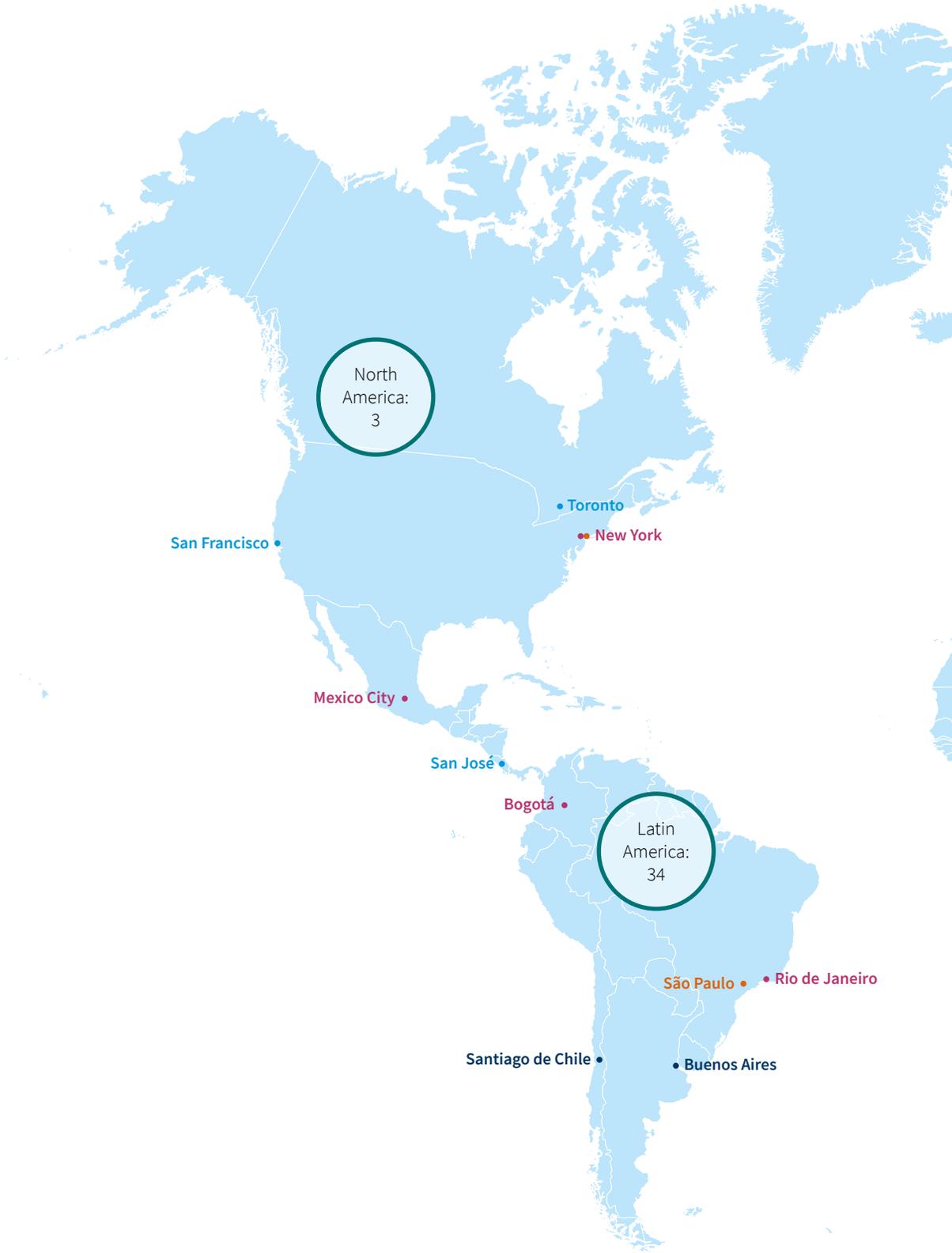




Deutscher Akademischer Austauschdienst
German Academic Exchange Service



DAAD offices around the world





- 18 Regional Offices
- 5 German Centres for Research and Innovation (DWIH)
- 35 Information Centres (IC)
- 15 Information Points (IP)
- DAAD Headquarters Bonn and Berlin Office
- 472 Lectureships

DAAD Headquarters Bonn

Deutscher Akademischer Austauschdienst

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www.daad.de

Berlin Office

Deutscher Akademischer Austauschdienst

Im Wissenschaftsforum am Gendarmenmarkt
Markgrafenstraße 37
10117 Berlin (Germany)

Government Liaison Office

Tel. +49 (30) 20 22 08-0

Artists-in-Berlin Program

Tel. +49 (30) 20 22 08-20
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www.berliner-kuenstlerprogramm.de

DAAD-Stiftung

Donation account

Commerzbank Bonn
IBAN: DE35 3804 0007 0112 6499 00
SWIFT-BIC: COBADEFFXXX
www.daad-stiftung.de

Info Centre

Information on Studying Abroad:

Tel. +49 (228) 882-180
www.daad.de/kontaktformular

Information on studying in Germany:

Tel. +49 (228) 882-180
www.daad.de/contactform



DAAD_Germany



DAAD.Worldwide



daad_worldwide



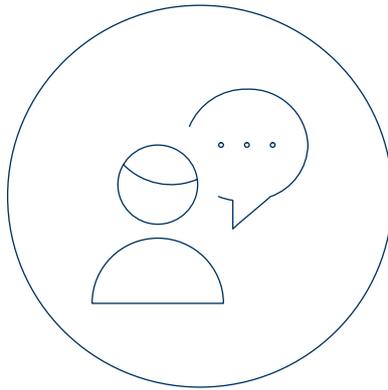
DAADWorldwide



school/daad-worldwide

Annual Report

2020



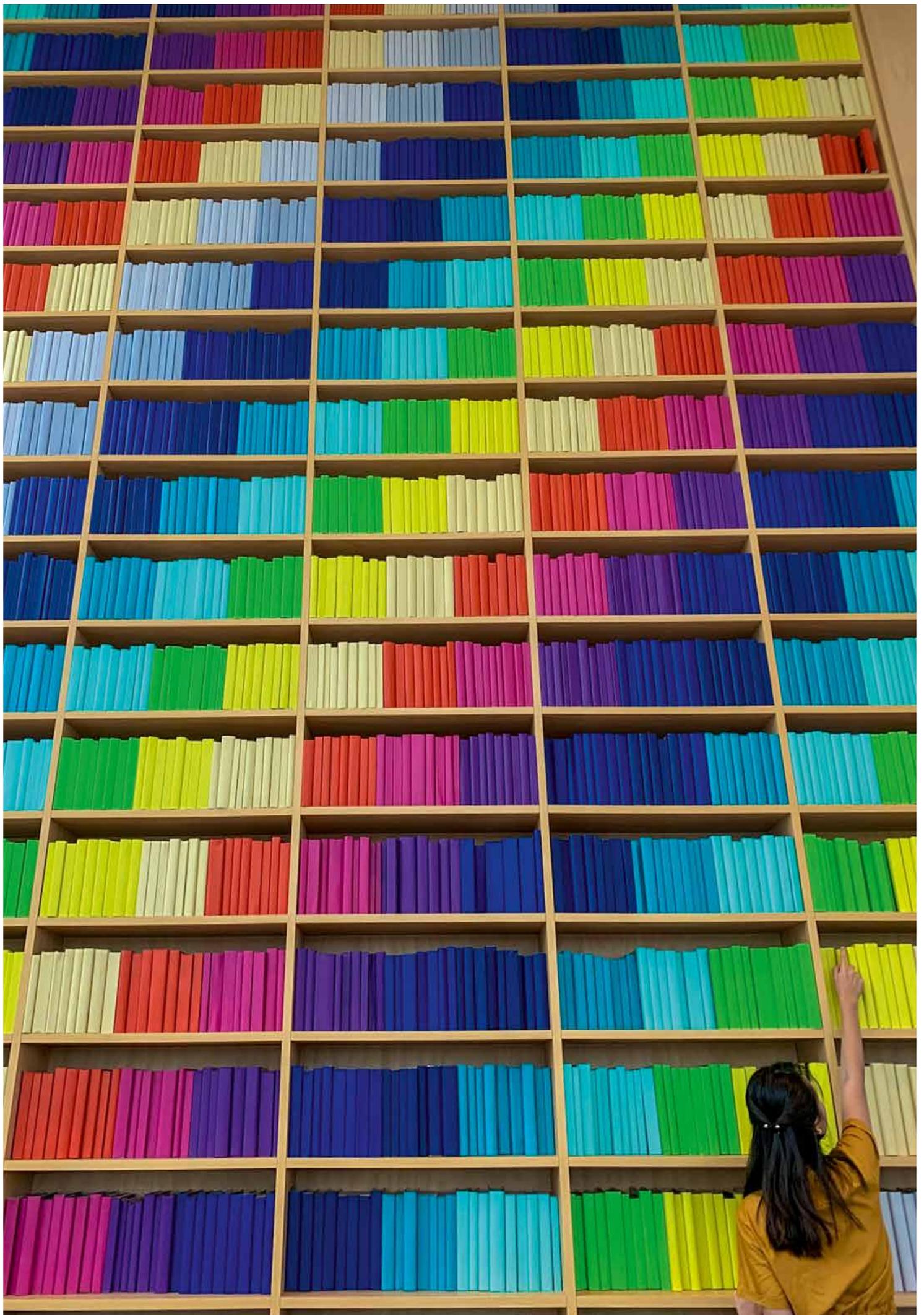
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‘I am always inspired by seeing how medicine and science join ranks in exceptional circumstances. The Covid-19 pandemic is a good example of this. When we all pull in the same direction, we can speed up processes like vaccine development.’

Prof Dr Marylyn Addo studied Medicine in Bonn, where she also held an Erasmus scholarship to study in Strasbourg and Lausanne. A DAAD graduate scholarship allowed her to move to London in 1998 to continue her studies and in 1999 she attained an MSc in Applied Molecular Biology of Infectious Diseases and a Diploma in Tropical Medicine and Hygiene at the London School of Hygiene and Tropical Medicine. She is now a professor at the University Medical Center Hamburg-Eppendorf (UKE), where she is head of Infectiology. She is one of Germany’s leading researchers into Covid-19 vaccines.



Prof Dr Marylyn Addo
Professor and head of
Infectiology at University
Medical Center
Hamburg-Eppendorf



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Prof Dr Joybrato Mukherjee,
President of the German
Academic Exchange Service

Dear readers,

6

2020 was only seven days old when Chinese researchers succeeded in identifying a novel pathogen that had appeared for the first time a few weeks before in the city of Wuhan, where it had been causing a highly infectious and dangerous lung infection in many patients. The virus is part of the coronavirus family. It was later given the name SARS-CoV-2. In those early days of January 2020 no-one could have predicted that the infection caused by SARS-CoV-2 would dominate the course of the year to an almost unimaginable extent. Within a few weeks the disease had become a pandemic, spreading at unprecedented speed across almost all the countries of the world. Around 1.8 million people would later die of or with the virus in 2020. Around the world, the pandemic almost brought transportation to a complete standstill. Factories and industrial facilities were temporarily closed and life outside the private home was shut down. The lockdown also included nurseries, schools and higher education institutions.

The fundamental purpose of the DAAD is to promote international exchange. Every year we enable tens of thousands of students and graduates, early-career academics and researchers to study and work abroad. The early weeks of the pandemic therefore meant only one thing: crisis management. At the top of the agenda was helping recipients of DAAD funding in dozens of countries to come back to Germany, or to return from Germany to their home countries. The staff at headquarters in Bonn and in our Regional Offices spent weeks working to find solutions for every one of our 'stranded' scholarship holders that met their individual needs. It was a huge effort that was only possible because we were all pulling in the same direction. From the very outset our crisis management team was in permanent contact with the DAAD's global network and the Crisis Response Centre at the Federal Foreign Office (AA) in order to prepare situation reports for the executive committee. Across our programme departments, DAAD colleagues stepped up to the challenge. Last but not least, the ministries that fund our work provided the



Dr Dorothea Rüländ hands over to Dr Kai Sicks at the Executive Committee meeting. L to R: Dr Dorothea Rüländ (former Secretary General), Dr Kai Sicks (Secretary General as of April 2021) and Prof Dr Joybrato Mukherjee, DAAD President.

swift and flexible exemptions we needed to clear away administrative obstacles and deliver solutions. Once again, I would like to take this opportunity to express my sincerest thanks to everyone who played their part.

Our working practices and procedures at the DAAD were transformed as quickly as possible in order to fit the ‘new normal’. Even before the outbreak of the pandemic the DAAD had made it possible for our staff to work remotely. This valuable experience helped us when we suddenly had to find ways of letting hundreds of colleagues work from home with the proper IT security and data protection measures. The outcome was that we succeeded in digitalising all our core business processes in the shortest possible time, while also ensuring we could support all DAAD funding recipients and Germany’s higher education institutions even in the midst of the exceptional circumstances.

Covid-19 also proved an unprecedented challenge to our funding activities. Mobility in the form of physically crossing borders and

boundaries has always been a fundamental precondition of international academic exchange. Now, though, travel options were limited, border crossings were closed, quarantine regulations were in place and contact restrictions were imposed. These all meant that new digital channels, platforms and event formats had to be developed to allow cross-border cooperation to continue. By developing new ways of providing funding for digital cooperations, the DAAD was able to support its member institutions to the best of its ability throughout this challenging time. Our members were able, for example, to develop new approaches to virtual teaching, for example, create attractive online modules and degree courses and draw up the necessary legal framework to let students sit their final exams digitally.

Something that has really encouraged me in recent months is that international cooperation between academics and researchers never ceased, despite all adversities. Indeed, it has continued and even grown stronger. In the midst of the crisis, my hope remains that more

people than ever will come to understand the value of international exchange and intercultural experiences, and to recognise how important it is for us to support each other around the globe. The pandemic has certainly taught us that the only way to solve existential crises is through cooperation between academics and researchers that reaches across international borders. In the Anthropocene era, these crises are often caused by human activity. Nevertheless, the triumphant success of vaccine research is but one impressive example what cooperation can achieve.

8 All things considered, Germany's higher education institutions and academic systems have coped well with the once-in-a-lifetime challenge of Covid-19. It is particularly heartening to see that the data currently available shows no decline in Germany's attractiveness as a destination for talent from around the world. This can be seen in the steady rise in user statistics for the *My GUIDE* portal which provides information on studying in Germany. Applications for DAAD scholarships also continue to increase and the DAAD's global network has seen no let-up in inquiries about courses. These promising trends inspire us to persist in our efforts to support international academic exchange, even if we have not yet overcome the pandemic.

2020 was a very special year here at the DAAD for quite another reason, one which had nothing to do with the pandemic. It marked the end of an era for Dr Dorothea Rüländ. For four decades she has worked passionately and tirelessly for the cause of international academic exchange, most recently in her ten years serving as Secretary General in our headquarters in Bonn. Dorothea Rüländ has made a profound impression on the DAAD in her time here. Her achievements included setting in motion a comprehensive process of reform in the organisation, along with instigating the reorganisation and expansion of our international network. She initiated a range of certification processes, helped set up the Competence Centre for International Academic Collaborations (KIWi) to address matters of internationalisation, and recognised the potential of digitalisation in transforming international exchange at an early stage. In short, had it not been for Dorothea Rüländ's achievements, the DAAD would not be in the strong position it enjoys now. I would like to express my sincerest gratitude to Dr Rüländ for everything she has done. I wish her successor, Dr Kai Sicks, all success in the exciting role he is now stepping into.

I hope this report proves to be inspiring reading.

Kind regards,



Prof Dr Joybrato Mukherjee
President

Bonn, April 2021



Prof Dr Joybrato Mukherjee honours Dr Dorothea Rüländ at her online farewell ceremony.



About us

The DAAD at a glance 2020



DAAD headquarters in Bonn and a
Government Liaison Office in Berlin



549 million

euros, the DAAD's
annual budget

12



68

DAAD Offices
worldwide, including



5

German Centres for
Research and Innovation
(DWIH)



528,203

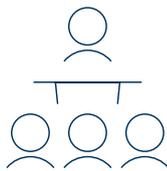
Followers of the
DAAD's corporate social
media channels

50

Information Centres
and Information Points
and

18

Regional Offices



472

lectureships at higher
education institutions
abroad



Over **44** million

page views on the topic
of studying in Germany



111,114

funded students,
graduates and
researchers



1,600,000

funded individuals
from Germany between
1950 and 2020



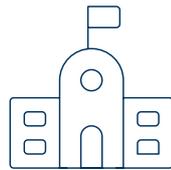
1,090,000

funded individuals from
outside Germany between
1950 and 2020



160

alumni associations
around the world



20

interdisciplinary Centres
for German and European
Studies at higher education
institutions abroad



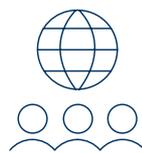
5

Centres of Excellence
worldwide



42,299

students from Germany
receiving funding to study
abroad through the Erasmus
programme (from the 2018
calls for proposals, which
ran from 1 June 2018 to 31
May 2020)



32,780

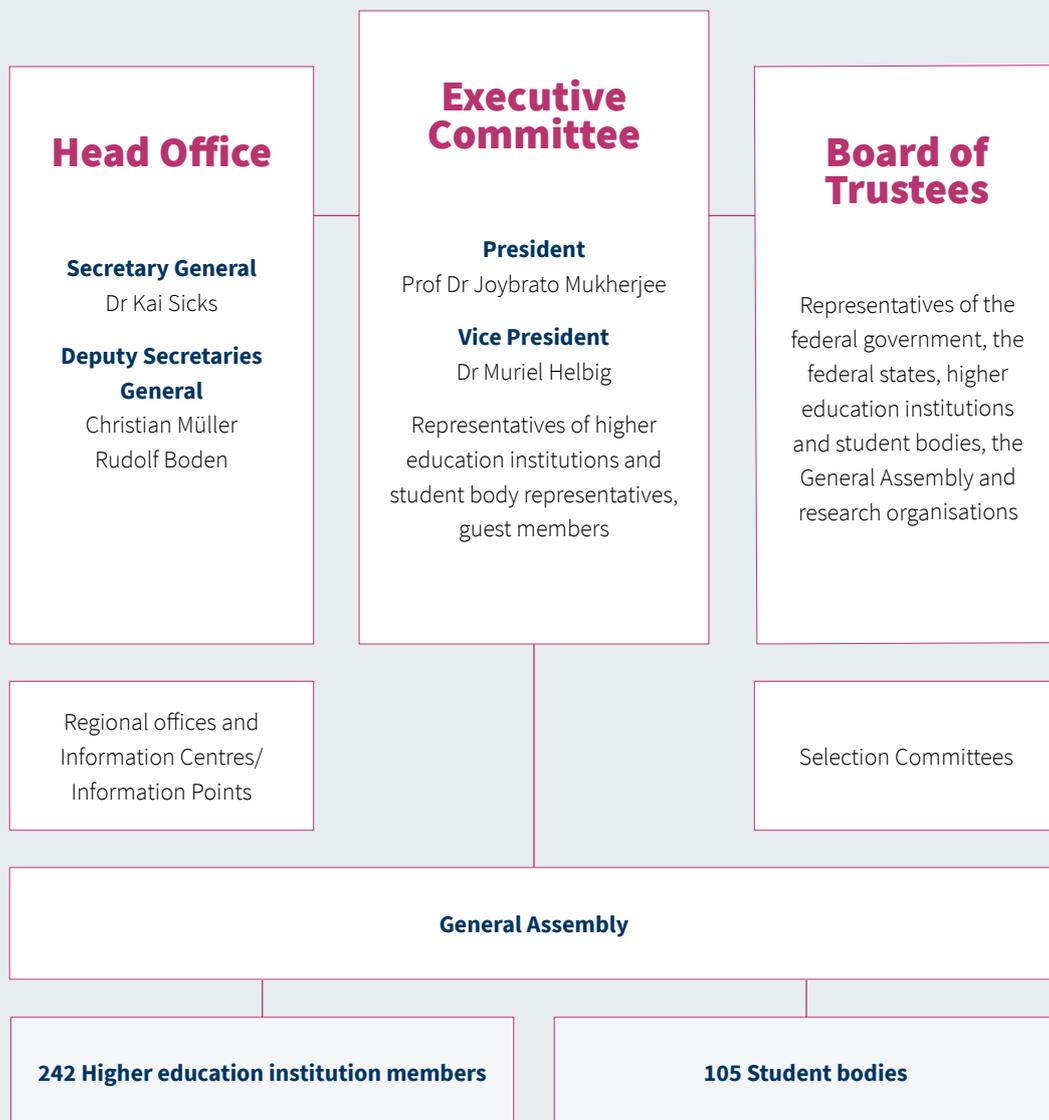
students enrolled in
German transnational
education programmes
worldwide

ORGANISATION AND PEOPLE

The German Academic Exchange Service (DAAD) arose from a student initiative and was formally established in 1925. The DAAD is structured as a membership organisation to work with and on behalf of Germany’s higher education institutions and their student bodies. 242 higher education institutions and 105 student bodies were registered as members in 2020. These members elect

the Executive Committee at a General Assembly. The office of DAAD President has been held since January 2020 by Prof Dr Joybrato Mukherjee, President of the University of Giessen. Dr Muriel Helbig, President of the Technische Hochschule Lübeck, serves as the DAAD’s Vice President. Dr Kai Sicks took up the post of Secretary General of the DAAD in April 2021. He is supported by Deputy Secretaries General Christian Müller and Rudolf Boden.

THE DAAD’S STRUCTURE



THE DAAD FROM 1950–2020: KEY FIGURES

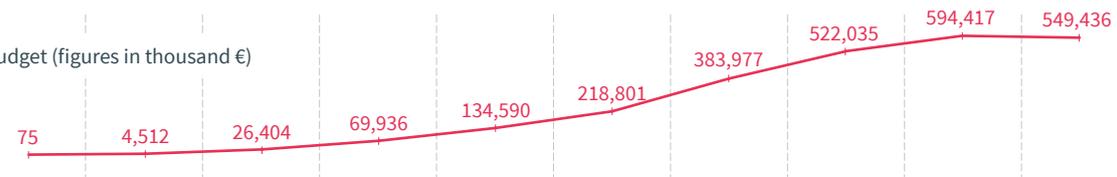
1950	1960	1970	1980	1990	2000	2010	2017	2019	2020
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DAAD funding recipients

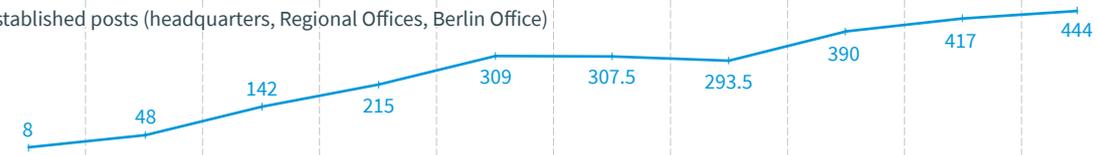
- Funding recipients from abroad
- Funding recipients from Germany
- Total funding recipients



Budget (figures in thousand €)



Established posts (headquarters, Regional Offices, Berlin Office)



Project and third-party-funded posts



DAAD Strategy 2025: Supporting potentials, strengthening the academic network, providing expertise

When Prof Dr Joybrato Mukherjee took over the DAAD's presidency the organisation adopted a new strategy. The strategy creates a framework for the DAAD's activities in the period up to its centenary in 2025. In this interview, Prof Dr Mukherjee explains the main features of the DAAD's new strategy.



Prof Dr Joybrato Mukherjee
DAAD President

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Professor Mukherjee, why is now the right moment to refocus the DAAD's strategy? To what extent does the new strategy represent continuity and what is changing?

2020 was a year that broke with the past across all aspects of our lives, and it was no different for global academic cooperation. The Covid-19 pandemic brought the international mobility of students and teachers almost to a standstill. Yet this also accelerated a trend whose outline had been growing clearer for some time already. Internationalisation must reinvent itself against the backdrop of a growing – and entirely justified – debate about sustainability. In future international exchange will no longer be principally transacted in the form of physical mobility. Indeed, mobility will be just one of many instruments that make international networking and intercultural experiences possible. It was a coincidence that we adopted our 'Strategy 2025' just as this

challenging situation began. At that time there was no way we could have anticipated the extent of the changes that would follow, but we feel the Strategy equipped us well to deal with them. One innovation in 'Strategy 2025' is the way it embeds the DAAD's activities in a political and social context and uses that context to inspire its key goals and aspirations. Let us look at an example. Working to increase the number of talented young people who take opportunities to gain experience in other countries and cultures is not an end in itself. Rather, that work should be seen as part of higher aspirations, such as promoting young people's willingness and ability to take up challenges as 'global citizens'. It goes without saying that we remain committed to our core fields of activity such as promoting potentials around the world and strengthening the strategic academic network. There is definitely continuity in those areas.

You have talked about how the existential challenges of the Anthropocene era demand attention from across the whole spectrum of politics and policy, and that includes the DAAD's foreign academic policy as well. What does that mean in concrete terms?

The Anthropocene era has seen human beings becoming the determining, indeed dominating factor

In Strategy 2025 the DAAD has set itself three **goals**:

1

Promote excellence and broad perspectives of education and science through international exchange

2

Enhance international collaboration for the benefit of science, industry and society.

3

Assume global responsibility and contribute to development and peace.

The DAAD has identified three **strategic fields of activity**:



RECOGNISE AND SUPPORT POTENTIALS WORLDWIDE

The primary goal here is to provide scholarships to outstanding applicants from around the world that create opportunities for them to access excellent education and research, and to ensure that Germany maintains its leading position as a host country.



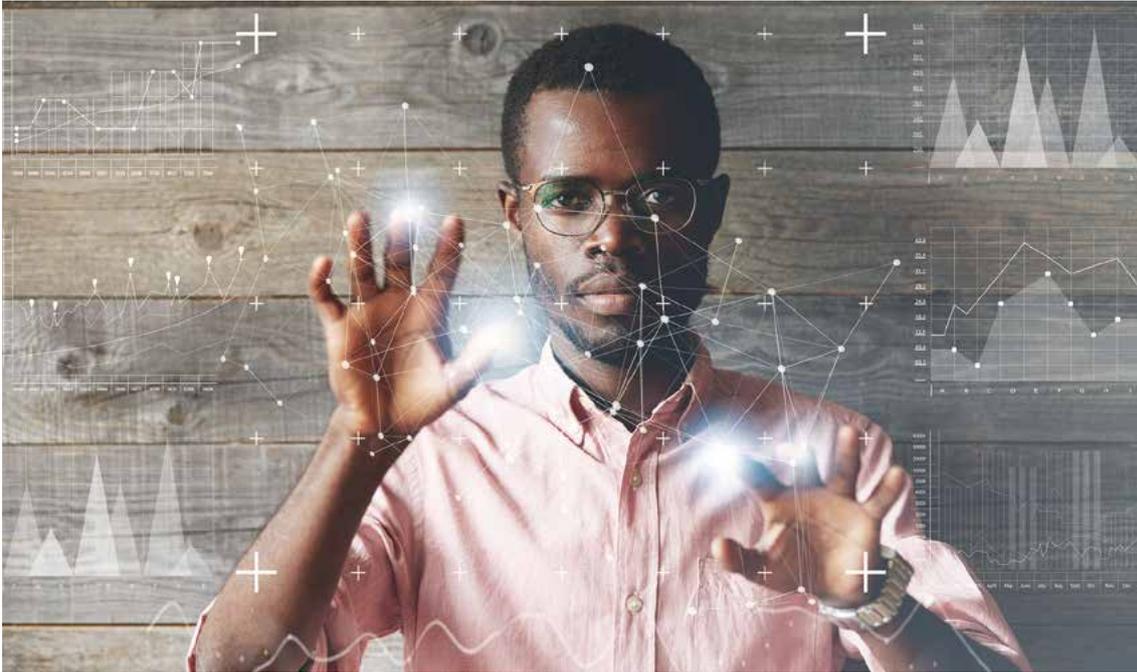
STRENGTHENING THE STRATEGIC ACADEMIC NETWORK

The DAAD is helping higher education institutions to position themselves strategically in a global context. By fostering international partnerships and expert networking the DAAD is contributing to solving global challenges. Digitalisation increases the effectiveness and sustainability of global cooperation.



PROVIDING EXPERTISE FOR INTERNATIONAL RELATIONS

Drawing on its unique knowledge of higher education systems around the world and developments in science and higher education policy, the DAAD supports higher education institutions and other partners in their work to become more international. As an advocate for academic freedom, the DAAD stands up for these principles through political dialogue and academic diplomacy.



in the geological and environmental development of our planet. Human activity dominates the life and survival chances of every living being – including humanity itself. This has never been seen before in the history of humankind and it means that each one of us now bears an unprecedented level of responsibility for the future of life on Earth. Science has a major role to play in ensuring that the basic needs of life are met and taking a stand so that people can coexist and flourish together. Science can only accomplish this task if people across every continent can contribute to solving these global challenges. That is why issues such as the climate, health and sustainability are at the heart of our new strategy and will be central to all we do over the next few years. This focus on finding solutions to global issues must also serve our foreign academic policy work as a funding organisation, advisory body and think tank.

When the Strategy 2025 was being drawn up, Covid-19 was not yet the issue that dominated everyone's minds. How did the pandemic change the core of the Strategy?

In reality, the Strategy 2025 had been drawn up shortly before the pandemic was identified, so there is no direct connection to Covid-19. Nevertheless, these new circumstances have been an opportunity for the Strategy to demonstrate its validity. Thanks to its focus on academia's responsibility for solving global challenges, the Strategy fitted effortlessly into the new conditions affecting the world. It has shown

how much the DAAD's international activities can benefit science, industry and society. One thing is certainly clearer now than it was at the beginning of 2020: in future our work will increasingly take digital and hybrid forms. This applies to the DAAD's in-house activities just as much as to our funding programmes. From creating virtual conferences to offering digital scholarships, we will need thorough assessments of where we can remove the need for people to travel, particularly by air, yet without cutting down on international academic exchanges. This will be a major challenge, but it is one we have to face up to.

Both here in Germany and elsewhere in the world there is a trend towards disputing findings from scientific research on topics such as climate change or the pandemic. How should science respond to this and what does the DAAD plan to do?
This trend is very real and we will have to engage with it in a serious way. It is the expression of a complex trend in society. At the core of this trend is a deep-seated suspicion, not just of the 'elites', but also of demonstrable experts. In recent years we have seen how dangerous it is to postulate 'alternative facts'. This can threaten the coherence of society and the credibility of the democratic polity. How should, how must science respond? First of all, there is no doubt that we need to get better at communicating and explaining ourselves. Science is not about being in possession of an irrevocable and universal truth. Rather, the distinctive characteristic of science is the

search for knowledge and causal connections between things. We are faced with a new kind of viral pandemic, one whose logic and causality we are trying to comprehend so that we can draw reasonable conclusions about it. That in itself will make it even harder at times to communicate these principles. Nevertheless, we should never stop emphasising that only science can find the right answers. Some people also claim that science offers no more than a collection of different opinions. This is something we have to counter. Scientific facts are not opinions and using facts to assess the validity of information and to draw conclusions is not a matter of arbitrary belief, even if our conclusions are later refuted in the light of new facts. Essentially, we need society to recommit itself to the ideas of the Enlightenment and the scientific pursuit of truth.

Cooperating with partner countries in challenging contexts is an important issue for you. How can the DAAD support its higher education institution members in cooperations under these circumstances? What role does the DAAD intend to play in German ‘Science Diplomacy’?

International academic collaboration has changed rapidly since the beginning of the 21st century and the category of partner countries where the contexts are challenging has certainly increased. It is critically important that higher education institutions and research institutions assess existing or planned international cooperations. We want to help our higher education institution members analyse the opportunities and risks from academic cooperations where conditions are problematic and thereby enable the institutions to take decisions autonomously. The legal and regulatory environments and challenges involved in such cases are varied and heterogeneous. Institutions must consider the general security conditions in a country, the rule of law, the potential for political interference in the work of academics and also the essential freedom of teaching and research. We do not believe drawing clear ‘red lines’ would help us achieve our goals in this context. Instead, what is needed is a set of criteria that make it possible to evaluate opportunities and risks from institutional and individual perspectives. Our Competence Centre for International Academic Collaborations (KIWi) has created a set of guidelines entitled ‘No Red Lines – Academic Collaborations in Complex Environments’ (‘Keine roten Linien: Wissenschaftskooperationen unter komplexen Rahmenbedingungen’).

The guidelines illustrate the challenges of international academic cooperation and raise awareness of existing risks, while also contrasting these considerations with the many chances and opportunities from international academic exchange. The core of the ‘No Red Lines’ guidelines is an analysis grid based on six criteria. The grid gives higher education institutions a framework to help guide how they evaluate the strategic planning and implementation of international cooperations. I would like to emphasise one point in this context: the only way we can solve the challenges of the 21st century is for us to come together around the planet, a planet we inhabit and shape, yet also destroy, together. We must therefore expand international academic cooperation, even if that sometimes requires challenging negotiations.



This is one of the key principles of ‘Science Diplomacy’, where the aim is to create and protect unrestricted spaces for scientific activity and exchange. Democracies need science to function, so science must be promoted and cultivated. We see this as one of our central duties at the DAAD and, as the world’s largest academic exchange organisation, we are ideally suited and well equipped to meet this challenge.

You have said, ‘For me, the DAAD is the Foreign Office of German academia, the authority on foreign academic policy.’ What does that mean?

My choice of words was deliberately pointed and my point was this: all German higher education institutions and scientific organisations have



international contacts and projects at their disposal that shape and sustain international cooperations. Without this diverse range of cooperations and networks, global science could not exist. Yet it is only the DAAD, the world's largest funding organisation for academic exchange, that has a global network of Regional Offices and hundreds of Lektors, giving it a presence in over 100 countries. In this, it is similar to the Federal Foreign Office (AA) with its embassies and consulates. In future we want to increase our efforts to put our unique expertise at the disposal of the German public. In a world that increasingly bears the stamp of political divisions and nationalism, we want to contribute to fostering mutual understanding and keeping channels of communication open. We also want to provide guidance to higher education and political figures on what is possible or advisable when working in challenging contexts. One thing is clear: there is no room here for wide-eyed naivety. The priority should be, rather, to be transparent about what our interests are and to act accordingly, while of course always being willing to find a balance.

How can German higher education institutions benefit from that in the years ahead?

As I mentioned earlier, we set up the DAAD's Competence Centre for International Academic Collaborations (KIWi) in 2019 to carry out precisely this

task. As well as offering country-specific information, the Competence Centre provides German higher education institutions with advice on what they should consider when developing a cooperation with a partner institution. This could be in the form of an individual conversation, web seminars and training events and even expert discussions and peer-to-peer events. The Competence Centre particularly focuses on supporting partnerships with higher education institutions in challenging contexts. The key topics are security issues, legal and regulatory environments and research cooperation projects. One of KIWi's main objectives is to consolidate the rich store of experience in Germany's higher education institutions and scientific organisations and weave it together with institutional knowledge from the DAAD and its global network. In this as in other areas, the DAAD sees itself as a learning organisation and a platform for exchange and expanding knowledge.

The DAAD has restructured its global presence in recent years. Looking ahead to 2025, in what ways will your Network become more important?

I have already emphasised the incredible importance of our Regional Offices. We see them as flagships for German academia around the world and places where bilateral cooperation can emerge. Our Regional Offices are laboratories. They allow

us to develop new programmes, compare aspects of German science policy with those of our partner countries, and form a shared understanding of what 'Science Diplomacy' means. In future the DAAD Network will be an even greater agent of change in foreign academic policy. One significant trend that contributes to this is that the majority of our Regional Offices are now responsible for more than one country. Cross-border jurisdictions expand the scope of action and make it possible to identify and address political and scientific trends across a larger geographical area. Digitalisation also makes it possible to work together continuously, even over long distances. Over the next few years we plan to connect our Regional Offices even more closely using virtual technologies, as well as providing an intensive online communication and training programme to reinforce their connections to our headquarters in Bonn.

Covid-19 has shown that digitalisation can unleash significant potential, such as in the form of online conferences. How is the DAAD positioning itself for the future in this regard, and what does it mean for internationalisation plans at higher education institutions and how the DAAD provides funding?

We have been through a steep learning curve over the past year in terms of the opportunities offered by digital communication and cooperation. Much that once seemed unimaginable is now routine. We cannot assume that everything will go back to how it used to be once the pandemic is over. The new forms and structures have proved to be sustainable, resource efficient and effective at increasing participation. The DAAD has delivered virtual conferences for well over a thousand participants. In the past that would have been impossible, both logistically and financially. When used in the right way, digital event formats allow for more communication among small groups and they create opportunities for everyone to actively share ideas. Nevertheless, we are also all aware how much the work we do together in a virtual space benefits from the connections and networks that existed pre-Covid-19. If we want to develop relationships based on trust that can withstand crises, we will need to gather in the same physical space. In those spaces we can share informal moments and experience for ourselves the contexts that our cooperation partners

work in. Our motto will be: as much virtual exchange as possible, no more travel than necessary.

Thanks to the quality of its higher education institutions, Germany remains attractive as a place to work and study for international talent, even during the Covid-19 crisis. You have said there is an opportunity there. What must higher education institutions, the DAAD and the government do to make the most of it?

German higher education institutions have done a lot of things right over these recent challenging months. They managed to bring the large part of their teaching activities online in a very short time, all while maintaining the high quality of their teaching. With regard to research and international cooperation, things have gone much better there than we might have feared. Germany's higher education institutions have well-established international partnerships – often facilitated or initiated through DAAD funding programmes – that enjoy high levels of mutual trust, and these relationships were especially valuable. This crisis has shown very clearly that our state-funded higher education institutions are exceptionally robust and resilient, particularly when compared to the highly commercialised academic systems of countries such as the USA, the UK and Australia. In this unprecedented crisis, this is a great advantage.



www.daad.de/strategy-2025

Milestones from Dr Dorothea Rüländ's time in office

Dr Dorothea Rüländ's decade as Secretary General made a profound impression on the DAAD's work around the world. Here we review a selection of her most significant decisions, innovations and strategies.



Dr Dorothea Rüländ is inaugurated as Secretary General of the DAAD; with her predecessor, Dr Christian Bode.

22

2010

A new era

Dr Dorothea Rüländ succeeds Dr Christian Bode as Secretary General in October 2010.

Promoting mobility and supporting higher education strategies

The DAAD introduces its *Programme to increase the mobility of students from German universities (PROMOS)*. The programme aims to boost the number of internationally mobile students and to give higher education institutions a tool to reinforce their own internationalisation strategies.

2011

Science without Borders

The DAAD becomes the official German partner for 'Science without Borders', a large-scale internationalisation programme introduced by the Brazilian government for students and doctoral candidates. The programme makes it possible for around 5,500 young Brazilian academics to develop their knowledge and skills at a German higher education institution.

2013

Focusing on International University Alliances

The DAAD's 'Strategic Partnerships and Thematic Networks' programme, funded by the Federal Ministry of Education and Research (BMBF), supports German higher education institutions with developing robust networks with leading universities and research institutions abroad and helps raise their international profile.

2013/2014

A joint view of transnational education

The opening of the Turkish-German University in Istanbul is a sign of the intensification of bilateral academic relationships. The TDU is one of the DAAD's largest transnational education projects. As a binational university it aspires to establish itself as a centre of international and intercultural encounters in teaching and research.



The campus of the Turkish-German University in the Beykoz district of Istanbul. The opening ceremony for the campus took place in 2020.

2014/2015

Challenges

The DAAD and the Federal Foreign Office (AA) design the 'Leadership for Syria' special scholarship programme in response to the civil war in Syria. A total of 221 Syrian students receive grants for bachelor's, master's or doctoral degrees with funds from the Foreign Office and the state of North Rhine-Westphalia. 'Leadership for Syria' scholarship holders also participate in an accompanying professional development programme.

2015

Students as influencers

The DAAD's *studieren weltweit – ERLEBE ES!* campaign puts students in the spotlight. Participants describe their experiences of studying abroad and reach young people where they like to gather – on social media.



Federal Minister for Education, Anja Karliczek, at a *studieren weltweit – ERLEBE ES!* campaign event.

Major reforms

Under Secretary General Dorothea Rüländ, the DAAD repositions itself, consolidating its core activities into six departments. Each department has a key procedural focus: Scholarships, Projects, Strategy, Communications, the National Agency for EU Higher Education Cooperation and Central Administration.

Focus on Africa

Thanks to scholarship funding, over 1,000 additional academic and leadership staff are able to gain master's or doctoral degrees and support the region's long-term political and economic development.

Alumni meeting in Tehran

The political conditions in October 2015 permit the first-ever alumni meeting in Iran. The patron of the event is the then Foreign Minister Frank-Walter Steinmeier, who officially opens the meeting and participates in a panel discussion at the Shahid Beheshti University in Tehran. Dorothea Rüländ leads the German delegation, which also takes the opportunity to travel on to Isfahan and Persepolis.



Alumni meeting in Tehran, Iran 2015.

2015/2016

A commitment to integration

A large influx of refugees poses a major challenge for German higher education institutions. The DAAD responds swiftly in the form of programmes to help refugees with the necessary skills, knowledge and qualifications to access higher education at a German university. The DAAD's "Welcome" and "Integra" programmes are funded by the Federal Ministry of Education and Research (BMBF), with the state of North Rhine-Westphalia financing the "NRWege Pathways into Studying" programme. The courses help prepare refugees for university and support them while studying. Up to 10,000 people attend the courses each year.



Dr Dorothea Rüländ with refugee students.



The DAAD founds the DAAD Cambridge Research Hub for German Studies in 2016.

2016/2017

German and European Studies

The DAAD's network of 20 Centres for German and European Studies grows with the addition of the newly-formed DAAD-University of Cambridge Research Hub for German Studies and the Centro de Estudos Europeus e Alemães in Porto Alegre.

2017

Rethinking the DWIH network

The network of German Centres for Research and Innovation (DWIH) are strategically repositioned in partnership with the Federal Foreign Office (AA), the Alliance of Research Organisations and the DIHK and BDI business associations. The DAAD takes over central responsibility for the centres in Moscow, New Delhi, New York, São Paulo and Tokyo.



Dr Dorothea Rüländ speaks at a DWIH panel discussion under the auspices of the 25th anniversary celebrations of the DAAD's Moscow Regional Office.

Professional development for university leaders from Africa and South-East Asia

In the presence of 150 distinguished *DIES* alumni from Africa, South-East Asia and Latin America, Dorothea Rüländ opens the jubilee event in Berlin to mark the tenth anniversary of the International Deans' Course. As part of the *DIES Dialogue on Innovative Higher Education Strategies* programme, coordinated in partnership between the DAAD and the German Rectors' Conference (HRK), deans from Africa and South-East Asia develop their higher education management skills and knowledge through a training course delivered by Osnabrück University of Applied Sciences.



Tenth anniversary celebrations of the DIES-training course for the International Deans' Course with DIES alumni and Dr Dorothea Rüländ.

New premises for the daadgalerie

The daadgalerie in Berlin has been a high-profile art and exhibition space since 1978. In 2017 the *Artists-in-Berlin Program* moves into new premises in Berlin's Kreuzberg district. For the first time in its history, the programme can present works across all four of its strands (art, film, literature and music) in one place.



The daadgalerie moves into its new premises in Kreuzberg, Berlin, 2017.

2018

Certified quality

ISO certification confirms the high quality of the DAAD's work and the professionalism of the world's largest academic exchange funding organisation.

2019

Working towards sustainability

The DAAD commences a project to strengthen institutional sustainability management, committing itself to working towards sustainability as an organisation.



2019/2020

Living digital internationalisation

The innovative approach to cooperation projects at the DAAD provides a boost to higher education systems in Germany and around the world and promotes the use of digital technologies to support exchanges. The DAAD is constantly moving core and support processes into the digital domain and expanding digital infrastructure for international exchange. It also makes digitalisation an integral element of funding activities.

2020

Transnational education

The opening of the German International University of Applied Sciences (GIU AS) in Cairo begins the latest chapter in the history of creating successful binational higher education institutions. Under the leadership of HTW Berlin and

other higher education institutions this creates a presence for the universities of applied science model in Egypt.

Digitalisation programmes

The DAAD responds to many different challenges of digitalisation in a range of ways. Along with its *International Mobility and Digital Cooperation (IMKD)* programme, it creates the new *International Programme Digital (IP digital)* and *International Virtual Academic Collaboration (IVAC)* programmes to advance the use of digital teaching and communication technologies and international cooperations. For international students, the *My GUIDE* portal opens the door to higher education in Germany and offers guidance and information in a digital form.

Restructuring the DAAD's global network

The initial outcome of the restructuring of the DAAD's global network is the opening of new Regional Offices in Amman and Bogotá. The regional focus of existing Regional Offices in Jakarta, Mexico City, Moscow, Nairobi, New Delhi, New York and Warsaw was expanded. They are now responsible for Information Points (IP) not only in their respective countries but also in neighbouring countries as well.

2021

Farewell

On 27 January 2021 over 650 colleagues from Germany and abroad bid an online farewell to Secretary General Dorothea Rüland.



Prof Dr Joybrato Mukherjee and Dr Dorothea Rüland at Prof Mukherjee's inauguration as DAAD President.

Making a sustainable impact internally and externally

The world is facing many challenges, from advancing climate change to threats to health and the destruction of biodiversity. Education, science and international partnerships have key roles to play in finding solutions. The DAAD's work as a funding organisation for international academic cooperation puts it right at the interface of these challenges and sustainability is increasingly a major focus of its activities.

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Sustainable development and overcoming global challenges are a key focus of the DAAD's Strategy 2025. By creating new funding initiatives the DAAD has given an additional boost to efforts around Sustainable Development Goals (SDGs). The principle example of these initiatives is the call for applications to create 'Global Centres' in emerging and developing countries. The centres will focus on climate and the environment and on health and pandemic preparedness, with funding for these projects provided by the Federal Foreign Office (AA). The DAAD's funding is explicitly targeting new and innovative formats for international higher education cooperation. The work of these projects must actively engage with the challenges of sustainability and protecting the environment.

Moreover, the DAAD is working intensively to make itself more sustainable as an organisation. The DAAD's board has also implemented a project that brings colleagues together from across the whole of headquarters. Colleagues are working in teams, each one focusing on a specific issue to consolidate expertise for the key fields of activity in sustainability management. The teams are identifying opportunities for short and long-term change and drawing up specific measures. These will be combined with existing activities to develop a sustainability programme for the DAAD.



As the world's largest funding organisation for academic exchange, supporting and facilitating mobility is a key issue. In consultation with higher education institutions and funding bodies, the DAAD has developed new formats for funding virtual collaboration as well as starting a dialogue around sustainable mobility and internationalisation. These processes have been accelerated by the Covid-19 pandemic. 'Physical mobility is a necessary condition for facilitating international collaboration and "joint knowledge creation" in the sense of a global partnership for Sustainable Development Goals,' explains Dorothea Rüländ, who stepped down as Secretary General of the DAAD in January 2021. 'We want to create forms of mobility that protect the climate, but without putting the effectiveness of our programmes at risk. Indeed, it is precisely those programmes that allow us to make a substantial contribution to sustainability and climate protection.'

DAAD ALUMNA: AMBASSADOR FOR SUSTAINABLE DEVELOPMENT GOALS

Durdana Prado Álvarez



Durdana Prado Álvarez held a scholarship under the DAAD's *Development-Related Postgraduate Courses (EPOS)* programme. A DAAD Alumna, Durdana has been working as a coordinator for Agenda 2030 and Sustainable Development Goals at the Ministry of Planning and Citizen Participation in the Mexican state of Jalisco.

Ms Prado, what do sustainable development goals mean to you?

The SDGs give us a common compass with which we can address challenges and solve problems. That applies to all societies and countries equally. That is why I think the 2030 Agenda and the SDGs are really relevant for every one of us.

You work with the 2030 Agenda professionally, as coordinator for the SDGs in your home state of Jalisco. What does that position involve?

My job is to raise awareness about the importance of the SDGs here in Jalisco. I am a kind of official advocate for them within the state government.

Of the 17 goals, are some more important than others for Mexico and for Jalisco?

All the SDGs are highly significant. In Mexico we can observe hunger, poverty, inequality, social injustice, gender inequality, problems of accountability and transparency, to name but a few. I see challenges related to all the SDGs. But I would say that Jalisco has been particularly active on SDG 13, which concerns climate action.

Is that because you can already feel the effects of climate change?

Yes. Climate change is already creating all kinds of problems, such as water shortages which then cause difficulties for agriculture. The unsustainable use of natural resources is causing many people to move from the countryside to the city. That is why we are putting a lot of effort into mitigating climate change and adapting to its adverse impacts.

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SUSTAINABILITY AT THE DAAD: STRATEGIC GOALS

In its position paper 'DAAD Perspectives: Sustainability at the DAAD', the DAAD has articulated strategic goals and specific measures to boost sustainability in its funding portfolio and in how it works as an organisation.



www.daad.de/epos-info
www.daad.de/perspectives



Contribution of DAAD programmes to Agenda 2030 and the SDGs



Knowledge for sustainable development



Sustainability and long-term impacts of funding activities



Organisational sustainability management

2020 at the DAAD – a year in review

JANUARY

1 JANUARY 2020

Restructuring and expanding the network of the DAAD's Regional Offices

The DAAD's Information Centre in Tunis begins its transformation into an official Regional Office. The grand openings of the Tunis Regional Office and of the Regional Offices in Bogotá and Amman, which had been created in 2019, had to be delayed until 2021 due to Covid-19. These new Regional Offices are responsible for other countries in their respective regions.

1 JANUARY 2020

My GUIDE digital information portal for students picks up speed

The *My GUIDE* portal enters full service after first going online in late December. It offers a tailored and personalised service to provide potential international students with comprehensive information on studying in Germany. *My GUIDE* helps students choose the right degree course and assists them with contacting their chosen higher education institutions in Germany.

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(L to R)
Chancellor Merkel,
President Erdogan,
President of the Bundestag
Rita Süßmuth,
TDU Vice Chancellor
Prof Dr Halil Akkanat.



24 JANUARY 2020

Opening of the new campus at the Turkish-German University

Chancellor Angela Merkel opens the new campus of the Turkish-German University (TDU) in Istanbul. The university is funded by the Federal Ministry of Education and Research (BMBF) and the DAAD, and is a lighthouse project of German-Turkish higher education cooperation. The TDU started teaching in the winter semester of 2013–2014, offering five degree programmes. The university has now grown to 3,000 students and offers 25 degree programmes. → See page 73.

13 FEBRUARY 2020

The new DAAD presidency – principles and priorities

In Berlin the new president of the DAAD, Prof Dr Joybrato Mukherjee, presents the areas he intends to prioritise in his presidency. In the presence of DAAD Vice President Dr Muriel Helbig and DAAD Secretary General Dr Dorothea Rüländ, he identifies 'digitalisation, Europe and shared values' as the key priorities for the next few years. Particularly during challenging times he stresses the importance of 'supporting researchers around the world and taking a stand for academic exchange and scientific freedom.'



FEBRUARY

DAAD President Prof Dr Joybrato Mukherjee with DAAD Vice President Dr Muriel Helbig (right) and Secretary General Dr Dorothea Rüländ (left).

27 FEBRUARY 2020

Presidential delegation offers a sign of hope for Sudan

Following a state visit to Kenya, German President Frank-Walter Steinmeier and his delegation visit the German embassy in Khartoum on 27 and 28 February. The delegation includes DAAD President Prof Dr Joybrato Mukherjee. In the garden of the ambassador's residence, Isabell Mering, head of the Cairo Regional Office, DAAD Lektor Sarah Hamad and a select group of alumni give a presentation on the work of the DAAD. Sudan falls within the Cairo Regional Office's area of responsibility.

APRIL

01 APRIL 2020

Major digitalisation projects

Higher education institutions can now access support through the *International Mobility and Digital Cooperation (IMKD)* programme to enhance their international profiles by using digital technologies to rethink teaching and student mobility. The projects create new forms of exchange that can be digitally integrated into teaching and administrative processes at higher education institutions. As of 1 April the programme is funding six higher education institutions. In the period up to 2023 they will receive around 13.5 million euros from Federal Ministry of Education and Research funds.

03 APRIL 2020

A fresh start for HOPES in Lebanon

The *Higher and Further Education Opportunities and Perspectives for Syrians (HOPES)* programme has supported around 1,026 students who have fled from Syria into neighbouring countries where they now live and need assistance. The *HOPES* project has been working in Egypt, Jordan, Turkey, Iraq and Lebanon. The DAAD has been working with partners including Campus France and NUFFIC in this project, which is funded by the EU. The partners continue their successful cooperation in April in the form of a new project, *HOPES-LEB*, which is also funded by the EU.



Scholarship holders from Lebanon and Syria in Beirut.

16 JUNE 2020

Supporting higher education cooperation with new digital programmes

The DAAD is intensifying its support for digital international higher education cooperation with two new programmes. On 16 June it issued a call for applications for its *International Virtual Academic Collaboration (IVAC)* programme, which supports teaching staff and higher education institutions with creating digital academic cooperations. *International Programme Digital (IP Digital)* commences on 22 July. The programme supports universities in a range of ways, including with digitalising existing degree programmes aimed at international students, particularly at master's level. → See page 90.



JUNE



22 JUNE 2020

DAAD Strategy 2025

‘Our ability to successfully fulfil our responsibilities is more closely linked than ever to the political conditions affecting internationalisation,’ says DAAD President Prof Dr Joybrato Mukherjee. The DAAD has identified three strategic fields of activity, which it presents on 22 June: ‘supporting potentials worldwide, strengthening the strategic academic network and providing expertise for international relations’. These strategic fields of activity define the DAAD’s course for the next five years. They also address critical opportunities and challenges for the international strategies of higher education institutions and the science system in Germany up to the middle of the decade. *Strategy 2025* takes a comprehensive view of society that focuses on global cooperation and responsibility. This approach proved to be right in the light of the Covid-19 pandemic – international cooperation is indeed a key to overcoming the crisis.

JULY

09 JULY 2020
German higher education institutions join European University Alliances

The EU Commission selects 24 European University Alliances in the second round. What is notable from Germany's perspective is that 20 German higher education institutions are involved in the two dozen Alliances. DAAD President Prof Dr Joybrato Mukherjee praises the role played by higher education institutions saying, 'Europe's higher education institutions form its intellectual heart, not least because it is there that the European ideal is lived out in a very special way.' → See page 93.



OCTOBER

01 OCTOBER 2020
Hybrid alumni meeting: 'Shaping Europe – Strengthening Europe: Ideas for Europe'

With almost 1,200 participants from across the EU, a major alumni meeting is held in hybrid form for the first time. DAAD alumni share their ideas for Europe in videos and through live chat. The key issues for the event are climate change and migration. → See page 129.

5–6 OCTOBER 2020
#movingtarget2020 conference on digitalisation

Under the auspices of Germany's presidency of the EU Council, the DAAD organises its virtual 'moving target digitalisation: re-thinking global exchange in higher education' conference. The conference provides opportunities for discussion between representatives from the DAAD and higher education and international experts. The discussions focus on how to ensure academic excellence, boost diversity and foster inclusion in higher education, how to increase the attractiveness of the European Higher Education Area, and how to work together to re-shape the future of global exchange. → See page 125.

SEPTEMBER

1–30 SEPTEMBER 2020
Tenth DAAD 'Netzwerk-konferenz'

The 2020 'DAAD Netzwerk-konferenz' takes place virtually and lasts for 30 days. The conference offers attendees the chance to attend presentations and web-seminars, watch short films and book one-to-one conversations with representatives from the DAAD's international offices. The event brings attendees up-to-date on developments in higher education systems around the world, identifies points of contact for international higher education cooperations and shares ways to promote studying in Germany. One attendee says, 'The DAAD up-close and in person. Definitely keep doing this!' → See page 120.

15 SEPTEMBER 2020
Closing ceremony of the German-Russian Year

At the end of the *German-Russian Year for Cooperation in Higher Education and Research*, organised by the DAAD and German Centres for Research and Innovation, the Foreign Office honours 25 outstanding German-Russian science projects at an event in Berlin. The German-Russian Year aimed to give new impetus to the many long-standing teaching and research relationships that exist between German and Russian higher education, research and educational institutions, and to bring these relationships to a wider audience. → See page 101.



L to R: Prof Dr Katharina Hölzle MBA, (Professor of IT Entrepreneurship at the University of Potsdam), Dr Michael Meister (Federal Ministry of Education and Research), Dr Dorothea Rüland (DAAD), Prof Dr Oliver Günther (President of the University of Potsdam).



6–7 OCTOBER 2020**ISO certification confirmed**

The German accreditation body, CERTQUA, confirms the DAAD's ISO certification in the course of its second monitoring audit. This is further proof that the DAAD operates according to quality-assured processes and procedures through its quality management system.

20 OCTOBER 2020**Bonn Declaration on Freedom of Scientific Research**

Germany joins other European countries and a number of scientific organisations to stand up for protecting the freedom of academic research, organised under the German presidency of the EU Council. The 'Bonn Declaration on Freedom of Scientific Research' was instigated by the Ministerial Conference on the European Research Area (ERA) to reinforce scientific and academic freedoms on 20 October 2020. Since then, many EU member states have added their signatures to the declaration. In a video message, DAAD President Prof Dr Joybrato Mukherjee emphasises why signing the declaration sends an important signal. The 'Eberbach Appeal', issued in June 2020 as a joint statement by the DAAD and its partners, drew attention to shared European values as a stabilising influence for higher education and research in Europe.



www.daad.de/videobotschaft-forschungsfreiheit



Kloster Eberbach

**OCTOBER 2020****The DAAD's India Regional Office turns 60**

With the creation of its New Delhi office in 1960, the DAAD opened its first Regional Office outside Europe. Since then academic exchange between the two countries has grown continually. Today, the Regional Office promotes academic exchange between Germany and India, Bangladesh, Bhutan, Nepal and Sri Lanka. The office provides information on studying and research in Germany, offers advice on accessing funding and supports higher education institutions in the region and in Germany with establishing and consolidating cooperations and partnerships. Germany is a popular higher education destination: 25,000 students from India were studying in Germany in 2020.

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NOVEMBER**10 NOVEMBER 2020****New Secretary General confirmed**

The Executive Committee of the DAAD confirms Dr Kai Sicks as the DAAD's new Secretary General. He will take office in April 2021.

**09 NOVEMBER 2020****Virtual conference on climate research**

The DAAD's *climapAfrica* programme is funding postdoctoral research projects to develop practical solutions to climate change in southern and western Africa. At the core of the programme are seven working groups, each focusing on a specific issue. The working groups bring together postdoctoral scholarship holders and African alumni of German funding initiatives with expertise in the field of climate research. The two-day virtual conference provides a forum for over 150 experts from many African countries, Europe, Asia and the USA. → See page 122.

Views from the network – Establishing new Regional Offices under Covid-19

The DAAD set up new Regional Offices in Amman, Bogotá and Tunis in 2019 and 2020 to support the DAAD's work at a regional level. There are now 18 Regional Offices with responsibility for a total of 54 countries. The ongoing restructuring of the DAAD Network aims to bolster and expand existing regional structures.

The DAAD has a unique network of Regional Offices, German Centres for Research and Innovation, Information Centres, Information Points and Lektors in countries around the world. The Network allows the DAAD to monitor political, economic and higher education conditions in these countries, as well as providing a forum for communication with local partners. The DAAD shares this expertise, such as in the services it offers to German higher education institutions.

The global pandemic in 2020 has seen a dramatic transformation in the work of institutions that fund internationalisation activities work and redirected their activities into new areas. Despite these challenges, the DAAD's structures around the world were well prepared. This was particularly important in a year of rapid and disruptive change.

The heads of the three new DAAD Regional Offices give their assessments. These extracts are taken from the Regional Offices' latest reports, which the DAAD publishes each year alongside its Annual Report.



Benjamin Schmälting
Head of the DAAD's Amman Regional Office

AMMAN: HARD LOCKDOWN AND THE IMPETUS TO DIGITALISE

Higher education institutions in Jordan are making a virtue of necessity during the early weeks of the crisis. They are implementing constructive changes to how they teach and using those changes strategically. This includes reaching out to new student groups, such as those in employment or people with families for whom the flexibility of studying digitally might be an advantage. For example, the German Jordanian University, which is funded by the DAAD, is endeavouring to offer a digital or hybrid 'twin' for all of its 30 bachelor's and master's degree programmes over the next few years. The university's aim is to raise its profile across the whole region as a digital higher education provider.

The opening ceremony for our Amman Regional Office was planned for April, but due to the pandemic, we had to postpone it to 2021. The Jordan Regional Office's area of responsibility includes the whole of Iraq and Lebanon. The Regional Office is holding online-only information events. These events used to be monthly but are now weekly to meet increasing demand.

BOGOTÁ: VIRTUAL SUPPORT AND ADVICE FOR NORTHERN SOUTH AMERICA

The Bogotá Regional Office is responsible for Colombia, Ecuador, Peru and Venezuela, where the students and universities are experiencing the pandemic very differently. The need to digitalise in 2020 caused considerable expense for the region's higher education institutions. This hit public universities especially hard. The largest university in Colombia, the National University, lost a third of its master's degree and doctoral students due to students pausing or even stopping their studies entirely. By contrast, student numbers at Ecuadorian higher education institutions dropped only slightly, despite only 37 per cent of households in Ecuador having access to the internet, according to UNICEF. Even though the majority of students in Peru have to live with inadequate digital infrastructure, by September 2020 only 18.6 per cent of the country's 995,000 students had dropped out of their degree programmes.



Dr Martina Schulze
Head of the DAAD's Bogotá Regional Office

The pandemic affected the work of the Regional Office, where the official opening had to be postponed to late January 2021 and take place in a hybrid format. Nevertheless, the office organised a large number of highly successful virtual activities. These included office staff delivering 50 online 'Info Sessions' to over 13,000 potential students from Columbia, Ecuador, Peru and Venezuela.



Dr Renate Dieterich
Head of the DAAD's Tunis Regional Office

TUNIS: HIGH LEVELS OF INTEREST IN DAAD SERVICES, DESPITE CHALLENGES

The Tunis Regional Office looks after four countries that could not be more different from one another. There is the nominally socialist Republic of Algeria, the Kingdom of Morocco, the fledgling democratic state of Tunisia and Libya, a country torn apart by civil war. Tunisia's higher education institutions made great efforts to train their teaching staff for the challenges ahead and to expand their technical infrastructure to meet the new demands. One example of this was the platform to support digital teaching, set up by the Ministry of Higher Education and Scientific Research in partnership with the Virtual University of Tunis. In the summer, however, the Algerian Ministry of Higher Education announced that all future international academic cooperations would have to go through an approval process in order to stem increasing levels of brain drain. Libya's higher education sector suffered greatly due to the pandemic, to the extent that regular teaching became impossible after the spring of 2020.

The DAAD moved its services online. This yielded some welcome side effects, with people from all four Maghreb countries participating in the digital events. Levels of interest in the region remain high.

Our Regional Office reports are available to read at:



www.daad.de/aussenstellenberichte
www.daad-jordan.org
www.daad.co
www.daad.tn



In Focus

International
exchange in times
of Covid-19

What does ‘the new normal’ mean for the DAAD’s core business – organising academic exchange?

The DAAD is the world’s largest academic exchange organisation, and by mid-March it was bracing itself for the huge wave that was rolling towards it. Thousands of students, academics and Lektors were staying at universities around the world and Covid-19 had left them stranded. Every one of them was facing a unique set of circumstances. The core business of the DAAD is to facilitate global exchange, so how could it adapt overnight to the demands of a pandemic?

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‘What matters is not where we have got to, but how we got here’, reflects Anke Stahl, almost six months after the first lockdown. That may sound relaxed, but it was certainly not like that in the spring of 2020. As head of division Project Policies, Research and Internationalisation, Anke Stahl was one of the DAAD’s executive staff who in a short period of time had to find solutions during the pandemic.

When she casts her mind back to March 2020, Anke Stahl once again sees the ‘huge wave of pressure’ that was rolling towards the DAAD. ‘It was a feat of strength for all involved, a hugely complex task, particularly for the higher education institutions, too,’ is how Stahl describes it. ‘My first thought was: This is going to affect everything the DAAD is and does.’

So she and her colleagues rolled up their sleeves and got on the phone round the clock, speaking to the DAAD’s various sections and to higher education institutions in Germany and abroad. She was talking to government ministries whose funding commitments were always tied to outcomes, yet the recipients of that funding were in no position to deliver those outcomes in the midst of a lockdown with no end in sight.

All this could only be done collaboratively, in constant discussions with the departments in charge of the various programmes. Stahl was also communicating regularly with the crisis management team that was coordinating day-to-day developments and had an overall view of the whole situation (see page 44). In this way, Stahl and her team could quickly find funding solutions for individuals and projects alike. These solutions were then shared with the recipients of DAAD funding and with member higher education institutions.

REALLOCATING FUNDS FOR DIGITALISATION

The guiding principle for project funding was seeking to ensure that higher education institutions and grant recipients had a reliable framework in which they could continue their work on their many different cooperation projects. ‘What helped us was being able to reach one another online very quickly’, Anke Stahl recalls. The DAAD and its funding recipients soon adopted a range of digital technologies as standard practice, with video conferences playing a leading role. This allowed solutions using digital technology to emerge, and the solutions worked.

This was only possible because funding providers committed to finding unbureaucratic solutions. ‘We had to take each case on its own terms, especially where they concerned cancellations, as grants cannot actually be used to cover cancellation expenses,’ Stahl explains. ‘However, we were quickly able to confirm to programme managers at higher education institutions that they could reallocate funds previously assigned to other purposes so they could be used for digital infrastructure.’ This meant the institutions could finance the infrastructure they needed to deliver international teaching and research in the digital space. ‘It helped us in our search for an answer to what the “new normal” would be,’ reflects Anke Stahl.

QUALITY TARGETS FOR DIGITAL DEGREE PROGRAMMES

Dr Alexander Au emphasises: ‘Every crisis is an opportunity,’ he says. At the DAAD he and his team are responsible for the internationalisation programmes for German higher education institutions. They are working with their international partners to develop new digital programmes. These were already in preparation in 2019, so they came just at the right time in 2020. The first future-oriented programme, *International Mobility and Digital Cooperation (IMKD)*, went live back in

2019, before the pandemic had begun. Two more went through high-pressure development during the initial phase of the pandemic in 2020. The DAAD is supporting higher education institutions with digitalisation through three coordinated programmes: *International Mobility and Digital Cooperation (IMKD)*, *IP Digital* and *International Virtual Academic Collaboration (IVAC)*. (See pages 39, 85 and 90) ‘Covid-19 has proved to be a huge incentive to modernise and digitalise,’ according to Au. ‘There is a lot of activity in this field right now at an international level.’

The advantage of digital degree programmes is that students can study ‘live’ or catch up on classes later. However, in the end, the same quality standards and regulations must apply as for what is offered in analogue form. ‘Digital degree formats can work well for all involved,’ Au notes. ‘However, issues such as student support, exchange opportunities and teaching quality must be as good as face-to-face degree programmes. What is most important is that digital degrees should be recognised as being of equal value. Someone who completes their bachelor’s degree digitally should be just as well qualified as someone who does it in person. Otherwise they will not end up with the right qualification for a subsequent master’s degree course, be that in person or through another digital course.’ This





means that the quality of digital teaching will become a focus for higher education institutions and the DAAD's funding in future.

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Even though the future will be more digital and more hybrid, Alexander Au takes a broader view: 'What we have learned from Covid-19 is that we can at least partly live without being able to travel, but that is certainly not true of personal encounters. So if you ask me whether digital event formats will replace face-to-face events, my answer would be an unambiguous yes and no.'

FLEXIBILITY FOR INDIVIDUAL MOBILITY

'We have not left anyone out in the rain,' reflects Dr Christian Hülshörster as he looks back on a year of international mobility under Covid-19 restrictions. At the DAAD, he is the head of the Scholarship Programmes Southern Hemisphere division. What mattered for the Scholarships department was finding the most effective solution for thousands of funding recipients in Germany and abroad, and to translate this solution into a set of rules as quickly as possible.

The main focus in all this was, and still is, dialogue with funding recipients, transparency and constant adjustments to guidelines and service catalogues to meet new demands of the Covid-19 times. One example is how funding was developed in 2020 for students starting or completing a period of

study abroad virtually, a complete first for the department. Having digital elements in a degree programme will be just as much a part of the 'new normal' as new ways of supporting funding recipients and the online selection processes that were set up at very short notice (see page 61).

'Providing intensive support and looking in detail at individual cases was crucial to us,' says Hülshörster, particularly with regard to travel restrictions during the first wave. 'Telling someone they had to leave the country was not a decision we took lightly.'

The decisive element was being able to find funding solutions for individuals just as quickly as for projects. 'That meant we could bridge funding gaps almost in almost every case,' he states.

What has he taken away from the crisis? 'Even though meeting others in person will remain very important and there will never be a replacement for physically staying in another country, we have all got better at using digital technologies. That is something we will have to continue working on. The same goes for higher education institutions in Germany,' observes Hülshörster. 'Overall we have all learned a great deal about crisis management and communication during the crisis. Dialogue is always the key, not sticking to rigid structures. The same applies to those crazy times we lived through in lockdown.'

Was Covid-19 a catalyst?

Digitalisation has long been high up the to-do list for higher education institutions and the DAAD. But it took the pandemic to give digitalisation a powerful boost to administration, teaching, research and even international exchange.

There are times when a truly revolutionary development is best illustrated by an apparently minor detail. Just one such detail was the DAAD's switch to processing invoices in digital form at the very beginning of 2020. 'It was an extraordinary stroke of luck,' says Ralf Gandras, who is responsible for Finance and Controlling at the DAAD. 'If the bills had still been coming on paper, it would have been very hard indeed for us to work from home.'

The DAAD's programmes to promote digitalisation in German higher education institutions, which had already begun before the pandemic, also proved a great help. The pandemic rapidly

accelerated these developments even further, spurring on digital transformations at the DAAD and in higher education institutions. 'It was a challenge to keep an overview of all the on-the-spot decisions we made. That is why we set up a Digitalisation Task Force at the DAAD to promote the sharing of ideas and experience between divisions,' says Alexander Knoth, head of the Digitalisation section at the DAAD.

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DIALOGUE, INFORMATION AND TRAINING

Overnight the DAAD had to help its employees make the almost complete switch from working at their desks to working from home. Major internal and external video conferences had to be arranged, additional laptops and software had to be provided, without losing sight of security and data protection. The sudden digitalisation of established processes in the DAAD's core activities raised many questions in colleagues' discussions with one another. How can we provide support to scholarship holders just over the internet? What steps need to be taken for teaching and research to continue digitally? What does this mean for curricula and methodology? How can higher education institutions maintain and advance their internationalisation processes virtually?



SERVICES AND GUIDELINES FOR HIGHER EDUCATION INSTITUTIONS

In its role as an organisation of German higher education institutions, the DAAD places particular emphasis on aggregating the different approaches taken by institutions to solve problems and presenting them in usable forms. 'To an extent we take it upon ourselves to look at these things systematically, working with the higher education institutions to assess what works well and what doesn't,' explains Stefan Bienefeld, head of the Transnational Education and Cooperation Programmes division at the DAAD. 'That way we can learn from them for our own programme designs and make recommendations to the institutions.'

The DAAD used a survey to identify where and how higher education institutions had developed ways of offering digital teaching. In addition to this, an online summary of frequently asked questions was quickly made available, along with studies and prognoses drawn from research into Covid-19. The DAAD's Competence Centre for International Academic Collaborations (KIWi) offered a Covid-19 newsletter for higher education institutions to provide information on the health situation in key partner countries and to offer analyses of the effects of the pandemic on their higher education systems. A snap survey of international offices at higher education institutions confirmed the newsletter was proving useful.

The International DAAD Academy (iDA) in turn worked closely with higher education institutions to convert its services to digital forms. The priority topics for the new digital seminars included questions of how to support and mentor international students and how to integrate the potential of working digitally into internationalisation strategies. Just two hours after they were first published, many of the web-based seminars were already considerably over-booked.

NEW PROGRAMMES AND FORMATS

There was a pressing need to deliver new programmes and formats. 'Providing digital teaching is more than just a technical challenge. It

requires specific competencies that have to be taught and learned. There is still much to do, but over the past year we have made great strides in Germany,' reports Jan Kercher, an expert in external studies at the DAAD.

MARKETING AND COMMUNICATION

Even during a pandemic it is important for German higher education institutions to reach international students and convince them to study in Germany. There was no let-up in the high levels of demand for opportunities to study in Germany, though now these inquiries largely had to be handled digitally.

The Marketing division had been well positioned in this regard for a long time and were able to draw on established procedures. The DAAD's *My Guide* portal had already given a boost to its services for prospective international students. The portal went online in late 2019 and can be accessed both by students investigating or preparing to study and by higher education institutions. *My GUIDE* now allows prospective international students to choose suitable higher education institutions and send personalised inquiries directly to the institutions, all with only a few clicks of a mouse (see page 68).

The DAAD has offered online virtual fairs and events through its international higher education marketing activities for several years and it was able to expand its range of services rapidly. Dr Ursula Egyptien, head of the Marketing division and the GATE-Germany office identified a positive trend in 2020: 'There was a substantial increase in the willingness of students, researchers and higher education institutions to work digitally.'

Her division issued a special Covid-19 edition of its marketing newsletter right at the start of the pandemic. The newsletter explained to higher education institutions how they could use digital technologies to build up and maintain personal contact with prospective international students, as well as how they could use videos filmed on their own smartphones as part of their marketing activities. The DAAD's online presentation service, which allows higher education institutions to hold web seminars



with their international target audiences, were hugely popular. Many institutions also took advantage of virtual trade fairs where groups of between 10 and 20 institutions promote their courses and opportunities. The virtual fairs also allow attendees to participate interactively in a wide range of ways.

The ‘Study in Germany Virtual Fair – Latin America’, held in May 2020, was an example of the benefits of a virtual format. 20 German higher education institutions gave presentations to the fair’s roughly 5,000 attendees. As Egyptien explains, ‘The great advantage of virtual formats is in how far they can reach. We could communicate with prospective students from all over Latin America.’

VIRTUAL EVENTS

2020 has shown how digital tools can enable the DAAD and higher education institutions to completely rethink and reorganise their conferences and how they teach. These tools make it possible to hold global conferences without attendees having to travel hundreds of thousands of kilometres. This not only saves CO₂ emissions, but also long and complicated journeys. This phenomenon of increased reach was confirmed in other activities, from marketing Germany as a study and research location to the many virtual event formats offered by the DAAD. Event organisers registered large

numbers of attendees, such as at the ‘Leitertagung’ conference for heads of international offices (see pp. 133 ff.), the virtual ‘Netzwerkkonferenz’ (see pp. 120 ff.) and the hybrid Alumni meeting in Berlin (see pp. 129 ff.). Nevertheless, despite the many advantages, the digital world also presents new challenges. How do you create opportunities for impromptu conversations during a coffee break, for example? Which formats work digitally and which don’t? Some things are obvious: talks and panel discussions must be much shorter or participants will soon click off elsewhere. It is also important that every stage of using the virtual conference platform is clearly communicated, from registration through to departure. It is also clear that virtual conferences require just as much preparation as conventional in-person events of the kind that are well-established and successful in academic circles.

One major advantage of virtual events is being able to access recordings of live streams and keynotes both during and after the conference. This was also the case for contributions to the hybrid ‘Moving target digitalisation: re-thinking global exchange in higher education’ conference that the DAAD staged in Berlin. But for all the enthusiasm for digital event formats, there is still a great desire to meet others in person, a desire that is growing with each successive day of working from home.

THREE QUESTIONS FOR

Sascha Nöthen

Head of the DAAD's IT division and section Digital Workplace.

How do you enable 1,000 colleagues to start working remotely overnight?

Even before Covid-19 the DAAD was already well set up for remote working: Remote desktops had already been established as practical and secure options for about 30 per cent of our colleagues, and there were proven organisational guidelines that included working without a laptop. During the first lockdown almost all our employees were required at very short notice to be able to work remotely, so these preparations fortunately proved an excellent foundation to build on.

Acquiring hundreds of additional laptops for work use was a challenge, as was converting workplaces and ensuring the necessary infrastructure components were in place. These included providing a secure, private VPN for communications, remote desktops, firewalls and also ensuring there was enough bandwidth for large numbers of colleagues to work remotely at the same time.

One interim solution was to use 'remote desktops'. These were originally supposed to be replaced by a new VPN system with a 'token' (an authentication key) as a way to facilitate remote working. However, the remote desktop infrastructure was still available and we were able to reactivate it and expand it with the help of additional licences and server resources. It was only by making temporary use of both of these options that we could create a workaround which allowed the majority of our employees to work remotely. We were in a very favourable position indeed.

What obstacles and difficulties did you encounter?

It was no mean feat to acquire the devices and licences we needed at short notice, and at a time when every business and organisation was trying to augment its capacity for remote working. Setting up and providing hundreds of new laptops in the shortest possible time was a remarkable feat of strength. Even now, adapting our network

infrastructure to the new demands of many employees working remotely at the same time still takes a good deal of work.

However, for all the challenges we faced, I never felt that we were trying to overcome an insurmountable obstacle. Everyone involved was totally goal-orientated and cooperative, playing their part in supporting and driving forward the measures we had to take, from the board of directors, the information security officer and data protection manager to the works council and purchasing office and every individual colleague.

What are your goals for 2021 and why?

Much of the activity planned for the IT division concerns the further expansion of digital communication and cooperation. Every one of the DAAD's business units communicates over the internet with its partners and contacts around the world. For that reason we are working on new online services to make this form of working easier. Even before the pandemic the DAAD was taking advantage of the potential of established cloud services. However, the fact that we collaborate with many different partners means that there is always a need to test new services and make them available securely. The central priority in all this is therefore to continually optimise IT security in order to protect the DAAD from cyber threats.

One particularly complex challenge will be the planned close integration of the DAAD's global network into IT services at headquarters. The IT structures that have grown up across our various Regional Offices are very disparate and the different legal and regulatory environments will also require careful consideration.

Though not primarily of a technical nature, one major challenge associated with how IT is employed at the DAAD is to do with the organisational and structural changes that arise from it. The Covid-19 pandemic has only accelerated the pace of technological development and the range of applications for digital technologies. The importance of IT in business processes is also increasing, as is the number of requests from faculties for wider use of modern digital technologies. For me there is therefore a particular challenge in setting up change management processes that give equal consideration to what can be achieved technically and to the legal and regulatory structures of the organisation.

Whatever comes, we are ready and well prepared so that the DAAD can move forward digitally, now and in future.

Professional structures and a cool head

In this interview the DAAD's crisis manager, Dr Frens Stöckel, describes how the organisation got on top of the Covid-19 crisis, the role of the crisis management team and why a hotline to the Federal Foreign Office (AA) is a good thing.



Dr Frens Stöckel
2020 DAAD Crisis Manager

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Back in early 2020 there were thousands of scholarship holders and students on DAAD programmes in Germany and around the world. Connecting people and higher education institutions is part of the DAAD's DNA. Then the virus forced the world into lockdown. How did the DAAD overcome this challenge?

We caught the first wave well because we were well prepared on the one hand, and on the other, we were getting precise local information from our global network. This means we could follow developments in China, Iran and Italy where Covid-19 cases first occurred in large numbers and implement the necessary measures at an early stage. By modernising and professionalising our crisis management systems in 2019 we had laid a key foundation and we were fortunate to have played out a range of scenarios during a training session in early 2020 shortly before the pandemic began.

Who is on the crisis management team?

The crisis management team includes representatives of all the relevant DAAD departments and executive staff as well as from the works council. There is a core of 15 members, and that number can be increased to up to 35, depending on the need. The crisis management team met for the first time in late February 2020. At that time there were only a few isolated cases in Germany.

What was your approach?

What was important for us was getting hold of reliable information, assessing it and preparing it for the board of directors. During the critical phase in March and April we were meeting every day at 9 a.m. to discuss information and possible next steps. I then presented these to the board of directors who held a virtual discussion at 10. This mechanism allowed the DAAD to swiftly decide priorities, take decisions, implement measures and make adjustments where necessary.

The DAAD had to decide early on whether or not to call back its employees and scholarship holders. How did you handle this?

We decided that on a case-by-case basis, taking into consideration the local conditions, how politicians were dealing with the pandemic and the capacity of



the healthcare system. The assessments coming from the Crisis Response Centre at the Federal Foreign Office (AA) and German embassies abroad were hugely important to us. The decision on whether to tell our funding recipients to return home was never an easy one, even though funding agreements make provision for it. Any such decision could have an impact on a person's long-term academic plans. On the other hand, there is our duty of care. We weighed the two up with great care.

Could you tell us more about that?

When in doubt, we considered whether the funding recipient was just studying on a short-term grant in China or Columbia or if they had been working there for years as a Lektor and had built up a life in that country. In the later stages of the first wave the board of directors left the decision up to many funding recipients. I feel that was the right thing to do, but it was brave, too, as that decision can prompt other questions such as whether these people are still covered by health insurance.

Were there any critical situations?

The initiative by the Federal Foreign Office (AA) to bring people back only applied to tourists at first. We had to draw their attention to the plight of our funding recipients. Overall, our work in partnership with the Federal Foreign Office was outstanding. The mutual hotline really did prove its worth.

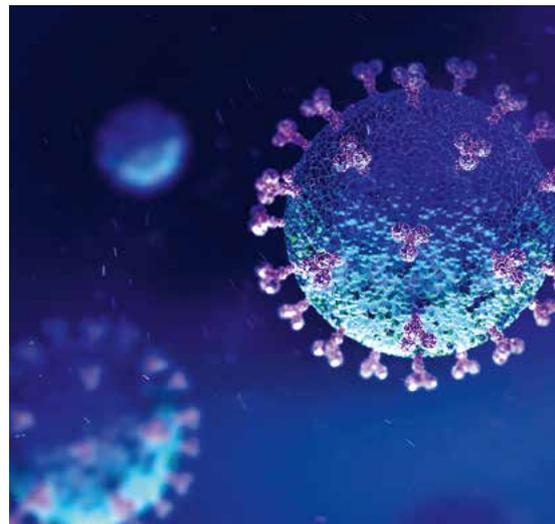
Were you able to fly out everyone you wanted to bring back?

No. Some of our funding recipients were carrying out research in the hinterland of the Congo river. In their case, we checked up on them regularly. There was another student in a similar position

near Wuhan. She had gone to a monastery during the holidays to practise kung-fu. But then she was called home. However, she didn't make it to the airport because the roads were closed. In the end, she felt leaving the monastery was riskier than staying in an isolated location.

The crisis management team is also responsible for internal processes. Overnight the DAAD's employees swapped their desks in the office for a table at home. How did they react?

Digital tools were crucial to us. We had to expand our IT infrastructure. That meant dealing with data protection issues, issuing laptops to employees and arranging complex security measures. In terms of occupational health and safety, we followed the guidelines of the federal states. That all worked very well. Transparent communication over the Intranet was crucial to that success.



The pandemic has required many decisions to be made at the same time. How did you deal with this?

During a crisis there is a good deal of speculation and you receive contradictory information. That makes it all the more important to stay calm and keep a cool head. There are times, of course, when your nerves are raw, but we made a lot of good decisions. The key for me was an interaction between the board of directors and the crisis management team that rested on trust. This puts us in a good position for similar situations in the future.

Art enriches life

The pandemic scuppered the plans of the *Artists-in-Berlin Program*. Yet it still opened up opportunities to take art in new directions. DAAD fellows Niq Mhlongo and Fariba Vafi reveal how artists experienced the crisis.

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While the lockdown prevented some artists from leaving Berlin, others were unable to travel to the city. Over the course of several weeks the *Artists-in-Berlin Program (BKP)* worked with local authorities to find solutions. ‘Artists in residence programmes can withstand a pandemic. If artists have to go into quarantine when they arrive, we can ensure they are well provided-for,’ says Silvia Fehrmann, the head of the programme. One reason why this and other challenges like it were no match for her team was that the infrastructure of the programme had already been working excellently for years.

The daadgalerie also closed during the first lockdown. When a cautious reopening of the business of staging exhibitions became possible in May 2020, the *Artists-in-Berlin Program* invited its Fellows to use the gallery as a project space. The outcomes included Lithuanian-born artist Ieva Epnere’s August installation drawing on fragments of memory, as well as two films from the Chinese artist Hao Jingban’s Beijing Ballroom project.

It was even more uplifting for artists and audiences alike to see the 11th Berlin Biennale for

Contemporary Art taking place, one of the few cultural events to do so anywhere in the world. The daadgalerie served as one of four exhibition spaces for the city in 2020, with shows including installations by *BKP* fellow Osías Yanov.

In 2020 the Federal Foreign Office (AA) and the Goethe-Institut set up the ‘International Relief Fund for Organisations in Culture and Education’. The *Artists-in-Berlin Program* participated in the Fund’s work by assisting a number of projects. ‘We asked alumni for their suggestions and selected 12 projects,’ says Silvia Fehrmann. One such was the Beirut DC filmmakers collective, which has been able to expand its Aflamuna streaming platform. Funds from the Federal Foreign Office (AA) are being used to support the development projects that work in Covid-compliant ways.

The Relief Fund is absolutely essential, as creative artists are among those most painfully hit by the pandemic, yet at the same time they are needed so urgently. In Silvia Fehrmann’s words, ‘The crisis reveals how greatly our lives are enriched by encounters with artists.’



www.berliner-kuenstlerprogramm.de/en

THREE QUESTIONS FOR

Niq Mhlongo

'Art is medicine for the soul'

The New York Times has called him one of the most irreverent voices of South Africa's post-apartheid literary scene. In February 2020 Niq Mhlongo began a one-year residency at the *Artists-in-Berlin Program*.



You arrived in Berlin in February and in no time at all, you were under lockdown. What was your experience of it?

At first I found it quite frightening. I can't speak German so I had no way of gauging others' reactions. I was watching people panic buying and I thought, shit, they know more than I do! The news coming from home was rarely good, either. There is a lot of poverty and injustice in South Africa. Covid-19 is just making those problems worse.

How important is art during difficult times like a pandemic?

By listening to music, looking at a picture or reading a book, art gives us a break from poverty and pandemics. If art is medicine for the soul, we artists are therapists, educators and entertainers all in one.

How are you using your time during the pandemic?

Berlin is an amazing, friendly city. I can go for a walk through the city at any time of day or night, and not feel fear. I can watch what's going on and talk to people: that's why when I leave, I'll be taking a suitcase full of ideas with me.

Fariba Vafi

‘Rescue vessel’



Fariba Vafi,
Fellow of the *Artists-in-Berlin Program*.

The structures and emotions that Fariba Vafi explores in her stories are almost always political. In her essay for the Berliner Tagesspiegel newspaper, the Iranian writer and fellow of the *Artists-in-Berlin Program* describes the arrival of the virus in Iran in the spring of 2020. An extract.

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The Coronavirus creeps into our land stealthily, noiselessly, secretly. Winter draws to an end. When I hear the doorbell ring I open up and see my nephew coming up the stairs, laden with boxes and crates full of food and dried flatbreads. ‘I’m going into quarantine today,’ he says. ‘You have to do it too.’

(...)

Two weeks late, the state news officially reports that the virus has appeared in the holy city of Qom. Over the years we have learned to join the dots for ourselves from official reports. In a society where the truth is always veiled and only the lies told by our leaders and the official media show their faces, we have been turned into pathologically mistrustful pessimists. We never believe what we hear. We cannot tell where the truth is and how much of it we are even being allowed to see. For me, mistrust is more dangerous than any virus. A virus will be gone one day. Mistrust abides. It infects people’s spirit and their souls. No vaccine in the world can do anything about it. It is usually accompanied by chronic depression, spiritual bewilderment, feeling totally adrift. As time goes by, a young generation is growing up in this land of suspicion, a generation who will not trust anything in this life or in this world.



www.tagesspiegel.de/politik/was-corona-fuer-die-menschen-im-iran-bedeutet-wir-glauben-nie-was-wir-hoeren/25750076.html

From Beijing to Brazil: Covid-19 experiences from around the DAAD world

LOCAL ERASMUS+ INITIATIVES

A chance to get up close and personal, despite being protected from the knees up by an inflated plastic bubble and always observing social distancing rules. It turned out that students from Germany and around the world could have a great time even during a pandemic, as was shown by the 120 voluntary teams across Germany who participated in local *Erasmus+* initiatives (LEIs) during 2020. Hochschule Stralsund's LEI team even hosted a 'bubble soccer' football tournament over the summer, complete with real goalposts.

Members of local *Erasmus+* initiatives have been providing support and advice at German higher education institutions for 30 years. They make a significant contribution to the fact that every year, more German students choose to spend

time studying abroad, and they also help visiting students settle in at higher education institutions in Germany. The teams' work in these areas includes holding information events about studying with *Erasmus+* and internships abroad, as well as running language cafés, holding international evenings, and leading city tours and day trips to the European Parliament.

Even during the pandemic they managed to deliver a range of initiatives to stay in touch with international students and support them through a challenging time. In summer, for example, they concentrated their support on small group activities such as walking tours. However, they moved the majority of their work online, offering yoga, games, film screenings and pub quizzes.



www.eu.daad.de/lei



Socially-distanced Bubble Soccer tournament, hosted by Hochschule Stralsund's LEI team.



‘TEATIME ACROSS THE ATLANTIC’

By March of last year, when New York was already suffering from rapidly increasing numbers of Covid-19 cases, DAAD teams in the USA, Canada and Bonn held a weekly Zoom chat. They called it ‘Teatime across the Atlantic’. So what made this any different? ‘The point of these was not to talk about our programmes, but to strengthen cohesion between us all,’ explains Michaela Gottschling, team leader for the *RISE* programme (*Research Internships in Science and Engineering*) in the North America section. No fewer than two dozen colleagues would meet to talk about how Covid-19 was affecting them, to celebrate birthdays and Christmas together online or to discuss the Black Lives Matter movement and the US presidential election.

It helped them gain a much better understanding of what the crisis meant for others. Michaela Gottschling describes how she ‘found it really touching, especially during those early weeks. We were all reassuring each other that we were thinking of them and that we should all look out for each other. We could often hear ambulance sirens during the Zoom meetings, as one of our colleagues lives right next to a hospital. That brought home to me the scale of the Covid-19 problem in the USA. That was something the media had not been able to convey.’

As time went on the weekly gatherings gave rise to monthly tea parties where work-related matters were sometimes discussed. ‘Good can come out of a crisis, and our tea parties are a

positive outcome of the pandemic,’ says Michaela Gottschling. ‘They have brought us closer as a team and we have developed a community spirit that we did not have before.’



www.daad.de/rise/en



Petra Greiner

Study programme coordinator at Reutlingen University.

INVESTING IN INFRASTRUCTURE FOR DIGITALISATION

Petra Greiner has coordinated Reutlingen University’s involvement in the *HAW.International* programme since October 2019 higher education institutions can access funding in various ways through the programme, which supports universities of applied sciences to become more international.

In 2020 Reutlingen University had planned 18 study trips to or from partner higher education institutions in countries from Mexico to Indonesia. Students complete half of their International Management bachelor’s degree courses at partner institutions, where they also gain practical experience with local businesses. ‘I loved how flexible the DAAD was,’ Petra Greiner says. ‘It allowed us to move the programmes online whenever we needed to and to invest the funds we released in our digitalisation infrastructure. This flexibility made it possible for us to make critical investments quickly.’



www.daad.de/haw-en



Dr Heechae Choi
MOPGA-GRI Fellow at the University of Cologne.

DEVELOPING AN ANTI-COVID-19 SURFACE.

Dr Heechae Choi is a fellow of the *Make Our Planet Great Again – German Research Initiative (MOPGA-GRI)* at the University of Cologne. The Korean scientist is carrying out research into surface materials for renewable energy production using hydrogen and sunlight to develop solutions for climate change. However, his experiments also revealed that titanium oxide can kill coronaviruses.

‘The other materials that can do it normally need sunlight to work. Titanium oxide doesn’t need sunlight to work,’ Choi explains. That makes it suitable for indoor applications such as hospitals.

Heechae Choi is showing what science is capable of. He even asked a doctor friend of his in Korea to test the effect of his titanium oxide coating. Research really does know no bounds.



www.daad.de/mopga-gri-en

FIGHTING THE PANDEMIC IN CHINA

China was the first country to identify the outbreak of Covid-19. In late January 2020 the Chinese city of Wuhan was the first city in the world to impose a lockdown due to Covid-19. The authorities in other towns and villages imposed stringent restrictions on travel and residents leaving their homes. China did manage to bring the epidemic under control within its borders, regardless of events elsewhere around the world. However, it took strict quarantine

measures, the rigorous use of surveillance cameras and monitoring of location data from mobile phones, countless monitors on neighbourhood committees and a ban on foreigners entering the country after March.

‘The Chinese government considers itself a model of how to fight a pandemic,’ observes Ruth Schimanowski, head of the DAAD Regional Office in Beijing. ‘If 12 people tested positive today in a city like Qingdao, which has nine million inhabitants, the government would have the whole city tested. Whole residential districts are declared at-risk areas due to a single case,’ Schimanowski reports. Even today wearing a mask remains compulsory in many places.



Ruth Schimanowski
Head of the DAAD Beijing Regional Office.

This tough approach might put many Germans off. ‘For those of us in here in China, it was disconcerting that Germans did not start wearing masks everywhere immediately,’ she notes.

Her duties as the head of the Regional Office include identifying which rules apply in which parts of the country (not to mention storing the possessions of some DAAD funding recipients in the office after they had to leave the country). ‘China was the first country where the DAAD issued an explicit call for people to leave the country right at the beginning of February.’ Schimanowski reflects, ‘In many ways we were pioneers, a test lab for protection measures.’



Delivery services have stopped coming to the front door in China.

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China slowly began to open up again in August 2020. Some DAAD Lektors were allowed to return, though under tight safety measures such as two weeks' quarantine in complete isolation. Looking back at the beginning of the pandemic, Schimanowski relates, how 'We stayed in hibernation in early 2020, then we extended the New Year celebrations and gradually ramped up our operations here in the office, though now in a more digital and flexible way. Most of all we were anxious, worried and concerned without anyone we knew being sick with the coronavirus. In retrospect the Covid-19 outbreak was not really all that dramatic for us in Beijing. We were a long way away from conditions like those in Wuhan.'

A DAAD LEKTOR IN BRAZIL DURING THE PANDEMIC

No-one cancels carnival in Brazil. But two weeks later word went around that the country was going into lockdown on Monday. Dr Paul Voerkel, his wife and their three children found themselves confined to their flat in Petropolis, a city that was once the summer capital of Brazil's emperors. It is close to Rio de Janeiro and its 12 million inhabitants. 'We were not



Dr Paul Voerkel
Lektor at Rio de Janeiro State
University (UERJ).

expecting it,' says the DAAD Lektor, who provides professional support to the other seven DAAD guest lecturers in Brazil.

Despite everything, they stayed relaxed. They were not really afraid of getting infected. 'We are privileged with our salaries here in Brazil and we find ourselves in a more comfortable situation than most of the locals,' Voerkel says. However, the demands at work were very different. 'We had to switch to online teaching very quickly. That was a big challenge, but it all worked well in the end,' relates the teacher of German, who has trained future teachers in Brazil.

Paul Voerkel worked closely with DAAD Lektors in neighbouring countries and developed workshops for aspiring teachers of German. When the numbers of Covid-19 cases in Brazil started rising rapidly during the middle of the year, the family decided to return home even though it was only a few months before Paul's four-year stint as a guest lecture would have finished anyway. 'It meant accepting a financial penalty, but it was the right decision overall,' according to Voerkel. 'For our kids especially it was a blessing to be able to move around freely and go to school.'

SUPPORTING FUNDING RECIPIENTS

Miriam Kadow has worked as the programme administrator in the Scholarships department since February 2020 and is responsible for China, New Zealand, Australia and East Asia. She checks that application documents are complete before the assessors decide whether to approve them.

It was a challenging start to a new job. 'Many of the scholarship holders who wanted to come for short visits could not take up their scholarships due to restrictions on entering Germany. I had to look after the scholarship holders who had



Miriam Kadow
DAAD Asia and Pacific programme administrator
for the East Asia/Pacific regions.

already come here but might not be able to return home. It was a fraught time,' Kadow recalls.

There was an incredible amount to do in the Scholarships department as there were so many inquiries from individuals. Questions kept coming up for which she and her colleagues did not have an answer to hand. Nevertheless, the many hours of overtime it took to find answers to all these questions were worth it in her view. 'I have had so many lovely, grateful messages, especially from people who were stranded here in Germany like the Indian scholarship holders who could not travel home. Most of them were grateful that the DAAD made so many things possible.'



The DAAD defies Covid-19: Facts, Dates, Numbers



11 March 2020

The WHO classifies the spread of Covid-19 as a **pandemic**.



Summer semester 2020

under restrictions

Almost **two thirds** of international students could not begin or continue a degree in Germany due to travel restrictions.



92 per cent

of German higher education institutions are teaching digitally

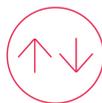
Nearly half (47 per cent) of Germany's higher education institutions switched exclusively to **virtual classes** during the summer semester. Almost the same number (45 per cent) opted for a **mixed model** of face-to-face and virtual teaching.



1.5 billion

young people missed out on education

According to UNESCO, schools and higher education institutions in 185 countries were closed on 1 April 2020, affecting **89 per cent** of all young people in education around the world – a total of 1.5 billion children and students.



Scholarships

during the pandemic

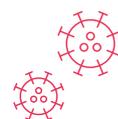
Early in the pandemic efforts concentrated on providing advice and support to the many DAAD scholarship holders in Germany and around the world. In early 2020 DAAD staff supported **14,940 recipients of DAAD scholarship funding** who were forced to remain in country due to Covid-19. Of these, **4,538 were from Germany** and **10,402 were from abroad**.



Starting a scholarship

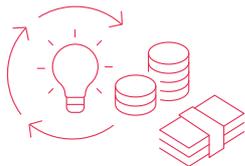
in Germany.

About one in four foreign scholarship holders took up the chance to start or continue their **scholarships online**, or to start a German language course online in their home country. Over the course of the year almost **three quarters** of the DAAD's long-term scholarship holders were able to travel to Germany.



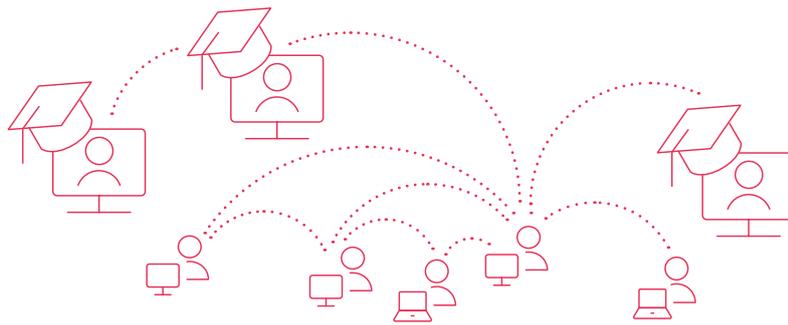
Taking up scholarships abroad despite **Covid-19**

Among new scholarship holders from Germany, almost half began their **studies in person in their host countries**. Another one in four still hope to be able to travel and have postponed starting their scholarships. This has led to a decline in the number of scholarship holders starting their studies online.



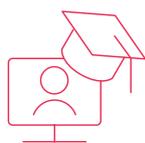
Support for **higher education institutions** and **DAAD projects**

The DAAD gave about **half of the projects** it funded in the 2020 budget year the chance to temporarily reallocate funds originally earmarked for travel and events for **digitalisation purposes**. **37 per cent of projects** took advantage of this opportunity and reallocated funds to a value of almost 12 million euros. That amounts to a reallocation of about **12 per cent** of the total funds for all these projects. Being able to reallocate funds allowed hundreds of projects, in spite of the adverse conditions, to continue their internationally oriented teaching, summer schools, conferences and much more.



Virtual mobility

Two thirds of all the short visits, longer stays and exchanges that had been planned for the 2020 budget year could still take place, in spite of Covid-19 restrictions. Of these, about 40 per cent were replaced by virtual alternatives such as online seminars and summer schools. By providing options such as online scholarships, the DAAD was able to make it possible for thousands of funding recipients to gain international experience and enjoy intercultural exchange, despite the pandemic.



Bespoke **funding programmes**

In the summer of 2020 the DAAD developed and published two new funding programmes for German higher education institutions. The numbers of applications (**IVAC: 122 applications; IP Digital: 40 applications**) make it clear that these programmes have great appeal for higher education institutions, coming out at exactly the right time and tailored to institutions' needs. → See page 90.

The transition from face-to-face teaching to **virtual classes**

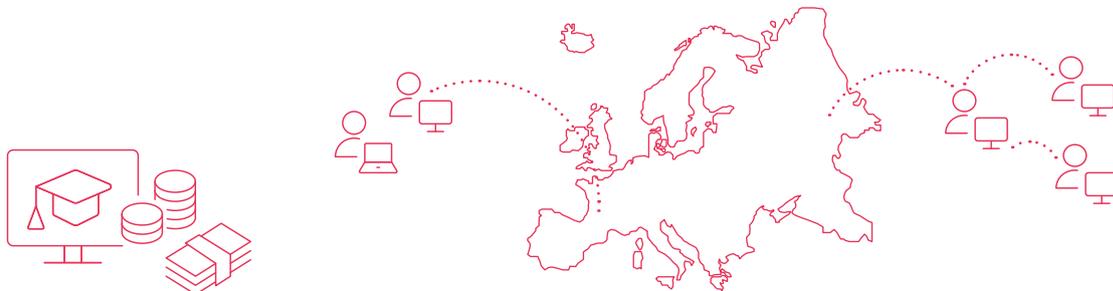
A survey of lecturers who receive DAAD funding showed that over **90 per cent of respondents** were using digital tools to continue delivering courses that had originally been planned as face-to-face classes.

More than **60 per cent** of respondents indicated they wanted to continue the virtual teaching methods they had developed once the pandemic was over, albeit in conjunction with some level of face-to-face teaching.



Mobility through EU higher education cooperation

In early 2020 some **18,000 German funding recipients** were abroad on *Erasmus+* programmes. Three quarters of those were able to continue their stays, the majority in a digital form. Students could start an Erasmus stay online from the 2020 winter semester. By December around **12,500 students and interns** had been able to travel and receive their scholarships. → See page 97.



Digital Education

In response to the challenges of the pandemic the European Commission published a call for additional *Erasmus+ Strategic Partnerships* on issues related to digital education. These partnerships have been allocated over **100 million** euros in funding. The call has attracted widespread interest in Germany. Higher education institutions have submitted 65 applications for the **5.9 million** euros of funding that are available.

Students stepping up for Europe

Europe meets School was able to deliver **100** projects by **99** visiting students from **32** different countries at **24** German schools, in spite of the challenges of distance learning.

117 LEIs (local *Erasmus+* initiatives) offered online information events, language cafés, social events and games evenings for German and international students.

→ See page 49.

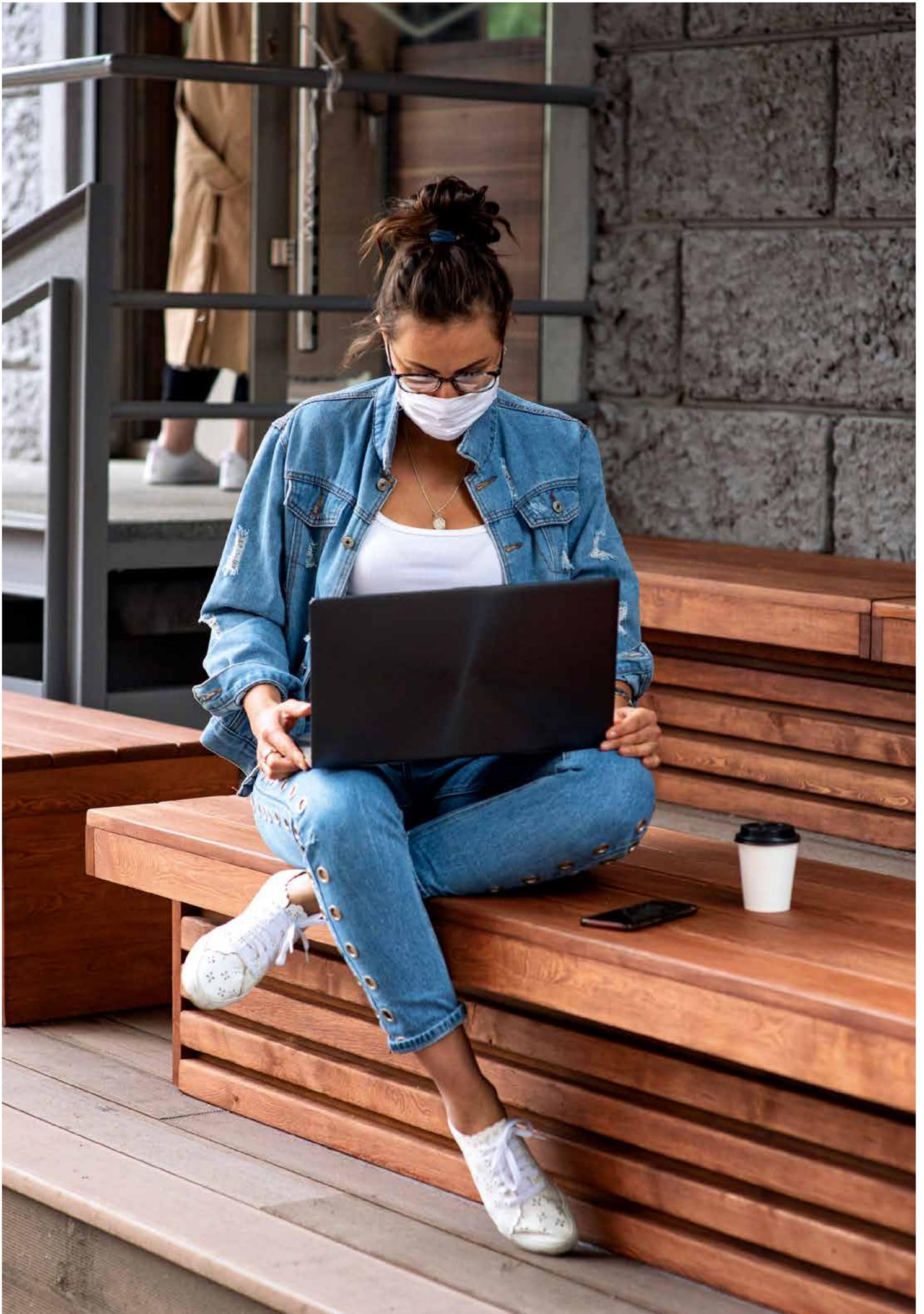


‘We currently expect to see a 20–25 per cent reduction in the number of international students starting degrees in the winter semester of 2020–2021. Nevertheless, the total of all international students in Germany is likely to continue to rise by an estimated one to two per cent.’

Jan Kercher

Expert on external studies and statistics in the DAAD’s Research and Studies section







|
Recognising and
supporting poten-
tials worldwide

Our fields of activity

II
Strengthening the
strategic academic
network

III
Providing
expertise for
international
relations



Recognising and supporting potentials worldwide



The Covid-19 pandemic is presenting major challenges to individual funding

For the DAAD and higher education institutions, the Covid-19 pandemic cast tried-and-trusted plans and established well-established work processes limbo, while students and researchers receiving DAAD funding in Germany and abroad suddenly found all their plans were left hanging. Many were unable to travel abroad or return home as of March 2020, and did not know what the pandemic would mean for their studies or research plans. This presented major challenges to DAAD staff, particularly during the early stages of the pandemic.



The Dome of the Rock in Jerusalem. With the pandemic making a visit to Israel impossible, the start of the *Theologisches Studienjahr* had to be moved to Rome.

‘Up to 2020, all our offers of funding were based on the assumption that foreign students would come to study and research in Germany and German students would travel to foreign higher education institutions,’ says Dr Birgit Klüsener, director of the Scholarships department. Just as with many other legal and regulatory considerations and working practices, these rules had to be suspended and redefined.

The DAAD’s swift response was aided by the speed and flexibility of the ways in which ministries that provide funding contributed to the solutions that were developed. A service catalogue for funding during the pandemic was created to give scholarship holders an overview of funding opportunities during the pandemic. This meant many were able to start or continue their study or research plans virtually.

Furthermore, the pandemic challenged both the DAAD and higher education institutions in equal measure to accelerate their digital transformation across the board. In Klüsener’s view, ‘This crisis has brought to light the benefits of virtual processes and helped us to digitalise selection,

support and funding formats far quicker than would otherwise have been possible.’

SELECTION PROCEDURES

This applies, for example, to the selection processes, which are a key task of the DAAD. It was an advantage that the Scholarships department had already tested hybrid selection procedures in Bonn, at the New York and Tokyo Regional Offices and at the DAAD Information Centre in Sydney. ‘This has allowed us to transition the selections process into a fully digital format and implement it across the board during the pandemic,’ Klüsener reports. The same applies to mentoring and support. In 2020 the *Schools Abroad (PASCH)* programme, with the participation of the Federal Foreign Office and various PASCH partner institutions, organised a two-day virtual orientation seminar for over 100 scholarship holders from 40 countries. The positive experiences gained provide examples of best practice so that now and in future digital communication formats will make it possible to build ever stronger contacts with scholarship holders.



Pontifical Athenaeum of Saint Anselm, Rome.

DIGITAL STUDY AND RESEARCH

The pandemic led to the closure of schools and higher education institutions in 185 countries around the world. ‘Things were particularly hectic at the DAAD during the first few weeks of the pandemic,’ the director recalls. ‘Inquiries were coming from all sides: from German students who wanted to return to Germany and from holders of scholarships for language courses who were due to travel to Germany. First of all we had to ensure they would be able to complete their language courses online.’ By way of example, during the early weeks of the pandemic, three quarters of all scholarship holders returned to Germany from abroad. Approximately one fifth of foreign scholarship holders travelled back to their home countries at least temporarily during the Spring.

FROM JERUSALEM TO ROME

The digitalisation of events, degree programme and even internships made it possible for the DAAD and higher education institutions to

continue providing services and further develop them with a view towards the future. However, digital alternatives were not always available.

In any case, the organisers of the ecumenical *Theologisches Studienjahr* programme, which was to be held in Jerusalem in August 2020, took a different approach. When the time came for the 21 students to depart for Jerusalem, the pandemic made studying in the Holy Land



Participants from the *Theologisches Studienjahr*.

impossible. So at short notice the organisers moved the start of the programme to Rome. For the students and organisers of the *Theologisches Studienjahr*, the change of location prompted some very special encounters. They were given an audience by Pope Francis on 18 December 2020, in which he conveyed a message to the young students: ‘It will be your task to enter into dialogue with a world in which there seems to be ever less space for religion.’

From April 2020 onwards many German higher education institutions gradually converted planned in-person events to digital or hybrid formats. In figures, almost half (47 per cent) of German higher education institutions were teaching exclusively online during the summer semester, while 45 per cent implemented a mixture of face-to-face and online teaching.

STRONG DEMAND TO STUDY ABROAD DESPITE COVID-19

The restrictions due to the pandemic do not appear to have affected the desire to study abroad. This, at least, is suggested by the numbers applying for DAAD scholarships. Compared to 2020, the number of German students applying for scholarships in Western Europe and North America has increased by around 60 per cent in 2021. Master’s scholarships are particularly favoured, where the number of applicants rose by more than 70 per cent to around 1,400. More than 5,000 international students applied for a master’s scholarship in Germany, an increase of just under 20 per cent.

DAAD President Prof Dr Joybrato Mukherjee identifies two trends in these figures: ‘On the one hand, German students are not letting Covid-19 or global political developments dissuade them from wanting to gain cultural experience and to engage in exchange with other students. On the other hand, it shows that Germany’s reputation as an academic study location has improved further.’

NEW STIMULI FOR INDIVIDUAL FUNDING

One factor contributing to the increase in applicants may be the DAAD’s comprehensive restructuring of its individual funding to make it more attractive. This had already been completed in 2019 for the major programme lines for German master’s students. In 2020 the DAAD revised its funding programmes for doctoral candidates from Germany. Since May 2020 prospective researchers have enjoyed access to a remarkably flexible programme in the form of *Stipendien für Doktoranden*, through which the DAAD promotes stays abroad lasting from one to twelve months during the course of a doctorate. They are even able to undertake several shorter visits and spread them across different host countries. To do this the DAAD has combined what were formerly three different funding lines. Application and processing deadlines have been standardised worldwide, with timeframes shortened for many countries. According to Klüsener, ‘This restructuring has improved and simplified what we offer, which is reflected in the increase in funding applications.’

NEW ROUTES INTO INTERNSHIP PROGRAMMES

Internships at international organisations and institutions such as the EU or the United Nations provide students with good insights into their work and help them plan their own lives. This is matched by the demand for scholarships from the *Carlo Schmid Programme*, which is administered by the DAAD in partnership with the German Academic Scholarship Foundation and Stiftung Mercator.

To enable scholarship holders to carry out their internships during the pandemic, the DAAD made it possible for them to participate virtually with the approval of the international organisations. 90 of the 121 selected scholarship holders made use of this option. Some stayed in Germany while others were on-site with a reduced number of days working in-person in the organisations. Even if starting an internship digitally cannot replace being present with the

organisations, many scholarship holders were still very glad to be able to start their internships as planned in autumn 2020, such as with one of the UN organisations in New York, at the World Bank in Washington, with UN Volunteers in Senegal, the World Food Programme in Jordan or at the OECD in Paris.

FLEXIBLE SUPPORT, BIG OUTCOMES: ERASMUS+

Some 18,000 *Erasmus+* students and interns were caught off guard by the pandemic during their stays abroad in the spring. Thanks to highly flexible measures put in place by the EU Commission and the National Agency for EU Higher Education Cooperation (NA DAAD), financial hardships could be averted and the students' and interns' plans could be secured. More than three quarters of students and interns were able to fulfil their plans in host countries with *Erasmus+* support, the majority online, with some also working from Germany. There was no decline in interest in stays abroad through *Erasmus+* during the winter semester. Planning went on everywhere, also including digital formats. In the period up to December 2020, some 12,500 students and interns were able to travel abroad. That was still almost half the number of participants of a non-pandemic semester. 'This trend demonstrates the significance of the *Erasmus+* programme for exchange and internationalisation in Europe and beyond,' says Dr Stephan Geifes, director of the National Agency for EU Higher Education Cooperation.

The pandemic required the implementation of changes for funding recipients and higher education institutions, so that, even prior to the initiation of the new generation of programmes, these changes began a transformation that will be included in and expanded upon in the programme from 2021 onwards. This includes hybrid formats for students, short visits for PhD students, intensive programmes and new funding opportunities for sustainable travel as well as expanded participation in exchanges.

STABLE PARTNERSHIPS IN LATIN AMERICA

Despite what are in some cases very stringent pandemic measures in Latin American countries, our cooperation with partner organisations and higher education institutions remains stable.

The *Combined study and practice stays for engineers from developing countries (Kombinierte Studien- und Praxisaufenthalte für Ingenieure aus Entwicklungsländern – KOSPIE)* – known until 2018 as the *Jungingenieurprogramm* – enables Latin American engineering and natural sciences students to upgrade their qualifications within the framework of their bachelor's degree with up to 12 months in Germany. They spend a semester at a higher education institution and then undertake an internship lasting up to six months at a German business. Latin American higher education institutions, science ministries and some businesses in Argentina, Columbia and Mexico serve as partners in the programme to work in partnership with the DAAD to provide financial support for students' stays. Although 116 students from Columbia and Mexico were able to pursue their studies in Germany during the winter semester – albeit virtually – our Argentinian partners were forced to cancel their participation for the academic year which began in the autumn due to the travel restrictions imposed by their government. In the period up to and including 2020, a total of over 5,800 students from Latin America received funding from the scholarship programme. The programme is targeted exclusively at technical and scientific subjects, and one third of all funded students were women.

Despite Covid-19, demand remains high in other co-financed scholarship programmes with Brazil, Chile, Columbia, Mexico and Peru. This meant the number of new awards in the programmes with our Colombian partner COLFUTURO and our Mexican partner CONA-CyT remained at the preceding year's levels. Indeed, there was a 20 per cent increase in applications from interested students for the call for applications for research scholarships from the DAAD and our Brazilian partner organisation CAPES.



Online orientation seminar as part of the 'German Schools Abroad' scholarship programme.

NEW FUNDING INITIATIVES

Even during 2020, the DAAD was able to start new funding initiatives. A regional focus on the continent of Africa was established through two new programmes: *Leadership for Africa* and *Climate Research Alumni and Postdocs*.

The *Leadership for Africa* programme, financed by the Federal Foreign Office (AA), funds master's degrees in Germany. Applications are open not only to citizens of Ethiopia, Kenya, Sudan and Uganda, but also to refugees living in those countries. The aim of *Leadership for Africa* is to create alternatives and new perspectives for refugees. Over 500 people applied in the first round of applications. The successful scholarship holders are expected to begin their stays in Germany in June 2021.

The *Climate Research Alumni and Postdocs in Africa (climapAfrica)* programme aims to promote academic capacity in climate research within a region which is one of the most severely affected around the world. The programme, funded by the Federal Ministry of Education and Research

(BMBF), made it possible for 40 African postdocs to carry out research at African institutions in 2020. Alumni of German funding organisations provided support. The programme enables PhD students to participate in research visits to Germany and specialised training courses, as well as taking part in international conferences. This included some funding recipients contributing to the '*Climate Research Alumni and Postdocs in Africa*' event, which took place virtually in October (see page 78).

The *Young Talents Programme*, which started at the end of November, also placed an emphasis on professional qualities, with outstanding Russian graduates and early career academics having the chance to get to know major German research facilities as part of winter and summer schools. The programme represents one of the pillars of the 'German-Russian Roadmap for Cooperation in Education, Science, Research and Innovation', which was set in motion by the science ministers of the two countries. The *Young Talents Programme* aims to reinforce the two countries' next generation of academics in a targeted way.



The Asian Institute of Technology in Thailand was accepted into the In-Country and In-Region Programme in 2020.

66

A new programme created by the DAAD and the University of Central Asia (UCA) has a similar professional focus, targeting PhD students with very good qualifications from Tajikistan, Kyrgyzstan, Kazakhstan, Afghanistan and northern Pakistan. With financial support from the University of Central Asia and the Federal Foreign Office (AA), early career academics can realise PhD projects in the fields of Engineering Sciences, IT, Economics, Business Administration and Media and Communication Sciences in Germany.

Alongside this, the latest funding phase of the 'Madad Higher and Further Education Opportunities (HOPES-LEB)' fund is up and running. It began in April 2020 and is concentrating on Lebanon, a country which has taken in exceptional high numbers of Syrian refugees (see page 73).

BETTER EDUCATIONAL OPPORTUNITIES THROUGH IN-COUNTRY AND IN-REGION SCHOLARSHIPS

The *In-Country and In-Region Programme* chiefly promotes the education of future higher education teachers at selected higher education institutions in developing countries. A committee formed of international members selects the higher education institutions, guided by criteria

such as the academic quality of the programme, the university's infrastructure and the support services for (international) students.

This selection process has created a network of strong higher education partners. The aim is to select a programme portfolio for master's and doctoral degrees that is as interdisciplinary as possible. In 2020 the selection committee in Asia accepted a further six partner higher education institutions into the network, with five more added in southern Africa.

Programme monitoring for Sub-Saharan Africa in 2020 revealed it reaches many students from households with low or very low levels of education, at around 40 per cent. 'This is a great pleasure to see,' says Mareike Khaskeia, head of section for the project. 'As is the fact that almost 50 per cent of funding recipients are women.'

EVENTS – IN PERSON, VIRTUAL AND HYBRID

A wide range of events were able to take place during 2020 despite the pandemic, thanks to their organisers facilitating their conferences and meetings in hybrid or digital forms. On 28 and 29 August the German Academic International Network (GAIN) invited participants to a



virtual annual meeting which included a careers fair. Participants were able to attend 24 interactive workshops and 4 audiovisual presentations, connect with 60 German higher education institutions and funding and research institutions in the exhibition area, access video messages and witness a ‘Science Slam’ with 7 international academics.

ALUMNI ENGAGEMENT DURING THE PANDEMIC

The DAAD’s Alumni section also had to transform the meeting of European alumni that had been planned for 1 to 3 October 2020. The event was met with a gratifyingly high level of interest from its 1,000 online participants and 50 participants in Berlin (see page 129).

Just as in Germany, alumni associations and alumni across all continents had to either cancel their events or hold them online. These digital events were well attended – some even better than the corresponding in-person offerings. This was also a chance to develop completely new formats. In Mexico, for example, city tours and excursions for alumni which were part of the programme accompanying the alumni event were carried out with the help of drone flights.

In countries and regions that had been successful in containing the effects of the pandemic, face-to-face events continued to be possible. The DAAD regional office in Hanoi, for example, working in partnership with the

Goethe-Institut, arranged talks in various locations that were attended by between 80 and 100 alumni. Africa accounted for the largest number of events recorded by the DAAD. 13 in-person events were staged in Ghana, Cameroon, Nigeria and Togo alone, all adhering to the applicable COVID-19 hygiene rules.

BOOSTING THE SELECTION COMMITTEES

Over 400 higher education teachers, along with experts from industry, ministries and academic and research administration offer their services on an honorary basis in 85 subject-specific selection committees. They form the bedrock of the DAAD’s successful scholarship decisions. The appointment process was expanded in 2020 by the addition of a process for statements of interest. This made it possible to add a gratifyingly large number of new assessors. Their independent subject-specific expertise will enrich future selection processes, be they online or in-person. We extend our heartfelt thanks to all our assessors! (P. 175)



www.eu.daad.de/corona
www.daad.de/kospie-en
www.daad.de/lfa
www.daad.de/climapafrica
www.daad.de/incountry-inregion
www.daad.de/alumni-meeting-2020
www.daad.de/selection-committees



The *My GUIDE* portal helps international students choose the right degree programme.

Bespoke services for international students

68

To make it even easier for international students to set out on a successful course of study in Germany, the *My GUIDE* portal provides personalised assistance with finding higher education and support services tailored to each student. The Digital Campus project gives students opportunities to ensure they have the skills, knowledge and qualifications they need to succeed in higher education.

The *My GUIDE* study portal has been online since the end of 2019. ‘*My GUIDE* is an increasingly important pathway for international students on their journeys to Germany,’ according to Esther Kirk, head of section for Information on Studying in Germany. It offers users personalised access to suitable courses provided by German higher education institutions. Potential applicants no longer have to tackle a mountain of information. Now, by entering some information about themselves, they can find out about appropriate higher education institutions as well as the courses of study that interest them in Germany. As Esther Kirk says, ‘Through the use of digital personalisation, we are perfecting how we align potential students with the higher education institutions they qualify for.’ Once a potential student has chosen an appropriate course of study, they can send personalised and structured inquiries directly to the higher education institution itself.

Students and higher education institutions alike benefit from this. ‘It is easier for students to access information and prepare themselves, while the higher education institutions receive bespoke inquiries and can better support prospective students,’ according to Kirk. The reactions have been positive, with over 13,000 people registered by the end of 2020. They have accessed more than 2 million web pages and 3,400 have submitted bespoke contact requests to higher education institutions.

The Digital Campus – successful student orientation and preparation

The *My GUIDE* services will also be a core component of the Digital Campus. As soon as this goes live at the end of 2021/early 2022, potential students will be able to access additional qualification opportunities. They can test their language skills, attend language courses and study preparation workshops, access information and orientation services and find out about German



Digital Campus project partners.

(academic) culture, as well as getting to know their future campus while still at home.

The DAAD is collaborating with a range of partners on this project. These include the TU Berlin, the Technische Hochschule Lübeck and the RWTH Aachen, the Gesellschaft für Akademische Studienvorbereitung (g.a.s.t), the Goethe-Institut and Kiron, a non-commercial education provider. These partners are making their different areas of expertise available and taking responsibility for their own parts of the project. Digital Campus users not only encounter diverse partners, but also experience an integrated point of contact.

‘This is an exciting and challenging technical exercise, as we want to preserve our partners’ identities so they do not merge into the platform. What matters more is that the background processes are intelligently linked so that students can navigate seamlessly from *My GUIDE* to g.a.s.t or Kiron,’ explains Alexander Knoth, head of section for Digitalisation in the DAAD. A further technical challenge is ensuring that all users remain in control of their data, with the Digital Campus giving them a secure

communication channel to the service providers through which they can send, receive and store important documents such as references, C.V.s, certificates of employment or language certificates. As Knoth relates, ‘We have achieved a great deal in this area in 2020 and the architecture we have developed is now working in test operations.’

But developing content is even more important. This is due to the fact that all the services to be offered to international students must be edited, study tracks must be designed and curricula formulated. This requires the development of teaching and learning standards and innovative content. 2020 was a good year for that, too.



www.daad.de/digital-campus

THREE QUESTIONS FOR

Esther Kirk

‘Tailored advice and support for individuals preparing for study will become ever more important in future to help guarantee success in higher education for international students.’



Head of section, Information on Studying in Germany (DAAD).

What is really new for international students in My GUIDE?

Firstly, international students are given personalised guidance to the study opportunity at a German higher education institution. By comparing their own interests and qualifications with the various admission requirements, they can find out quickly and easily which course of study is right for them, how they can fulfil any missing requirements and prepare for studying in Germany. An integrated form also allows them to get in touch with the right offices at the higher education institutions where they hope to study.

What are the two most important things you have learned from My Guide in 2020?

There is already a comprehensive range of information available for students interested in studying in Germany, who can choose between over 20,000 study opportunities. Personalising this information, providing tailored advice and supporting individual preparation for study will all become increasingly important in future to help guarantee success in higher education for international students and remain competitive in marketing Germany as a study and research location.

How will My GUIDE be connected with the Digital Campus?

The ‘Digital Campus’ project, which is financed by the Federal Ministry of Education and Research (BMBF) has set itself the goal of combining existing information, recruitment and advice platforms along with linguistic, academic and cultural preparation for international students.

My GUIDE is a key gateway into the Campus, through which users are led to the right degree course for them. They can find out where they do not yet meet entry requirements, and also get additional information on studying in Germany. Through links to our partner services, students can find out about the qualifications, knowledge and skills they need to succeed in higher education, as well as accessing specific opportunities to prepare themselves academically and culturally for their whole higher education journey.



www.myguide.de



Germany's school classes are more diverse than ever. This calls for teachers with intercultural training.

Teachers as ambassadors for diversity

Classrooms in German schools are hallmarked by diversity, yet xenophobia and Euroscepticism are on the rise in society. Intercultural training for teachers can help. For a long time trainee teachers have held back from acquiring intercultural experiences for themselves abroad. The *Lehramt.International* programme, supported by the Federal Ministry for Education and Research is counteracting this.

There is a range of reasons for the relatively low level of international mobility among future teachers. Some are of a more personal nature while others are structural. Through *Lehramt.International* the DAAD is supporting future teachers to internationalise their career and develop intercultural competencies. The programme is working on three levels to achieve this. It supports model projects at German higher education institutions to improve structural internationalisation in teacher training. Education students receive scholarships for school internships abroad, as do graduates prior to beginning their training placements. Support initiatives such as student marketing, research and advice for key stakeholders complete the programme.

Lehramt.International has enjoyed a great reception from all sides since the programme began in 2019. 'We are delighted to be reaching our target audiences so well. Especially because this is the first time that many scholarship holders are going abroad for longer periods even though they do not fit the classic profile of a modern foreign languages teacher,' says the programme co-ordinator, Caroline Felske. The Covid-19 pandemic has had little effect on the high levels of popularity, with over 330 applications for scholarships since spring 2020. Many were able to complete their internships despite the adverse conditions. One reason for this was being able to start or continue internships online.



www.daad.de/teachers

‘At long last, a chance to try myself out as a teacher’



Christoph Jahn
DAAD scholarship holder.

Thanks to a DAAD scholarship, Christoph Jahn, a 28-year-old future teacher of Political Education and Economics and Business Administration, was able for the first time to undertake a stay abroad lasting several months. Due to the pandemic, he continued his internship in Namibia virtually and was thereby able to support the school in Namibia from Germany.

Mr Jahn, what made you choose to go to Otjiwarongo in northern Namibia for your stay abroad?

In autumn 2019 I had to wait a year before starting my training placement and I wanted to use the time meaningfully to develop my personality as a teacher. I found out about the Namibian school project through my research with the Bayerischen Lehrer- und Lehrerinnenverband, and I got the place.

Why do you think so few trainee teachers are taking advantage of the opportunities to study abroad?

One crucial problem could be whether stays abroad count towards your degree. Many students are worried it would mean prolonging their time at university. For me, though, it was ideal, as I could gain this experience following my teaching degree and my DAAD scholarship covered my financial needs.

What made a particular impression on you?

I was at a very good state school with 30 teachers for 800 students. There, I mainly taught German and Religious Education to classes of up to 40 students. As their class teacher, I was the point of contact for organisational questions, which was challenging at times. But it was also a lot of fun. After my degree I had the chance at last to try myself out as a teacher. In Germany you always have someone looking over your shoulder if you are not yet a fully qualified teacher.

You had to return to Germany due to the pandemic. What happened next?

All of a sudden, the pandemic became very real in Namibia and the schools had to close for an indefinite period. With the support of the DAAD and working in close collaboration with the school, it was still possible for me to continue my internship from Germany. So I worked with them to deliver online teaching while at the same time gathering intercultural experiences.

Could you give us an example?

A whole range of languages were used in the school – Afrikaans, English and German – and they were often mixed together in the playground. In virtual lessons their German essays were suddenly strikingly free of spelling and grammar mistakes. It quickly became apparent that the auto-correct function had its share in these leaps in performance. I also learned a lot about formulating clear verbal instructions when setting work. It really raised my awareness of teaching students who have learned German as a second language!



Syrian and Egyptian students who received a *HOPES* scholarship in Egypt, allowing them to attend an English course.

Hope for young students in Lebanon

The *HOPES* project, which comes to an end in August 2020, has helped around a thousand Syrian refugees and disadvantaged people in neighbouring countries to access higher education – over three times the original expectation. By helping local citizens as well as refugees, the project has gained a high level of acceptance and appreciation. In its *HOPES-LEB* successor project, the DAAD aims to continue its successful work in Lebanon.

‘For Lebanese families, their children’s education is a matter of incredible importance. In the face of a devastating economic crisis, ever fewer locals can afford the registration fees at the public university, not to mention the expensive fees at private higher education institutions,’ says Carsten-Michael Walbiner, project manager for *Higher and Further Education Opportunities and Perspectives for Syrians and Vulnerable Youth in Lebanon (HOPES-LEB)* which has been realised in Lebanon. This is precisely why the *HOPES* approach is so important. It not only supports refugees, but also disadvantaged Lebanese young people in equal measure.

As Walbiner explains, ‘This way we have achieved high levels of acceptance in *HOPES* countries, both among the population and other actors.’

The *HOPES* project, which began in April 2016, is aimed at Syrian refugees who are capable of studying as well as disadvantaged young people in Egypt, Jordan, Iraq, Lebanon and Turkey. By August 2020, around 1,000 scholarships had been awarded through the project. Innovative education projects and networking initiatives have been funded, as well as providing advice to a range of stakeholders and offering English courses, which 4,300 students have successfully completed.

The successor *HOPES-LEB* project, which is taking place only in Lebanon, has been able to offer around 400 full scholarships using funds from the European Union’s ‘Madad Fund’. To do this, the project is collaborating with the public Lebanese University (LU) and the private Lebanese International University (LIU). By autumn 2020,



HOPES scholarship holders from Lebanon and Syria in Beirut.

the project had already awarded 300 full scholarships – 250 to study at LU and 50 at LIU. However, 1,400 young people had applied.

‘With HOPES-LEB we look at the complete education journey, from the university-entrance diploma, through studying at university and up to starting work,’ Walbiner explains. When students are at risk of failing, the project can put countermeasures in place with up to 600 scholarships for short programmes and special courses. It has also been able to support 18 small projects which

either get secondary school students fit for higher education or give them better chances in the employment market through additional qualifications.

The DAAD is continuing HOPES-LEB in collaboration with its Dutch partner Nuffic and with Campus France. Further cooperation with the British Council is no longer possible due to Brexit.

The EU has made a total of 8.4 million euros available for the project, 8 million of which are for full and short scholarships, networking activities and small projects in Lebanon. The programme will use the remaining 400,000 euros to build up a regional alumni network. ‘Many of our HOPES scholarship holders want to get involved and become part of a community,’ says Walbiner. ‘We intend to use the platform to strengthen this involvement.’



www.hopes-madad.org

PORTRAITS

Lea Abou Naoum



I was going through a difficult period but my scholarship from HOPES and now HOPES-LEB has relieved the burden of having to finance my university costs and also my life on my own, says the young Lebanese woman. Now she is living her dream and makes this appeal: let's dream great dreams. Let's not lose them and let's start going towards them. Thank you, HOPES.

Lea Abou Naoum is 20 years old. She comes from the Beqaa valley in the east of Lebanon and is studying medicine at the Lebanese University.

Mohamad El Kadiri



History and the past are the essential building blocks of a civilisation. Words cannot describe how good it feels to discover the architectural treasures of my own land, says the 32-year-old. For him, being able to continue his studies despite family, financial and social difficulties is a great success. The HOPES project has been a great help to me in this.

Mohamad El Kadiri from Syria has had a passion for archaeology since he was a child. He is now studying for his master's degree in this subject at the Lebanese University.

THREE QUESTIONS FOR

Carsten-Michael Walbiner



HOPES-programme director.

In August the EU-funded *HOPES* project came to an end.

What do you count as the project's successes?

Instead of funding 300 young people with full scholarships for bachelor's or master's degrees, in the end we were able to award around 1,000 partial scholarships. But for us the positive confirmation of our work comes not only from the numbers, but also from the appreciation shown by all involved.

What learnings have you taken forward from *HOPES* into the follow-up project?

Most importantly, we have learned how to work in a volatile environment. It calls for a detailed understanding of local conditions. That is why we brought in local partners while we were still preparing the follow-up project. Ultimately we found it essential to constantly re-evaluate the shared project assumptions through using surveys, for example.

Why is it important for the project to be continued in Lebanon?

Lebanon has taken in an enormous number of refugees and now the situation for the Lebanese population has dramatically worsened, putting a good education beyond the reach of many Lebanese families, it is all the more important to stand shoulder to shoulder with the country and its inhabitants, both locals and refugees.

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The *HOPES* scholarships offer young people from Syria and Lebanon the chance to start or continue a university education.



The campus of the German Jordanian University.

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The success story of the German Jordanian University

Founded some fifteen years ago by royal decree, the German Jordanian University (GJU) is now attended by over 4,000 students and enjoys well-established exchanges with higher education institutions and businesses in Germany. It is a real success story, even during the pandemic. Now it aims to expand by marketing its digital teaching in the region. The DAAD is supporting the GJU with these plans.

Within a few weeks of the outbreak of the pandemic, the GJU had drawn up a digital strategy with ambitious goals. In coming years, it intends to include in its programme a digital or hybrid ‘twin’ for all in-person courses of study. The aim is to make it possible for new students beyond those directly enrolled at the university to attend events at the GJU and to gain degrees there, either digitally or at least in hybrid form.

To do this, the GJU is tapping into new target audiences. This will allow it to increase its student numbers dramatically, such as among those in employment, students and refugees from Jordan and its neighbours for whom in-person classes are impossible. What everyone learned during the Covid-19 year of 2020 applies here,

too: digital teaching and degrees must be equal in quality to face-to-face events.

The GJU therefore decided to create a digital learning centre with classrooms specially designed for digital teaching. The German Jordanian University is fitting out 13 ‘smart classrooms’ where lecturers can deliver face-to-face and online lessons simultaneously, supported by teleprompters, smartboards, computers, cameras and projectors. The GJU is investing part of the financial resources in software and licences and also in media education training. This switch to digital teaching at the GJU is being cofinanced by the DAAD through a range of subprojects and scholarships from the Federal Foreign Office (AA) and the federal ministries for Education and

Research (BMBF) and also for Economic Cooperation and Development (BMZ).

‘These facilities will allow the GJU to make its events both digital and analogue at the same time,’ says Hanna Odenbach, DAAD senior desk officer for German study programmes in the Middle East and Africa. ‘The GJU is showing how exciting and diverse the digital world can be.

Through our *Transnationale Bildung* programme we will focus even more strongly on digital learning worlds in future.’



www.daad.de/tnb

www.german-jordanian.org

‘Very enthusiastic about using online tools’



Prof Dr Ralf Roßkopf
Vice President for International Affairs at the German
Jordanian University.

Prof Dr Ralf Roßkopf is Vice President for International Affairs at the German Jordanian University (GJU) in Amman. In this interview he talks about the effects of Covid-19 and how application-oriented higher education institutions can use their digital strategies to reposition themselves internationally.

Professor Roßkopf, how did the GJU react when Covid-19 became a global issue?

We rapidly switched to online teaching – our first courses were online as early as 15 March. We already had the majority of the tools we needed at the university. However, a lack of technical and financial resources made it very difficult for some of our students. Some of them could not charge their phones or had no access to the internet at all during lockdown.

What has the GJU learned from Covid-19?

Our teaching staff are very enthusiastic about using online tools. We are now implementing the digital strategy we recently developed and hope our new digital classrooms will further strengthen our collaborations with Germany and help us bring in more international students.

How do you intend to achieve that?

Fifteen years after our founding, the GJU also enjoys an excellent reputation outside Jordan. If students can complete all or the majority of their studies fully digitally while at the same time having the opportunity to go to Germany for a year, that is very attractive for many of them. All our bachelor’s degree students learn German up to B1 level if they are studying at one of our 120 partner higher education institutions in Germany or want to complete an internship at a German business.

What does this mean for the future of international collaboration?

Covid-19 has taught us to completely rethink transnational education, to discover new opportunities and go in completely new directions. A lot works but sometimes it takes a while to find a solution, such as how we were going to teach the soft skills for a business internship that was no longer possible due to the pandemic.



Pandemic conditions in South Africa meant that Stellenbosch University had to close in March 2020. Courses, lectures and tutorials were offered digitally.

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Strong networks in Sub-Saharan Africa

The dynamic, growing higher education system in Sub-Saharan Africa has prompted the DAAD to develop a diverse range of programmes and funding measures. The *In-Region/In-Country Programme (SP/DL)* which trains teaching and management staff at higher education institutions in the region represents a key area of emphasis. Even before the pandemic, digitalisation was an important element of the programme. Now the DAAD is supporting digitalisation with a new project, the *Digital Initiative for African Centres of Excellence (DIGI-FACE)*.

Networking is integral to excellence. Teaching and research require cross-border exchange to deliver optimal outcomes in a sustainable way and be competitive internationally. The 'African Excellence' network of centres of expertise, which is financed by the DAAD with funds from the Federal Foreign Office (AA), is also committed to this goal. Since 2008 it has connected participating partner higher education institutions. Now these centres of expertise, located in nine African countries, are bolstering digital exchange through a new project, also supported by the DAAD and the Federal Foreign Office. The *Digital Initiative for African Centres of Excellence (DIGI-FACE)*, which began in February 2020, focuses on expanding and utilising digital opportunities in teaching and research. This brings together a community spread across a large geographical

area closer together and the newly created interactive teaching, learning and communication platform creates the ideal conditions for this. What is unusual about this is that the servers and ownership of them are both located in Africa.

DIGI-FACE was commenced before the pandemic and has strengthened the resilience of the *African Excellence* network in these exceptional conditions. Along with the difficulties of the pandemic, the region is facing other challenges such as conflicts, while economic hardship and periods of drought are also driving migration and displacement, particularly in East Africa. It is in this area of tension that the DAAD's *Leadership for Africa* programme is at work. The programme was put out to tender in summer 2020 and is financed by the Federal

Foreign Office (AA) with 2.5 million euros a year. It is aimed both at local prospective students, initially in Ethiopia, Kenya, Uganda and Sudan and also at recognised refugees living in those four countries. 55 scholarships will be awarded for master's degrees at German higher education institutions from 2021. This not only gives funding recipients a new educational outlook, but also puts them in the position long-term to take on responsibility for the further development of their home countries.

One story of successful capacity building in Sub-Saharan Africa is the DAAD's *In-Country/In-Region (SP/DL) programme* funded by the BMZ. It has been training teaching and management staff at higher education institutions for several years, and currently numbers around 850 scholarship holders.

They are supported during their master's degrees or doctorates at higher education institutions in the region. This network of African universities that are participating in the project offers a diverse range of academic focuses, from Public Health to Agriculture and Environmental Sciences. Following temporary closure due to Covid-19 in mid March 2020, some higher education institutions were able to switch rapidly to online service. Stellenbosch University in South Africa, for example, offered digital courses, lectures and tutorials as early as April, and it took the University of Mauritius only three days to move all its teaching online after its closure.



www.daad.de/african-excellence
www.daad.de/lfa
www.daad.de/incountry-inregion

'We were able to act quickly'



Eric Yirenkyi Danquah,
 Director of the West Africa Centre for Crop Improvement.

Eric Yirenkyi Danquah is Professor of Plant Genetics at the University of Ghana and Director of the West Africa Centre for Crop Improvement (WACCI). 44 of the 137 doctoral candidates currently enrolled to study Plant Genetics at the WACCI hold DAAD SP/DLscholarships.

The West Africa Centre for Crop Improvement was able to reopen with virtual teaching only two weeks after going into lockdown. How did you do it so quickly?

We were able to act quickly because we already had facilities for online teaching and learning. Our

small class sizes meant it worked very well for us. It allowed the university to complete the semester without major difficulties.

How did DAAD scholarship holders cope with the new situation?

Working outside the normal teaching and learning environment is a big challenge for plant geneticists. The PhD students had to study in their halls of residence and flats where they did not have reliable internet connections. We were able to ensure they had access to a reliable internet connection so there was no interruption to their classes.

The DAAD cleared away administrative hurdles and supported each of its scholarship holders with 700 euros for their digital needs. What did they use those funds for?

It was a huge relief for the students receiving DAAD funding to be given the 700 euro digitalisation grants. They could use it to purchase laptops, routers and other equipment so there were no interruptions to them participating in online study.

Shifting the focus onto language learning

Furthering the German language and helping international students learn German are two of the DAAD's core roles, especially because adequate German skills remain a central factor for success in study, research and work in Germany.

'My favourite example is of a German professor who speaks bad English explaining Physics to a student who also speaks bad English. At that point, internationalisation has gone wrong.' This is how one expert described the importance of acquiring the fundamentals of the language for higher education in a preliminary study of the problems and challenges faced by international students in Germany ('Problemlagen und Herausforderungen internationaler Studierender in Deutschland'). The study commissioned by the DAAD included an investigation of why drop-out rates for international students are higher than those of German students.

Globally there is a slight increase in the demand for the German language. This can be seen in the rise in learners of German over the past five years, increasing by about 150,000 to almost 15.5 million.

'We want to shift the focus onto language learning for international students prior to beginning their studies,' says Michael Hörig, head of the Strategic Planning division. The DAAD is adopting a unified approach to confront the language challenge, taking into account the various phases of learning German: prior to arrival and starting a course, during a course of study and after graduation for teaching staff and alumni. At each of these stages, the DAAD

provides its scholarship holders with language courses tailored to the particular needs of each stage.

The programmes associated with the DAAD's *PASCH* scheme target one specific group, for example. Students and school-leavers from these schools usually come with outstanding German language skills and are the focus of the *Betreuungsinitiative Deutsche Auslands- und Partnerschulen (BIDS)*. German higher education institutions trying to attract students from the 1,800 *PASCH* schools to study in Germany are making connections early with classes in their final years. Learning German should be rewarding and open up opportunities to take a German-language degree course. It's a strategy that works: 'I had wanted to study something modern like Bioinformatics for a long time and I had studied German intensively, so I thought it was a great idea to link my language skills and my dream degree programme. I had already got to know Bavaria on an exchange in 2017 and I had taken it to heart.' (Taken from a report written by a student who had attended Comprehensive School No 1 in Ulan-Ude, Russia and went on to study Bioinformatics at LMU. She received a BayBIDS Motivation Scholarship from October 2019 to December 2020.)



PASCH stands for 'Schulen: Partner der Zukunft' and principally includes schools where German language learning is a focus. For this reason studying at a PASCH school gives students an excellent foundation for further language learning so they are well equipped for higher education in Germany.



www.pasch-net.de
www.pasch-alumni.de



View from an unusually empty Galata Bridge in Istanbul (Turkey, 7 April 2020).

‘Finding solutions off the beaten track’

Every year since 1998, the Turkish educational foundation Türk Eğitim Vakfı (TEV) and the DAAD have been bringing 45 outstanding Turkish students to Germany to study for master’s degrees. The two partners found excellent solutions for these young people during the pandemic, and worked more closely at a distance than ever before.

For any scholarship programme that prioritises mobility, a pandemic is a huge challenge, not only for the organisations involved but above all for the students themselves. This is true of the shared scholarship programme run by the Turkish educational foundation Türk Eğitim Vakfı (TEV) and the DAAD, which facilitates a one to two year master’s degree course in Germany for between 45 and 50 Turkish students each year.

In late February 2020 some scholarship holders who were already studying in Germany travelled home to Turkey for a short break, but could suddenly no longer return to their universities because there were no more flights and the borders were closed.

A student discontinuing a funded degree programme in a host country would normally remove the legal basis for the scholarship. Attendance in

person at the location of their studies is compulsory. ‘In the blink of an eye, Covid-19 put a question mark next to the higher education plans and scholarships of these young people,’ recalls Antje Schlamm, head of section for Scholarship Programmes East Central Europe, South East Europe, Turkey. At the beginning of the pandemic many were asking themselves if they could continue their studies at a German higher education institution digitally or if they would have to interrupt their scholarship.

This uncertainty gripped all DAAD scholarship holders, not just Turkish students. However, in the case of these funding recipients, the partners had to find common solutions, as the Turkish educational foundation funds half of each scholarship. First of all, it meant that both organisations had to rearrange how they worked

together. 'We rapidly came up with a video routine and coordinated all our crisis services with our partners. Providing scholarship funding for an online course of study in their home country was something we had never done before,' Schlamm says.

The application deadline fell in February 2020 for all students who wanted to start a master's degree in Germany that autumn. 300 Turkish students had applied and the first application interviews were to be held in Istanbul in April. The interviews had to be called off and hotel bookings cancelled. 'Instead, we developed a simple digital application process together with the DAAD,' explains Mert Onen, Education and Scholarships Group Manager at the TEV education foundation. The TEV's team of jurors arrived at a pre-selection and the DAAD committee also submitted their vote. By the end the shared committee had carried out 85 virtual interviews and selected 45 scholarship holders.

Looking back, both parties assess what happened positively. 'Under pressure we rapidly found solutions off the beaten track,' Antje Schlamm recalls. 'It sounds paradoxical, but we worked more closely at a distance than ever before.' Mert Onen adds, 'Our cooperation has proved itself through the pandemic. We maintained our numbers of scholarships. We have also carried over the digital selection procedure we developed in the spring with the DAAD into our national scholarship programme.'

The solutions developed during the crisis include additional services such as virtual orientation seminars for all those who have been studying under more difficult conditions since October 2020.

Suddenly under lockdown



Gökay Kanmazalp,
Student at the Leibniz University Hannover.

Gökay Kanmazalp has been studying at the Leibniz University Hannover since October 2019, where he took a German language course and made friends. When he flew from Hannover to Antalya in late February 2020, he was expecting a short stay with his parents. The 25-year-old would ultimately spend six months in Turkey

and continue his master's degree course in Atlantic Studies from Antalya.

In the early stages especially, he was plagued by existential doubts. *I didn't know what would happen with my degree course or how I was supposed to pay the rent on my flat in Hannover* describes Gökay, who was born in Izmir. Four weeks later his doubts had fled, thanks to the DAAD and TEV continuing to fund his scholarship and his being able to study from Turkey.

This flexible support was a great help to me, he says. Being stuck in Antalya was not all bad, either: *Older people had to stay at home in Turkey, so I did the shopping for my parents and relatives,* he explains. He has been back in Hannover since September but is still studying in his room. *It's better than nothing. But of course I really miss face-to-face seminars and meeting other people.*



Cornell University, Ithaca.

Germany and Europe on the US curriculum

In the midst of the hotly contested US election, Dr Daniel Schade travelled to Cornell University in Ithaca where he was to teach German and European Studies for the next five years. ‘It felt like there was a Black Lives Matter banner hanging on every other house,’ he says. ‘But when I left the city and drove to Cayuga Lake, the scene changed,’ recalls Dr Schade, who comes from Berlin, but had mainly studied in France and completed his PhD in the UK. His long-term stay in the USA was supported by the *German Studies Dozentenprogramm* which is funded by the DAAD. The programme aims to make German and European issues, theories and methods a stronger presence on the curricula of leading North American universities. While many see deepening divisions between the EU and the USA, for Schade, the political challenges are similar during the pandemic. In Europe, just as in the USA, action was taken at both state and federal government levels, with all the associated pros and cons. And, as in Europe, many political discussions in the USA turn on the question of where crucial issues should be decided – by central



Dr Daniel Schade,
Lecturer in German and European Studies,
Cornell University Ithaca.

government or the individual states. ‘It is exactly this that makes European Studies so exciting for students, as how European and US actions are perceived differs according to the continent and where the student comes from.’



www.daad.de/german-studies



Strengthening the strategic academic network



A living international campus

Academia thrives on collaboration. Higher education institutions around the world cooperate with partner institutions across national borders. But now German and European higher education institutions are going a step further. They are intensifying their collaboration to turn themselves into a common institution.



Logo of the European University: 'European Partnership for Innovative Campus Unifying Regions'.

In the beginning was the student. He was usually male and came from a family that was comfortably off. With his highly motivated, proactive attitude, he swiftly rose from a successful period of study abroad funded by a DAAD scholarship to assume positions of leadership in society. This was how things looked in the DAAD's early years and the decades of reconstruction in post-war Germany.

Let's try looking into the future. Compared to now, the student of 2027 is more likely to be female and she may be taking courses in Thessaloniki, Amsterdam, Poznań or Strasbourg. Sometimes this will be digital, sometimes in-person. It is usually a mixture of the two. She might be formally enrolled at the University of Freiburg. It ceased to be a purely German university some years ago. Now it is part of a European University through the EPICUR network (European Partnership for an Innovative Campus Unifying Regions).

Its members include the University of Amsterdam (NL), the University of Strasbourg (FR), the University of Haute-Alsace (FR), the Adam-Mickiewicz University of Poznań (PL), the University

of Natural Resources and Life Sciences, Vienna (AT), the Aristotle University of Thessaloniki (GR) and the Karlsruhe Institute of Technology.

The Liberal Arts & Sciences (LAS) are a central pillar of EPICUR. In the tradition of teaching and learning in the Liberal Arts and Sciences, young Europeans are to be given an education which allows them to contribute their competencies as skilled generalists and problem solvers to business and society. Two LAS degree programmes are being developed within the EPICUR framework: Natural and Social Sustainability and European Identities. The long-term plan is that students should no longer go to a partner university for a semester or two, but instead complete smaller elements such as individual courses or seminars at the other universities through virtual or blended learning.

In the morning, she or he will be talking to fellow students in chilly Amsterdam, but in the afternoon they will be working with classmates in sunny Thessaloniki. Needless to say, intercultural exchange can happen on the weekend, too. It might be face-to-face, via a web browser or even smart glasses.



President Macron of France initiated the foundation of the European Universities.

THE HIGHER EDUCATION INSTITUTIONS OF THE FUTURE: NETWORKED, DIVERSE, LIMITLESS.

Highly networked, diverse and limitless yet equally specialised, focused and guided by social issues. This could be the shape of higher education institutions of the future.

Many have set out along this path. The EU pulled the lever and funded the idea of a transnational European University with campuses in several European countries after Emmanuel Macron's 2017 speech. In it the French president made a visionary call for a European higher education institution – an idea at once obvious yet, three years ago, still a long way off.

'The majority of the international partnerships we fund are still binational,' says Dr Klaus Birk, director of the Projects Department at the DAAD. 'However, more and more financial resources are going to pan-European and global specialist networks that are developing shared structural focuses.'

Many German higher education institutions have already been highly active internationally for years. Some maintain partnerships with

200 faculties around the world. In some cases this may be beneficial. However many of these partnerships lapse when the academics who founded them move on to new roles. The higher education institutions then react to these changes.

In recent years Klaus Birk has noted a change in how the issue of developing thematic clusters has been perceived in higher education. Where internationalism was once the product of the commitment of individual academics, it is now a strategic focus for higher education institutions. As Birk observes, 'If you want to expand what you offer your students academically, you look for thematic focuses which you then develop with partner universities in exciting study and research clusters.'

The DAAD acknowledged this development early on and by 2012 had created its 'Strategic Partnerships and Thematic Networks' funding focus. Under this, a small group of higher education institutions work together in a specialist network to achieve excellence by developing new academic perspectives. According to Birk, '177 applications in the first round were a fantastic success for us.'



‘This is about much more than collaborating on content and interdisciplinary positioning. The universities should also merge as institutions.’

EUROPEAN UNIVERSITIES: THE NEW EXCELLENCE

When President Macron identified culture and knowledge as the strongest bonds tying Europe together and proposed the founding of 20 European universities, forming ‘a network of universities across Europe with programmes that have all their students study abroad and take seminars in at least two languages.’

Almost two years after Macron’s speech, the European Union made the vision of a European University a reality. Between three and ten (and in some cases more) European higher education institutions create interdisciplinary connections with the aspiration of merging into a shared European University. ‘This is about much more than collaborating on content and interdisciplinary positioning. The universities should also merge as institutions,’ Birk emphasises.

This can take a range of forms. For example, some may all be universities in coastal locations, colleges of Art in various countries or socially engaged institutions that are more focussed on social needs.

They are certainly also an EU response to the UK’s elite universities, which are now outside the EU. Macron called for the development of 20 European Universities by 2025. But progress is even faster: by 2020, 41 alliances had formed across Europe and had been selected for funding. Germany is also topping up EU funding with national financing, to provide German higher education institutions with an additional 150,000–250,000 euros a year.

SHARED SOLUTIONS TO GLOBAL CHALLENGES

‘Global challenges are best solved by global collaboration, so it makes a lot of sense to have truly international teams working on them,’ says Birk. The global teaching and research associations in the *Globalen Zentren für Klima sowie für Gesundheitsforschung und Pandemie*, which is funded by the Federal Foreign Office (AA), seek to find shared solutions to crucial challenges facing humanity. The plan is to create four such centres for each of these issues in Africa, Latin America and Asia, where researchers can collaborate globally.

‘With these *Global Centres* we are taking it a step further. We are not only funding German students to go abroad or international students to come to Germany. We are also financing academics and researchers from Ghana, Vietnam and Mexico, for example, to work together on one of these two global issues and to improve their skills.’

This has been particularly evident during the Covid-19 pandemic. Higher education institutions were not able to carry out their current research programmes with partners in developing and emerging nations. Those countries have been particularly hard hit. In order to expand research capacities in these partner countries, develop innovative measures and thereby bring local knowledge into global networks, the DAAD launched an ideas contest in 2020 using funds from the Federal Ministry for Economic Cooperation and Development (BMZ). The main goal is to support countries with weak healthcare systems by developing

and implementing sensible plans tailored to use in the partner countries within existing partnerships, involving other actors such as hospitals, local health and other authorities, laboratories and media providers where appropriate. ‘The established partnerships between higher education institutions in Germany and their project partners in developing and emerging countries, which we fund in the context of partnership programmes financed by the Federal Ministry for Economic Cooperation and Development (BMZ) form a sound basis for us to develop and expedite targeted solutions of this kind. These programmes include *PAGEL*, which is aimed at doctors and *Fachbezogene Hochschulpartnerschaften*,’ says Heike Heinen-Kritz, DAAD head of section for Partnership Programmes, who came up with the idea of the competition.

The measures receiving funding are to contribute to relieving the Covid-19 pandemic in developing and emerging countries and combating negative effects at a local level. There is a special focus on overcoming problems in particularly vulnerable contexts such as those associated with refugees, hunger and overburdened health-care systems.

The DAAD is financing a total of 13 projects with funds from the Federal Ministry for Economic Cooperation and Development (BMZ) including several South-South cooperations. The issues include a vaccine trial with several African and Asian nations participating, the development of a global healthcare network in South East Asia, South America and East Africa, and also a picture book to teach children simple hygiene rules.

NEW GERMAN-INDIAN PARTNERSHIPS

Germany and India are continuing their close collaboration under the *A New Passage to India* initiative through the latest round of *Deutsch-Indische Partnerschaften* which will run up to 2024. By intensifying their collaboration as partners at an institutional level and developing innovative

teaching and research profiles for master’s degree and PhD teaching, they are aiming to accelerate the internationalisation of German and Indian higher education institutions.

Here, too, the aim is to define new ways to fund academia. This is the second time that the DAAD has selected higher education partnerships together with its partner organisation, the University Grants Commission (UGC). The higher education institutions also had to submit applications to both organisations. The DAAD is responsible for mobility from Germany to India and the UGC for mobility in the opposite direction.



Federal Minister of Education and Research Anja Karliczek and Indian Minister of Education Pokhriyal Nishank present the signed agreement.

One distinctive feature of the cooperation is that the programmes are funded equally by India and Germany. In addition to the participating higher education institutions, other actors from academia and industry are also to help shape the activities. ‘Our main concern is that participating universities should intensify their collaboration at an institutional level,’ says Karin Essig, who coordinates the programme at the DAAD. The cooperations that have been agreed clearly emphasise Engineering and Earth Sciences, followed by Mathematics, IT and Social Science.



Kloster Eberbach,
Eltville am Rhein.

FOCUS ON SOCIAL RESPONSIBILITY

In its project planning the DAAD is increasingly concerned with issues around social responsibilities and the values of higher education institutions. The DAAD and the Academic Cooperation Association (ACA) invited European higher education leaders and decision makers from higher education organisations to a meeting in Kloster Eberbach in 2019 to make a statement in the Eberbach Appeal for the connection between core social values such as democracy, the rule of law and human rights and academic values such as academic freedom, higher education autonomy and transparency. ‘The debate is gaining momentum and influences how we design our programmes,’ says Birk. ‘Higher education institutions also expect answers from us on how to work with partners in countries where these values do not apply or are limited.’

The DAAD must also display social responsibility in its own actions. Sustainability is a key issue, as is the issue of the right ways to fight climate change. ‘Covid-19 has taught us that always flying from place to place – as we used to do at the DAAD – is not always necessary’ is Birk’s self-critical assessment. ‘We don’t have to fly to every conference. It is often perfectly adequate to participate in events via a camera and a screen.’

Birk and his team are working on preventing, reducing and compensating for CO₂, as well as how the DAAD can achieve that in its programmes. He took up his post as director in the DAAD’s Projects department in early 2020. It is an exciting role that has taken on completely new dimensions and imperatives under Covid-19, and it shows: By the end of 2020, new opportunities have been created for international exchanges between higher education institutions, despite Covid-19. There are fewer face-to-face encounters but a huge number of new ideas for how the international campus could look in future.



www.epicur.education

www.daad.de/pagel-en

www.daad.de/new-passage-to-india

www.eu.daad.de

www.daad.de/eberbach-statement-2020



Aerial view of the RWTH Aachen campus. In future students will increasingly attend this and other higher education institutions campuses virtually.

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Entering the German lecture hall at the click of a mouse

In the global competition to attract international students, Covid-19 has sharply increased the importance of providing opportunities to study digitally. These opportunities also open doors for new students and academic partnerships. With help from the DAAD, higher education institutions are developing digital programmes and new teaching methods, and digitalising administrative processes so that in future, students from Bamako, Bern and Bogotá will be able to study in Germany.

Nicole Ohlemüller, head of the DAAD's section for Digitalisation for Internationalisation explains the advantages of these degree programmes: 'Opportunities to study digitally increase Germany's global attractiveness as a place to study. They open up our higher education space for new target groups who have previously been prevented from studying with us for financial or family reasons.'

However, specially designed methods and newly developed formats are essential for digital teaching. Moreover, higher education institutions must create digital meeting spaces that permit study and teamwork, reshape their administrative processes and facilitate legally watertight final examinations. The DAAD has set up three coordinated programmes to support higher education institutions with digital internationalisation.

INTERNATIONAL MOBILITY AND DIGITAL COOPERATION (IMKD)

The IMKD programme has four goals. Higher education institutions are to transpose digital teaching and learning formats into their curricula and degree programmes, expand and enhance their teachers' digital competencies, create a digital infrastructure and simplify their administrative processes digitally.

The DAAD is currently supporting six higher education institutions through the programme with funds from the Federal Ministry of Education and Research (BMBWF). Bielefeld University of Applied Sciences, for example, intends to develop technical and pedagogical solutions both for digital teaching and to prepare students for a

THREE QUESTIONS FOR

Nicole Ohlemüller

Head of section for Digital Internationalisation.

The IP Digital funds the digitalisation of master's degree courses for international students. Why?

Global demand for digital degree courses is growing, particularly in the Anglo-American sphere. Digital offerings are gaining importance in international competition. That is why we are funding the digitalisation of successful master's degree courses.

What is important when implementing them?

Digital degree courses can only work if they are rethought from the ground up and possess a broad spectrum of digital teaching and learning materials. We need to change our didactic methods and materials and develop corresponding new ways of thinking about teaching and learning. Legal frameworks and administrative process at universities will also need updating so that a master's student from Chile can study with us digitally, for example.

What do you see as the challenges and opportunities?

If you study in person, you come face-to-face with people, culture and academia. So how can we create a connection to Germany as a host country on a virtual basis? For that we will need new forms of support, for example. Digital approaches also offer a range of ways to develop digital competencies. Through IP Digital we hope to motivate higher education institutions to consider all these aspects and take the opportunities to assert themselves at an international level.

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digital employment market. RWTH Aachen University's 'MyScore' project facilitates the expansion of digital blended learning services for three English-language Engineering master's degree courses. It also intends to create virtual reality roleplays to help develop soft skills in addition to expanding its digital examination system.

'What makes IMKD distinctive for me is that models are being created that other higher education institutions can follow,' says Ohlemüller. Higher education institutions and the DAAD will

evaluate the results, share experiences and communicate via a range of channels.

INTERNATIONAL VIRTUAL ACADEMIC COLLABORATION (IVAC)

Virtual exchanges create many new opportunities for mobility and internationalisation. Digital interactions are particularly effective at creating new forms of research and project work. 'With IVAC we are supporting new learning scenarios

with the aim that they should be lighthouses, shining a light out into higher education institutions,' says Alexander Knoth, head of the Digitalisation section at the DAAD. The DAAD was able to support a total of 61 projects during 2020 through funds from the Federal Ministry of Education and Research (BMBF). 'The brilliant thing about the programme is that we can directly support teachers and their international projects,' he adds.

For example, IVAC funding made it possible for Junior Professor Dr Inken Heldt at TU Kaiserslautern to initiate a project at the interface of digitalisation and democratic education with the National University of Singapore's National Institute of Education. Her goal was to disseminate practical knowledge in the digital space as well as making cultural contexts accessible.

Knoth sums it up thus: 'Despite the short, four-week deadline for applications, 122 projects applied for a year's funding. IVAC really caught the mood.'

INTERNATIONAL PROGRAMME DIGITAL (IP DIGITAL)

The *IP Digital* programme is designed to support German higher education institutions aiming to accelerate the digitalisation of already successful internationally oriented master's degree courses. It helps them meet the huge increase in demand for digital courses of study. It also intends to provide impetus and create models for internationally compatible digitisation standards in German higher education institutions. A total of 19 projects were launched on 1 November 2020.

The DAAD is supporting higher education institutions with digitalisation through three coordinated programmes:



International Mobility and Cooperation through Digitalisation (IMKD) is supporting higher education institutions with the strategic implementation of digital measures and associated change processes.



[www.daad.de/
imkd-en](http://www.daad.de/imkd-en)



IP Digital provides support with digitalisation for international degree courses.



[www.daad.de/
ip-digital](http://www.daad.de/ip-digital)



International Virtual Academic Collaboration (IVAC) funds digital teaching and learning scenarios.



[www.daad.de/
ivac](http://www.daad.de/ivac)



Dresden Academy of Fine Arts.

Top spot in the EU's European Universities Initiative

The EU is investing more than 200 million euros in the initial Alliances from the two pilot tenders for the future-oriented vision of European Universities. 35 German higher education institutions are involved in 32 of the 41 European University Alliances, making them leaders in Europe.

They are expected to improve performance and competitiveness at European higher education institutions, play a part in society, take a unified and strong Europe forward and bring together a new generation of Europeans with shared values and a European identity. 'Europe's intellectual centre is its higher education institutions,' says DAAD President Prof Dr Joybrato Mukherjee at the announcement of the winners of the second pilot round. 'These new University Alliances will make a great contribution to promoting and consolidating a European identity through shared teaching and research.'

35 German and 32 French higher education institutions are involved in the 41 selected University Alliances. This puts them well ahead of Spain and Italy, with 24 and 22 participants respectively. A total of 284 higher education institutions from 32 countries are involved.

The European Universities Initiative will be continued in the new generation of *Erasmus+* programmes (2021–2027). The next call for applications will be in 2022 at the earliest, allowing the outcomes and experiences of the 2019 and 2020 pilot phases to be evaluated and later integrated into future programme designs.

UNA EUROPE ALLIANCE: EUROPEAN EXCELLENCE IN A THOUSAND-YEAR-OLD TRADITION

Dr Herbert Grieshop gets right to the point. 'We have always taken the EU for granted, and for a long time we were not proactive at all,' says the head of International Affairs at the Freie Universität Berlin. Then President Macron gave his 2017 speech, with its succinct call to get European Universities off the ground. 'The French president was pushing

at an open door,' he explains. 'All of a sudden we all saw what a yawning gap there was.'

Since then the literary scholar has held regular meetings with seven other universities, of which three, he says 'are rated excellent in the global rankings and are better than the FU Berlin.' He has been working with colleagues from Edinburgh, Bologna, Leuven, Krakow, Helsinki and Paris to develop a European University.

The network has called itself UNA Europa – a statement in itself. Its homepage text begins with a confident claim: 'Eight leading European research universities have come together to create a unique alliance: UNA Europa. Our universities have been educating Europe for almost 1,000 years. Together, we teach more than 400,000 students.'

In reply to the question of what is needed to make progress towards a European University with a shared campus, Grieshop says, 'You need a good consortium manager with a tight grip on the reigns. Then things push on quickly.' One member of the UNA is KU Leuven, ranked among the top 50 universities globally.

The UNA higher education institutions have agreed on five thematic areas: 'Cultural Heritage, European Studies, Data Science/Artificial Intelligence, Sustainability and One Health'. Students are to be able to study for the first two bachelor's degree programmes – Sustainability and European Studies – by no later than 2023.

By then it will be clear if their degree will bear the seal of the university where they sit their exams or even from all eight institutions. It is likely that no-one has ever been able to hold degrees from Berlin, Edinburgh, Bologna, Leuven, Krakow, Madrid, Helsinki and the Sorbonne all at the same time. That really would be a first.

EU4ART: FINE ART DEGREE PROGRAMME

Art is diverse. Art is different. Art is analogue. Art is concentration and encryption, diversion and failure, reflection and contradiction.

You hear all these things when you hear Andrea Weippert from the Dresden Academy of Fine Arts talk about the first – and until now only – European University with a focus on Fine Arts. The Head of the Press Office enthuses about art as an integral part of education and society. 'Without art education cannot be complete,' she says. 'That is why it is so important that the EU should acknowledge us as a component part of the education system.'

On the initiative of the Hungarian University of Fine Arts, the schools of Fine Art in Dresden, Riga, Rome and Budapest have joined together in the EU4ART alliance to develop a shared degree programme for Fine Art. 'At its heart, the work of the artist is analogue,' Andrea Weippert says. Due to the pandemic, face-to-face workshops and conferences have become online presentations and digital symposiums for the first time. The institutions have worked with interdisciplinary teaching formats and created art that is currently digital but can also be shown in exhibitions.

One form of artistic expression is when centuries-old artistic techniques encounter 3D printing. EU4ART is European through and through and focuses on the productive friction between very different artistic traditions in East and West, North and South. As Andrea Weippert explains, 'These insights into such different systems are incredibly exciting for all involved.' 'This is particularly true of the students – they provide important stimuli for all our future-oriented developments.'



www.eu.daad.de

www.una-europa.eu

www.eu4art.eu

www.eu.daad.de/erasmus-ab-2021

National support initiative for European Universities

Germany is providing a total of 28 million euros of funding for another 42 higher education institutions through its *European University Networks – national initiative (EUN)* support initiative. This allows them to intensify their cooperation within the University Alliances and prepare for the next EU call for applications that are expected to be published as part of *Erasmus+* in 2022.

To accompany the two EU pilot phase calls for applications for European Universities (see page 93) the Federal Ministry of Education and Research (BMBF) is supporting German higher education institutions with two programme lines. Programme line 1 – ‘Topping Up’ – supports the institutions that were successful in one of the two pilot calls for applications in 2018 or 2019 as part of a University Alliance, providing them with up to 250,000 euros a year for 3 years. This provides 35 successful German higher education institutions with comprehensive funding to create a shared Europe-wide campus with their University Alliance partner institutions.

Programme line 2 – ‘Approved but not funded’ – is for seven higher education institutions that performed very well in the EU pilot calls for applications but were not ultimately

successful. They will receive up to 150,000 euros a year for 3 years. This allows them to implement part of their planned network activities and prepare themselves for the next call for applications.

In order to support German higher education institutions systematically and efficiently on their way to becoming European Universities and at the same time to create media visibility, the DAAD is buttressing the programme with additional measures. These include a range of publicity, networking and information services on issues relevant to the institutions, such as digitalisation, virtual mobility and European identity.

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German higher education institutions are benefiting from the national support initiative for European Universities.

POLITICAL DIALOGUE WITH ELECTED REPRESENTATIVES

Political dialogue is another area of focus for the DAAD's activities under the support initiative. The DAAD is promoting European University Networks among elected representatives at federal and state levels, raising issues such as financing and possible hurdles to positive developments. One example is whether foreign students must actually register at every higher education

institution, even if they only intend to take a single course, as is the current legal position.

A number of questions remain unanswered on the broader issues of admissions and the qualifications required to attend classes or gain a degree. The DAAD is addressing these issues with political decision-makers.



www.daad.de/eun

www.eu.daad.de/eu-hochschulen

'Campus Europa' podcast by the DAAD

In its new 'Campus Europa' podcast, the DAAD has opened up a new format. Anke Stahl is the host and interviewer. She is the head of division for Project Policies, Research and Internationalisation, and University Networks. In each podcast she talks to key actors from German higher education institutions about their experiences of their European University Alliance.

The podcast is part of the DAAD's public relations work under the support initiative for European University Alliances. Below, Anke Stahl, Dr Tanja Herrmann and Dr Katja Jung share some insights into the podcast series. You can subscribe via the usual channels, including Spotify, Deezer, Google Podcasts and Apple Podcasts.

Dr Tanja Herrmann, project manager for Fostering Outreach within European Regions, Transnational Higher Education and Mobility (FORTHEM) at Johannes Gutenberg University Mainz.

What did you most enjoy about making the podcast?

I was struck by how relaxed the atmosphere was. Nearly an hour flew by and it felt more like I was just chatting informally to Mrs Stahl than answering her questions.



Dr Katja Jung, project manager for European Digital UniverCity (EDUC), University of Potsdam

Is the podcast a good medium for its target audience and if so, why?

Definitely. When I think about how I use podcasts myself, I am struck by how much more flexible they are. You can listen to a podcast on your phone whenever you want – when you're shopping, for example. That can actually be helpful, as coordinating European University Alliances is quite time-consuming.

Anke Stahl, head of division for Project Policies, Research and Internationalisation, University Networks at the DAAD

Have you been able to use the podcast in your own context, and if so, how?

We are really working hard to raise awareness of it within the DAAD network. I also let people know about new episodes through my private social media channels on Facebook, WhatsApp, Twitter and LinkedIn. Naturally we hope to see the numbers of subscribers continuing to rise.



www.daad.de/eun-podcast



Internationalisation through *Erasmus+*

A range of topics, activities of all kinds, diverse funding lines. *Erasmus+* offers higher education institutions a range of options to help them position themselves internationally in efficient and sustainable ways. German higher education institutions are making full use of them.

In addition to *Erasmus+* mobility in Europe, a wide range of *Erasmus+* funding lines are available to support internationalisation for higher education institutions. *Strategic Partnerships* enable higher education institutions to cooperate with other institutions, as well as with schools, vocational and adult education institutions, society and business. *Knowledge Alliances* focus more specifically on partnerships between higher education and

business. *Erasmus Mundus Joint Master Degrees* are transnational master's degree courses. *Capacity building projects* modernise higher education institutions and systems around the world. *Jean Monnet Activities* support teaching and research into the EU around the world. European Universities have been part of the *Erasmus+* programme since 2019 (see pages 93 and 95).

The four European Commission Key Actions

Knowledge
Alliances

Erasmus
Mundus Joint
Master's
Degrees

Capacity
Building
Projects

Jean
Monnet
Activities

One of the most sought-after activities is the *Mobility with Partner Countries* funding line, which covers all countries outside Europe. 159 German higher education institutions and consortia applied for this in 2020. At 107 million euros, the requests were four times higher than the funds available (28 million euros).

Approximately 116 million euros from European Commission central actions and 11.5 million euros for *Strategic Partnerships* went to German higher education institutions in 2020. 'In a Europe in which centrifugal forces are gaining momentum, these programmes contribute to strengthening the common European foundation of values, expanding existing networks within the EU and worldwide and creating new links,' said DAAD President Prof Dr Joybrato Mukherjee at the presentation of the results.

The DAAD supports higher education institutions with a bespoke advice service of seminars, online events and personal advice for potential applicants through its National Agency for EU Higher Education Cooperation (NA DAAD). The National Agency helps them find the right *Erasmus+* funding line for their plans or implement their idea for a cooperation project.

This includes events and advice in a range of forms, print and online publications on EU higher education and also preparatory trips to meet partners on-site, forge new contacts or review the demand for and relevance of the project for the region. The eu.daad.eu homepage offers a helpful introduction to the topic.

The various *Erasmus+ Funding Lines* are designed to complement each other and help higher education institutions achieve their goals while accelerating internationalisation.

Through this, German higher education institutions make a significant contribution to the sustainable development of higher education in partner countries, as well as raising quality, innovation and the attractiveness of European higher education.



www.eu.daad.de/kooperationen
www.eu.daad.de/icm



Nuertingen Geislingen University is working successfully with *Erasmus+* cooperations.

Europe-wide funding for social innovation



Dr Ellen Fetzer
President of the European Council of
Landscape Architecture Schools.

Dr Ellen Fetzer is President of the European Council of Landscape Architecture Schools and coordinates successful *Erasmus* cooperations from Nuertingen Geislingen University. In this interview she talks about how social enterprises can advance landscape development in Germany and Romania, and why *Erasmus+* Strategic Partnerships are important for it.

Dr Fetzer, how did you get involved in European cooperation projects?

I came to Nuertingen to expand the international degree programme in landscape architecture. Even early in my career while I was still writing my dissertation I had begun to delve deeply into the topic of online international seminars. Now I organise strategic partnerships at an inter-faculty level for our university.

How did Nuertingen-Geislingen University start looking for collaborations across Europe?

We looked for a new framework in 2015 through which we would be better able to integrate the economic dimension of landscape development. We got a lot of input from our Erasmus partner universities in Estonia, Romania and the Netherlands. Such as how social enterprises can play a part in sustainable landscape development, for example.



Erasmus+

How do you organise your cooperations?

For a number of years we have been working online using interdisciplinary formats, primarily to organise peer learning processes. This is the best way for us to identify which screws need tightening. We want to train ‘sustainability makers’ and develop visions for holistic approaches with our European partner institutions.

What do you gain from Erasmus+ funding?

As a university we want to be a driver for innovation in our region. In late 2018 we successfully applied for a Strategic Partnership for our methodology as part of Erasmus+ to link social innovations to our university environment. This partnership allows us to meet our partner institution in Romania who are rewilding bison with the WWF, for example, or with our Estonian colleagues who have initiated a tourism association within the framework of a national park.

What do you use the resources for?

Mobility and staffing costs, mainly. We are currently looking how we can develop incentive systems that encourage us as a university to share our ideas widely. Our interdisciplinary peer-to-peer approach means we all benefit greatly from the experiences of our partner institutions. I have personally learned a great deal from colleagues with a Business Management perspective. This helps us support the organisational development of local initiatives, for example, such as urban gardening or in the context of neighbourhood projects. By ‘we’ I always mean teachers, students and local actors together in a shared process.



A certificate course provides practical basic knowledge and skills for International Research Marketing.

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Professional development for international Research Marketing

Global competition for the best minds in academia is a major challenge. In a 2019 survey with responses from a large number of German higher education institutions, the DAAD identified a high level of need for a qualification in international Research Marketing. The aim is to present Germany as a high-performance research location. Many people working in this area come from other careers and have to teach themselves while on the job.

The DAAD is currently working to meet this need by implementing the *Research in Germany – Land of Ideas* initiative, financed by the Federal Ministry of Education and Research (BMBWF), in partnership with the German Research Foundation (DFG), the Fraunhofer-Gesellschaft (FhG) and the International Office Project Management Agency (IB). A certification course has been designed that approaches international Research Marketing in a mix of idea contests and face-to-face and online events. The training programme will be offered in two forms. One is aimed at people engaged in this topic in German academia and the other targets employees of small and medium-sized research businesses.

The aim of these two types of course is to teach the fundamentals and then implement them in practice. One example is how online marketing tools can be used in research marketing, or how course participants can talk to international researchers in ways that are appropriate to the target audience. The course is modular and the various modules of the certificate can be completed in up to 30 months.



[www.research-in-germany.org/
zertifikatslehrgang](http://www.research-in-germany.org/zertifikatslehrgang)



A hybrid format was chosen for the closing conference of the *German-Russian Year of Cooperation in Higher Education and Research*.

Lighthouses for German-Russian academic cooperation

German-Russian academic relations have traditionally been close. The DAAD and the German Center for Research and Innovation (DWIH) in Moscow organised the 2018–2020 *German-Russian Year of Cooperation in Higher Education and Research*, working with the Federal Foreign Office (AA) and Russian partners. A range of projects and cooperations demonstrate the importance of academic dialogue, particularly during politically challenging times.

Germany is the destination country of choice for Russians who want to study abroad. Russia is the largest country in the world by area. With over a thousand partnerships between its higher education institutions and institutions in Germany, it is third in the international cooperation rankings, behind the USA and China. ‘Academic relations between Germany and Russia are close and can still function even during politically challenging times’ says Dr Andreas Hoeschen, director of the Regional Office and of the DWIH in Moscow. The DAAD and the DWIH coordinated the 2018–2020 *German-Russian Year of Cooperation in Higher Education and Research*. The Russian partner was the National University of Science and Technology MISIS. The partners organised over 100 events – face-to-face before Covid-19 and then either hybrid or fully virtual.

The *German-Russian Year’s* platform, centrepiece and library was and is the German-Russian wissenschaftspartner.de website. Users can find all the partnerships and events, interviews with actors from both sides and numerous portraits of researchers. These include Dr Ralf Wischniewski and Prof Dr Nikolai Budnev, whose teams are using the world’s first underwater neutrino telescope in Lake Baikal to explore the secrets of the universe.

The website also presents lighthouses of German-Russian academic cooperation, such as the *German-Russian Interdisciplinary Science Center (G-RISC)*, one of the five *Centres of Excellence in Research and Teaching* that the DAAD funds around the world.

ELITE RESEARCH, TRAINING THE NEXT GENERATION AND INNOVATION

The cooperative lighthouse projects make important contributions to overcoming global challenges through collaborations between international higher education institutions and academia. This applies to projects that take up pressing environmental issues, carry out essential primary research or generate invaluable reflective knowledge in the Social and Cultural Sciences through German-Russian cooperation.

DIALOGUE AT THE HEART OF THE GERMAN-RUSSIAN YEAR

‘The *German-Russian year* is in the form of a dialogue. International dialogue in academia, interdisciplinary dialogue between different academic disciplines and social dialogue with politics, business and other social actors,’ says Andreas Hoeschen. Highlights of the exchange include the week of young researchers in Moscow and the high-calibre winter talks at the Helmholtz Association, attended by the Russian Minister of Science, Valery Falkov, two days after he took office.

The *German-Russian Year* of the Federal Foreign Office (AA) will have a long-term effect in the context of the German-Russian Roadmap for Education and Science. Under the patronage of the two countries’ ministers for science and academia, German and Russian academic organisations agreed on common focuses and priorities in a strategy paper with a view to further intensifying academic collaboration up to 2028 (see ‘Die deutsch-russische Roadmap: Potenziale – Herausforderungen – Kooperationserfahrungen’). The four focuses are: large research infrastructure; shared research projects on Climate, Marine and Social Sciences and the Humanities; promoting emerging scientific talent; and building bridges between business and society through academic communication.



Prof Dr Elisabeth Cheauré and Ambassador Sergei Nechayev from the Russian Federation at the presentation of certificates during the closing ceremony.

HYBRID CLOSING EVENT

The Covid-19 pandemic was inauspicious for the closing event of the *German-Russian Year of Cooperation in Higher Education and Research*. However, the in-person closing event that had originally been planned soon turned into a lively hybrid occasion with two in-person events taking place simultaneously in Germany and in Russia.

At the Academy of Sciences and Humanities in Berlin, the Russian Ambassador Sergei Nechayev met Dr Andreas Görden, head of the Culture and Communication department in the Federal Foreign Office (AA), and DAAD President Prof Dr Joybrato Mukherjee. Other guests joined the discussion online. The Moscow event included Mikhail Shvydkoy, Special Representative for International Cultural Cooperation, the Envoy of the German Embassy, Beate Grzeski, and other top representatives of Russian academia. Naturally the DWIH team in Moscow and DAAD Regional Office head Andreas Hoeschen participated in the event held at the Russian partner organisation, the National University of Science and Technology MISIS. Other contributors to the discussion at the virtual conference included interested experts at exhibition stands from 25 organisations and higher education institutions from Germany and Russia.



www.wissenschaftspartner.de

www.g-risc.org

www.daad.de/centres-of-excellence



Opening of the new campus at the Turkish-German University (TDU) in Istanbul, 24 January 2020.

New campus at the Turkish-German University opens

Turkey and Germany are bound together in many ways, including the Turkish-German University (TDU) in Istanbul, which opened in 2014. 3,000 students are already studying and researching here across 5 faculties, and that is set to rise to 5,000 soon. The campus was completed in 2020. The students value the good conditions for studying and see the TDU as a bridge between Germany and Turkey.

The basis for the Turkish-German University in Istanbul is an agreement between the governments of the two countries, which resulted in the TDU's distinctive constitution. Officially it is governed by Turkish higher education law, but institutionally and ideologically it has its feet firmly in both countries.

Each of the five faculties and the foreign languages centre has a partner higher education institution in Germany giving a supportive lead. The German institutions are all represented on the executive committee of the consortium which looks after expansion and faculty development together with Turkish partners. The president of the executive committee is the former minister and president of the German Bundestag, Prof Dr Rita Süßmuth.

Funding also comes from both countries. Germany funds the German teaching staff, supports German higher education institutions and students' stays in Germany. Turkey handles the Turkish teaching staff, the infrastructure and administration in the TDU.



Prof Dr Rita Süßmuth, President of the TDU Consortium.



New buildings on the TDU campus in Istanbul's Beykoz district.

A LONG TRADITION AND ELITE PERFORMANCE IN TEACHING AND RESEARCH

‘There is a long and commendable tradition behind German-Turkish relations, particularly in academia,’ says DAAD President Prof Dr Joybra-to Mukherjee. ‘That is why the Turkish-German University is a lighthouse project and of crucial importance to the further development of the political, economic and civil society connections between our countries.’ Dr Dorothea Rüländ was Secretary General of the DAAD until the end of January 2021 and has served as Vice President of the consortium since 2010. At the university’s inauguration ceremony in Istanbul, she spoke of her hopes for elite performance in teaching and research along with the enrichment of both countries through the development of diverse innovations.

To study at the TDU, most students must achieve a German language certificate at European language level B2. They can complete this in the TDU’s languages centre with the ‘Deutsch als Fremdsprache’ (TestDaF) test. This takes the

students between one and two years. But it hardly puts anyone off: 98 per cent of the students can speak no German when they apply to the TDU.

EXCELLENT OPPORTUNITIES IN THE EMPLOYMENT MARKET

‘By learning German and gaining experience in Germany, the students dramatically increase their chances in the employment market in Turkey and abroad of course,’ explains Dr Wiebke Bachmann, head of the TDU consortium office at the DAAD. Students gain access to a market with 6,000 German businesses and many German organisations that work in Turkey. Conversely, German students can also deepen their understanding of Turkey at the TDU, achieve a strong binational degree and gather vital experience.

The best TDU students can apply for a double degree programme and achieve a second degree from one of the German universities in

THREE QUESTIONS FOR

Eda Gül Kulak**‘Comparing the two legal systems’**

Eda Gül Kulak studies law at TDU Istanbul.
In this interview she talks about her motivation and study goals.

Why did you decide to study at the TDU?

I grew up bilingual and I am very close to both German and Turkish cultures, so I decided to study at the TDU. It is important to me to learn about the legal systems of the two countries, which have a special relationship with each other.

Why is that important to you?

From the beginning I was able to compare the two systems. This not only helps me understand my own law better, but also to identify similarities and differences. It gives you the ability to perform analyses of the two legal systems and weigh up which system or jurisdiction contributes to a better solution in a given case.

What helps you in your studies?

The DAAD’s scholarships are remarkable because they have made it possible for me and my classmates to stay in Germany and attend German universities. We have not only been able to acquaint ourselves with the structure of a Law degree in Germany, but also take a closer look at the organisation and administration of the universities. Participating in lectures and special classes has helped us expand our knowledge of German law. We were able to make new contacts, get to know different institutions and their work and participate in many cultural activities. In future I hope to see increased academic collaboration.

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addition to their TDU degree. About ten places are allocated to each degree programme each year.

In Turkey it is often the whole family who decide if and where the student should go to university. The

TDU now enjoys a good reputation. ‘For Law, we are now one of the most popular higher education institutions in the country,’ Bachmann states.



www.daad.de/tdu



Supporting Covid-19 research in the global South

exceed stands for academic excellence in development cooperation. The programme was launched in 2009 to promote excellence. For the 2020–2024 funding phase, about 30 million euros have been awarded to 12 large networks of German higher education institutions and their partner universities in the global South to deliver a key contribution to achieving Sustainable Development Goals (SDG). More than 25,000 people have taken part in 1,062 events through the *exceed* network. Between 2015 and 2019, 178 scholarships helped students achieve doctorates.

Working with the LMU Munich, the DAAD issued 300,000 euros a month to six projects as a way to organise digital research into issues around the pandemic during the travel restrictions of 2020. The initiatives receiving this funding have made a contribution to fighting Covid-19. Scientists in the *Center for International Health (CIH)* network are researching in partnership and are in regular contact with each other. They are also targeting their initiatives at developing proposals for effective communication strategies. These are to improve compliance with preventative measures and thereby reduce communication of the virus to partner countries.

Most of the countries involved in the individual projects are in the Global South, principally Africa and Latin America. ‘We have been using the wide range of funding instruments provided by the *exceed* programme for a long time now to organise teaching and research digitally,’ explains Sherif Azab-Els, senior desk officer responsible for the programme. ‘Therefore, we were and still are able to react quickly and ensure that our partner universities receive funding for their research on Covid-19.’



www.daad.de/exceed



SINGAPORE
4611km 297 30'

JAKARTE
3869km 289 05'

DATTEKAMPUR
14710km 320 06'

ROME
14559km 308 06'

FRANKFURT
14213km 321 07'

LONDON
15724km 324 22'

EQUATOR
2307km 00 00'

CAMLOOPS
87km 42 30'

Major German higher education institution projects with DAAD funding in selected programmes

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Providing expertise for international relations



Setting out into a new decade: Taking a stand, offering guidance, living sustainably

In 2020 everything was different. International mobility was laid low by the Covid-19 pandemic. The DAAD's scholarships and projects were hit just as hard. The DAAD's third field of activity, that of providing expertise for international relations, also had to change course under the new circumstances. It was therefore a great help that the direction had already been set in 'Strategie 2025': more responsibility for foreign academic policy and a clear commitment to digitalisation and sustainability. The sails were thus set to escape from the state of shock and to use the crisis as an opportunity.



'Stay home, stay safe'. By March 2020 this had become the slogan of virologists and governments in almost every language around the world.

One thing is certain: history will record 2020 as the year Covid-19 began. But this was not all that 2020 had to offer. In the USA, the head-to-head race between incumbent president Donald Trump and his challenger Joe Biden proved an unprecedented spectacle. Boris Johnson got serious about Brexit and lead the (no longer very) United Kingdom into its future outside the EU. Large sections of society in Belarus protested bravely and peacefully against political restrictions. In Russia, opposition leader Alexei Navalny challenged the regime, refusing to be cowed even by an insidious poison attack.

ASSESSING THE LATEST DEVELOPMENTS

What has all this to do with the DAAD? A great deal. The political conditions in a country affect the position of higher education institutions and opportunities for collaboration. What is happening with funding for academia? A Biden presidency will provide different answers to this question than a government led by Trump. Which country can German researchers count on when it comes to achieving Paris

climate targets? Someday soon, that might once again be the USA. What are the trends in German-British exchange statistics? The United Kingdom's exit from the *Erasmus+* programme may cause significant reductions. What will be the consequence of the protests by students expelled from university in Belarus? Without scholarships for stays in western countries, few opportunities are open to them. In other words, a programme to fund at-risk students – not only from Belarus – would reflect favourably on Germany. How will political upheavals with Russia affect cooperation relationships with German partners? Less severely than might have been feared, fortunately, thanks to the robust framework for collaboration in education, research, science and innovation that the 'German-Russian Roadmap' has provided since 2018 (see page 101).

MAKING A DIFFERENCE THROUGH FOREIGN ACADEMIC POLICY

For representatives of higher education, funding bodies and science policy, the question of how to make meaningful differences through



On 1 July 2020 Germany takes over the Council of the European Union for six months.

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foreign academic policy is typical of the issues they grapple with every day. The DAAD possesses a great store of anecdotal knowledge, but that is no longer adequate, as the DAAD's scope and activities have become significantly more political in recent years. In an age when the conflict lines between countries are not only numerous but also marked by shifting alliances, foreign academic policy has never been more important. The DAAD's partners expect more than just information. They need robust and reliable answers to the whole range of questions about opportunities and risks for international academic collaborations. They rely on the DAAD taking a clear position, not just with its words, but in how it acts, too. This is why the DAAD always aims to support civil society, particularly in those countries where opportunities for civil society to exert an influence are limited. This can be achieved in a range of ways: through academic diplomacy, through the creation of a protected space for critical discourse, and also through the classic method of promoting the talents of the next generation within the framework of scholarship programmes. The DAAD is acutely aware both of its responsibilities and also of the limitations of its sphere of influence. The maxim of

all its actions is to maintain contact for as long as possible within the wider legal and regulatory environment, in order to promote the well-being of students and teachers in the country concerned.

THE LITMUS TEST FOR ACADEMIC FREEDOM

A central question in this is how to deal with restrictions on academic freedoms. In more and more countries teachers and researchers face censorship or being barred from their professions. Even visiting lecturers from Germany and students on exchange programmes experience these restrictions, though usually in a less stringent form. It is beyond doubt that academic freedom is a precious asset that should be defended at all costs. But what does that mean when dealing with partners in politically complex contexts? What can be done to avoid one's own actions causing difficulties for colleagues at partner higher education institutions? What is the right balance between standing up for one's own convictions and taking the legal and regulatory environment of the host country into consideration? Lastly, when does refusing to back down on a

point just make you look like a know-it-all or someone who is convinced of their own moral superiority? On the other hand, at what point does a situation become so intolerable that the only option left is to clearly distance yourself or break off relations?



GUIDING PRINCIPLES FOR ACADEMIC COOPERATION

There is clearly a great desire for guidelines, as evidenced by the response to the ‘Keine roten Linien’ (‘No Red Lines’) report on academic cooperation within complex legal and regulatory environments published by the DAAD’s Competence Centre for International Academic Collaborations (KIWi). Institutions considering starting cooperations can use six criteria to form a view of whether a partnership would be advantageous to them or not. The criteria range from general security conditions to integration into an institution’s own strategy. This also includes being aware of what their own interests are and communicating them clearly. The Competence Centre offers higher education institutions a point of contact for advice on all aspects of initiating and optimising cooperations, as well as practical assistance for cultivating and developing international relationships. It goes without saying, the DAAD’s statements should only be considered as advisory and that responsibility for decisions on courses of action in the international arena lies with the respective actors.

RESEARCH – A TRANSFORMATION FOR THE FUTURE

The global pandemic has brought home to everyone how important it is to take mutual, international and integrated action to respond to key issues and challenges. Against this background, research funding will become an ever-more important issue for the DAAD. The DAAD contributes to sharing experience and acquiring knowledge in academia in a range of ways, from funding research abroad for individual scientists to subject-specific higher education partnerships and the creation of Centres of Excellence in Africa and elsewhere. Moreover, even small initiatives can achieve significant impacts. One example of this is the ‘Postdoctoral Networking Tour in Artificial Intelligence’ initiative, which began in 2020. There is fierce competition for up-and-coming talent in the field of AI at present, making it more challenging for German higher education and research institutions to attract the most able young scientists in the field. Indeed, there is an observable trend for talented AI scientists to emigrate. Top locations such as the USA are becoming increasingly attractive, with countries like China close behind. This makes it essential to start recruiting experts at an early stage as part of a sustained effort. But how do you achieve systematic professional networking between international talent and the German AI community? The answer is reaching out in targeted and individualised ways to present a compelling image of the specific strengths of German AI locations. This works best through direct personal contact between experts.

STANDING UP FOR EUROPE

Germany’s Presidency of the EU Council in the latter half of 2020 came at a time when European thought was facing many challenges, from Brexit and the separate courses taken by Hungary and Poland, through to the lack of European solidarity when dealing with the Covid-19 crisis. In the light of this, it is essential that both now and in future, Europe’s young people should have the opportunity to study together and enjoy friendly co-existence. Yet the past year has

also shown the huge potential for encounters and exchanges that digital media offers. In October and November three virtual conferences took place at the invitation of the DAAD under the auspices of Germany's Presidency of the EU Council. These were 'Europa gestalten – Europa stärken' for alumni; the 'Moving target digitalisation: re-thinking global exchange in higher education' conference; and the EU's global idea hackathon 'DigiEduHack 2020: Main Stage Event and #SemesterHack 2.0'. One advantage of digital events is their almost unlimited scalability without major logistical or financial implications. Another benefit is the opportunity to create many changing sub-groups within a single event, thereby creating more cross-communication (and not just during coffee breaks).

SUSTAINABLE MOBILITY

The opportunities arising from digital transformation go far beyond events management. If virtual services are smartly designed they can contribute to greater participation and equality of opportunity, as well as being better for the environment than physical mobility in any funding programme. The DAAD took advantage of restrictions on mobility during the pandemic year to develop new digital programmes to support

higher education institutions in their digitalisation processes. From digital preparation for study in home countries to virtual teacher exchanges and online expert networks, the number of learning and exchange formats initiated and funded by the DAAD is constantly growing. Virtual alternatives save time and energy and will have a fixed place within the DAAD's portfolio, including for its internal activities. One example of this is the complete digitalisation of the International DAAD Academy's course programme in 2020. A substantial part of these changes will be retained. One thing is already clear: although significant milestones have been reached, the journey is not yet over. Internationalisation will take on a wholly different form in the post-Covid era. Advancing climate change will mean mobility is no longer a given: it will have to obey the imperative of sustainability. The DAAD will contribute its expertise in what is one of its central areas of activity. A 2020 food-for-thought paper showed how sustainable academic mobility could be achieved. The paper also raised ideas for discussion among higher education institutions, funding bodies and the public.



www.daad.de/postdocnet
www.eu.daad.de
www.daad.de/moving-target
www.daad.de/sustainability



Behind the scenes in the live studio of the 'DigiEduHack 2020: Main Stage Event and #SemesterHack 2.0' idea hackathon.



A new point of contact for German higher education institutions: the DAAD's Competence Centre for International Academic Collaborations (KIWi).

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Expertise in international partnerships between higher education institutions

The conditions and challenges facing international academic partnerships are in constant flux. This presents a range of tests for higher education institutions. Since 2019 the DAAD's Competence Centre for International Academic Collaborations (KIWi) has provided institutions with a central point of contact, with an increased range of services since 2020.

Which are the right Brazilian higher education institutions for my university to collaborate with if practical outcomes are my focus? Where can I find information on security conditions in the Caucasus? How can I organise cooperation projects with East Asia and what implications would that have for cooperating with Russian universities? German higher education institutions need up-to-date and consolidated answers to these and many other questions. The DAAD's Competence Centre for International Academic Collaborations provides them at first hand.

The Competence Centre is also working to take information that was previously spread across various sources and present them clearly on a single digital platform. It also provides

information to the DAAD's member institutions about specific countries and their higher education systems. It identifies suitable cooperation partners and helps higher education institutions make the best use of funding instruments and financing options. The Competence Centre also provides strategic advice on how to initiate and manage cooperations successfully. The range of issues covered by the Centre is also being continually expanded. Its current focus is on risk and security management as well as advice on the management of legal frameworks around academic cooperation.

'Providing advice to individual higher education institutions is the top priority for the Competence Centre,' says Christiane Schmeken,



The DAAD's analyses of education systems provide consolidated information and assessments about higher education and academic systems in a range of countries.

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director of the DAAD's Strategy department. The team takes inquiries from higher education institutions and investigates answers either by approaching the relevant department or the country concerned itself. The DAAD's network of Regional Offices, Information Centres and Information Points around the world, along with some 425 DAAD Lektors has access to particularly detailed information and unique expertise.

The team ensures higher education institutions have access to knowledge that has been acquired in-house and abroad, and also connects institutions with experts at the DAAD. Questions about international higher education marketing might be put to the GATE-Germany office, for example. 'Many higher education institutions come to us with questions about international higher education marketing,' says Dr Guido Schnieders, head of section for International Higher Education Marketing. GATE-Germany assists higher education institutions with a range of services and information such as how to acquire international students from certain target countries for a degree programme.

ANALYSIS OF EDUCATION SYSTEMS AND COUNTRY FACTSHEETS

Through the DAAD Competence Centre, higher education institutions have access to detailed analyses of the higher education systems in around 80 countries. In a new development for 2020, institutions can compare and evaluate these analyses digitally, taking a range of factors into consideration.

TACKLING ISSUES AND TAKING THE FIRST STEPS TOWARDS COOPERATION

'We are more than just a gateway for individual inquiries,' says Marc Wilde, project manager for KIWi. 'Through our own events we can actively take up current foreign academic policy questions and offer answers in collaboration with experts. One example is the expert discussion the Competence Centre arranged in late 2020 on the topic of Belarus and Russia.' With 'KIWi-Impuls' and 'KIWi-Kompass' the team has also issued two series of publications to offer universities help with specific challenges.

The Competence Centre does more than just consolidating information. It also directly promotes academic exchange between higher

THREE QUESTIONS FOR

Marc Wilde



DAAD Competence Centre project manager.

Within the DAAD you are the first point of contact for higher education institutions on the subject of academic cooperation. What else does the Competence Centre have to offer?

By integrating the DAAD Network we are in a unique position of being able to consolidate knowledge and provide a bespoke service to different sectors of academia. We see our main role as advising German higher education institutions on how to initiate and develop international cooperation projects by pooling information for them.

How do you support higher education institutions to position themselves internationally?

We provide tailored support, from the choice of country in the initial stages through the assessment of opportunities and risks in a given environment. We also help them look for suitable partners and appropriate funding programmes. We also offer enhanced guidance on our key areas of focus: 'The management of international academic collaborations, risk and security management, legal frameworks for international cooperation and applied sciences.'

What new formats have you developed and what are you planning for 2021?

Just recently we have set up expert discussions in which we respond to the latest developments in higher education, analyse trends and seek to provide guidance for future cooperations. Our primary focus for these events is on countries where the legal and regulatory environments affecting cooperation are increasingly challenging. These discussions are supported by our new publication series, 'KIWi Impuls' on current policy issues, and 'KIWi Kompass', which has a practical focus. In addition we are establishing event formats aimed at networking and sharing experience at a peer-to-peer level. Alongside targeted inputs from DAAD experts, the primary concern here is to allow participants from academia to learn from each other.

education institutions. 'Thanks to our many international academic cooperations, the higher education institutions possess a great deal of practical and country-specific knowledge. We want to capitalise on these competencies and help these institutions connect with each other,' Wilde says.

The Competence Centre aims to create formats which bring together higher education institutions that have particular experience in one country or region with those that are seeking to start building up experience. To this end, the KIWi organised a workshop on academic collaboration with Vietnam. It included a discussion of collaboration guidelines that reflect the practical experiences of higher education institutions and will

VOICES

‘This gives me the links I need to research in detail’

Dr Birgit Barden-Läufer,
director of the International
Office at Leibniz University
Hannover and member of the
DAAD Executive Committee.

I see the organisation of the Competence Centre as a central point of contact as a great success. It consolidates the outstanding expertise of the DAAD, makes it accessible and presents it in a user-friendly way. In many cases I can access information and knowledge directly through the online portal and compile exactly what I need. As well as providing an overview, the portal gives me up-to-date links through which I can research in depth and in great detail. I regularly use the ‘Pressespiegel Internationale Hochschulwelt’ service to find current information about the academic landscape of specific countries. Since the summer of 2020 I have regularly studied the pandemic conditions in countries that are important to us.

‘We need to be able to act with confidence’

Eva Portius,
head of International
Relations at
Forschungszentrum Jülich.

Forschungszentrum Jülich works in many countries with hundreds of partners from academia and research, including those in ‘challenging contexts’. However, the legal and regulatory environments in some countries are growing ever more complex. That is why we need nuanced information and an assessment that gives us the confidence to act so that we are on an equal footing with our partners in those countries. For this reason, turned to the Competence Centre. They gave me highly detailed but also precisely tailored information on the country concerned, and in a very short time, too. That was extremely valuable.

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be published as a KIWi-Kompass. ‘Peer-to-peer events are most successful in safe spaces where participants can speak openly and share negative as well as positive experiences,’ Wilde explains.

NO RED LINES – ACADEMIC COLLABORATIONS IN COMPLEX ENVIRONMENTS

Solving the challenges of the 21st century is only possible through mutual and international action. However, for German higher education institutions, developments on a global geopolitical level are causing rapid changes to the

environments in which they cooperate with academic institutions abroad. As a consequence, German institutions must constantly re-evaluate existing and future cooperations.

The institutions therefore require detailed background information to make realistic assessments of the opportunities and risks. The core of the ‘Keine roten Linien’ guidelines is an analysis grid based on six criteria. It does not lay down any red lines, but instead offers higher education institutions an evaluation framework for their risk analyses. This gives the institutions a basis on which to decide for or against a cooperation.



‘We are more than just a gateway for individual inquiries,’ says Marc Wilde, project manager for KIWi. ‘Through our own events we can actively take up current foreign academic policy questions and offer answers in collaboration with experts. One example is the expert discussion which the Competence Centre arranged in late 2020 on the topic of Belarus and Russia.’

Marc Wilde, DAAD Competence Centre project manager.

Against the background of these challenges, international academic cooperation ‘must be expanded, even at the cost of what are sometimes difficult negotiations,’ says DAAD President Prof Dr Joybrato Mukherjee.

The DAAD Competence Centre also sounds out potential new academic relationships with key partner countries. The first project was a

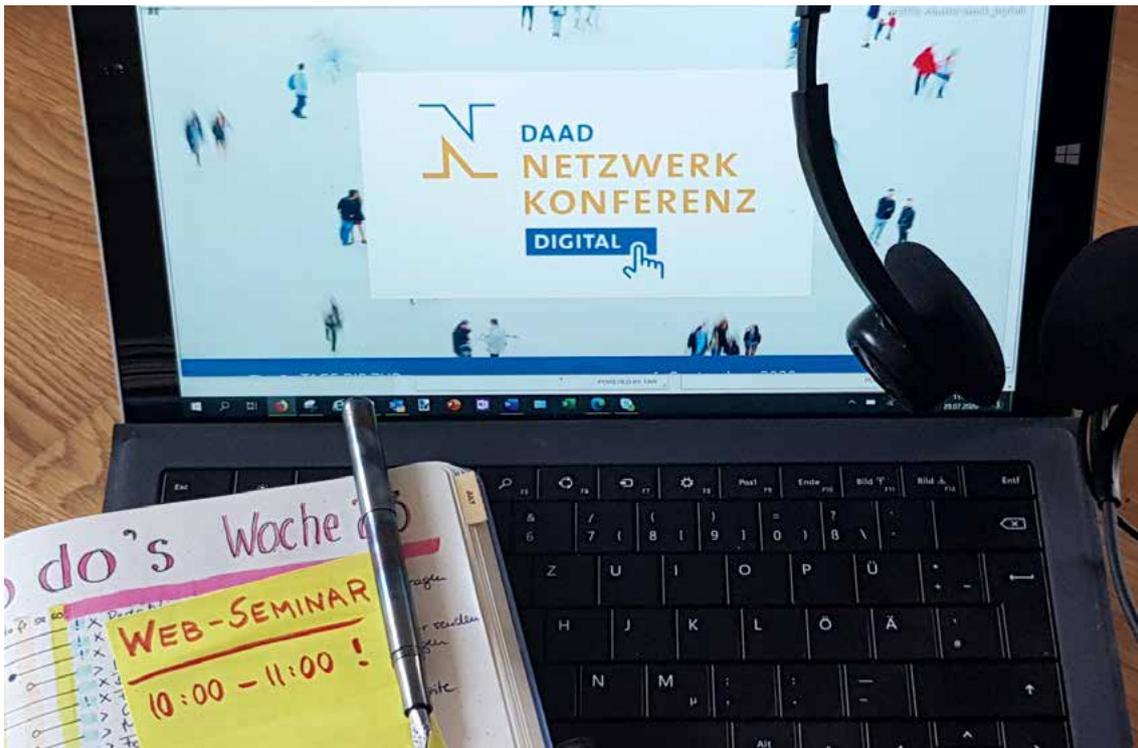
food-for-thought paper on cooperation with Russia and a public expert discussion on the inauguration of Joe Biden.



www.daad.de/kompetenzzentrum
www.daad.de/kiwi-kompass-keine-roten-linien
www.daad.de/bsa



National Library of Belarus, Minsk.



For the first time the 'DAAD-Netzwerkkonferenz' was held virtually in 2020. The event lasted a whole month which drew very positive responses from its target audience.

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The 'Netzwerkkonferenz' reinvents itself

Just in time for its tenth anniversary, the GATE-Germany office's 'Netzwerkkonferenz' had to take on a new digital form overnight. Though this was a challenge, in the end it allowed almost three times as many representatives from higher education to take part than could have attended an event in Bonn.

The DAAD's member institutions particularly value the format of the 'Netzwerkkonferenz'. Some 150 representatives of higher education institutions travel to Bonn every two years for intensive networking and discussion. At Bonn's Wissenschaftszentrum they get to meet the heads of all DAAD Offices around the world, all in the same place and at the same time. No other conference brings together so many experts on the international higher education market in this way. It is a unique opportunity to provide answers to current questions about international academic collaborations. Visitors can also attend specialist events such as country talks and share ideas and experiences with other attendees.

But the Covid-19 pandemic unceremoniously threw plans for the 2020 10th anniversary celebrations into confusion. What was to be done? A like-for-like transfer from a face-to-face event

to a digital one was not an option. For Dorothea Oeyen, head of the GATE-Germany office and her colleagues, the question was, 'How can we keep the core elements of the "Netzwerkkonferenz" while freeing it from the constraints of a face-to-face format and at the same time develop a sustainable digital framework?'

The team swiftly decided that a continuous two-day digital conference would be too restrictive for all participants. The solution was to extend the duration of the 'Netzwerkkonferenz' to a whole month. 'This meant that attendees could book many more one-to-one conversations. They could also suggest multiple time slots as a way of minimising restrictions caused by the two participants in the meeting being in different time zones,' says Dorothea Oeyen. The conference platform allowed participants to book appointments and also manage their own schedules at the same time.



‘For me the one-on-one meeting format was excellent, uncomplicated, easy to access and you could do it in peace. Stress-free for everyone. The DAAD up-close and in-person! Definitely keep doing this!’

Quotation from a participant in the ‘Netzwerkkonferenz’

MANY NEW FORMATS

Peer-to-peer discussions also provided an opportunity for participants to find interesting conversation partners who could help with specific issues, such as digital student support, dealing with countries in challenging contexts, developing strategies or European University Alliances. A digital ‘Wall of Ideas’ allowed participants to post issues and others to comment and formulate their own ideas. The digital conference also offered live sessions and web-based seminars. ‘It was a conscious decision to offer only a few selected events because we did not want to overload the participants’ schedules,’ Dorothea Oeyen explains.

COUNTRY INFORMATION EVENTS

For many participants the DAAD’s Country Information Events are a key element of the ‘Netzwerkkonferenz’. Face-to-face they last about half an hour. Digitally, that is an eternity. ‘We therefore experimented with new formats such as adding sound to PowerPoint presentations. We also commissioned country information videos from Christoph J. Kellner, a graphic recording artist,’ Oeyen explains. The outcome was short but informative explanatory videos.

In the end the effort was worth it, according to Oeyen: ‘We were able to try out many different things and even while the conference was still going on we received a great deal of very positive feedback. The feedback we received from

participants on individual digital elements such as the “Wall of Ideas” and live sessions was instructive.’ As Oeyen says, the exciting question is now whether a digital format can be sustainable in the long term.

ON-SITE OR VIRTUAL?

Some of the advantages of digital formats are obvious. With almost 600 participants, logistical considerations alone meant that far more people were able to take part than could have attended a physical event in Bonn. Moreover, there was a high proportion of first-time visitors thanks to the low barrier to entry. Feedback indicates that 65 per cent of visitors to the ‘Netzwerkkonferenz’ were there for the first time. The digital format also spared them the effort of additional travel and saved CO₂ at the same time. ‘A digital event is far more effective than a face-to-face event, particularly when it comes to helping so many people connect with each other,’ is Oeyen’s view. ‘Thanks to making bilateral one-on-one meetings the emphasis of the event, we were able to sustain intensive, personal exchanges of ideas.’



www.daad.de/daad-netzwerkkonferenz



The deforestation of indigenous trees for export in Sioma, Western Province, Zambia, is reducing shaded areas for local farmers.

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Scientific solutions to climate change in Africa

Evidence-based sustainable solutions are one of the foundations for tackling climate change. Through *climapAfrica* and *Partnerships for sustainable solutions with Sub-Saharan Africa*, the DAAD is funding researchers at the interface between academia and practice.

Climate change has hit Africa particularly hard. It is therefore critically important to expand the number of skilled researchers and lecturers and thereby develop robust knowledge at a local level. This knowledge will support sustainable political decisions concerning the effects of climate change and the measures required to adapt to it.

Transformation through science. This is the maxim of the *climapAfrica* programme, which was set up in 2019 and is funded by the Federal Ministry of Education and Research (BMBF). Its focus is on funding postdocs and African alumni of German funding organisations working in the field of climate research. The programme aims to support future African leaders in the field of applied research into combating climate change in southern and western Africa. *climapAfrica* takes up the strategic objectives of the DAAD such as digitalisation

and climate research. In this way, the DAAD is underscoring its responsibility as a funding organisation and facing up to the challenges of our time, the period of history ever more firmly identified as the Anthropocene.

The *climapAfrica* programme is working with the SASSCAL and WASCAL service centres in southern and western Africa respectively. Seven expert working groups on key aspects of climate change form the nucleus of the project, with the DAAD acting as a coordinator. 173 climate experts are working together to understand the extent and impact of climate change in their regions, developing plans for appropriate countermeasures and organising practical training and networking events. 'Our aim is to open up good prospects for the next step in their academic career for junior researchers from all over Africa through the *climapAfrica* working groups. The



groups provide practical advice, networking and access to specialist and methodological expertise', says Niels Böhm, DAAD senior desk officer. An advisory board of internationally renowned climate researchers supports the working groups in their research.

The *Partnerships for sustainable solutions with Sub-Saharan Africa* programme is aimed at research-based learning. It combines research and postgraduate teaching on current issues around sustainability in countries south of the Sahara. The programme is being implemented by the DAAD in cooperation with the German Aerospace Centre's (DLR) Project Management

Agency, with the DAAD looking after postgraduate teaching while the DLR's Project Management Agency handles research. *Partnerships for sustainable solutions with Sub-Saharan Africa* covers issues such as recycling economies, food production and manufacturing, as well as transport and logistics. A total of 49 German higher education institutions and their African partners have applied. Twelve projects are being funded up to 2024, two of which are taking place at universities of applied science.

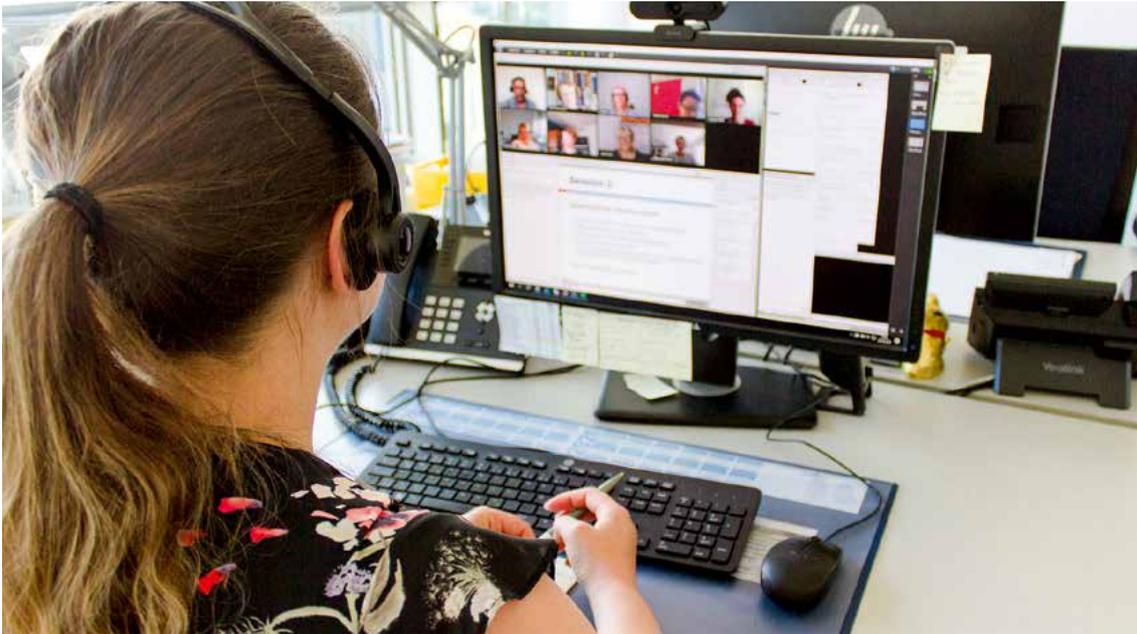
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www.daad.de/partnerschaften-mit-subsahara-afrika
www.daad.de/climapafrica



Through the *climapAfrica* programme the University of Cape Town is analysing samples from the six million-year-old Kalkkop crater.



During the pandemic the International DAAD Academy temporarily transferred its programme into online formats.

Virtual training on questions about digital exchanges

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What aspects should higher education institutions bear in mind when offering ‘virtual exchanges’? How should they organise digital exams, and what should be included in a cooperation agreement with a foreign higher education institution? Higher education institutions were able to explore these questions and many more in bespoke training events offered by the *International DAAD Academy (iDA)*.

The 2020 calendar was full. 103 face-to-face events and around 40 in-house seminars were planned by the iDA. But by the end of March the pandemic meant all these plans and events were already outdated. Nevertheless, within a short time the iDA was able to move all its services online and adapt its formats to a digital environment. And in the new digital world of professional development, these courses were quickly booked up. ‘Higher education institutions also had to make the switch over. In this regard they needed a huge amount of information, and they all needed to share ideas and experiences each other,’ says Lena von Eichborn, head of the iDA until March 2021.

In von Eichborn’s view the pandemic has revealed the potential of digital training – a potential she intends to tap into. ‘Eliminating time spent travelling to and from events means we can reach new target audiences. It also makes us much more flexible in terms of formats and

content.’ Multi-day events that extend over several weeks, modular training sessions and also sharing knowledge in longer and asynchronous phases are all easy to arrange with online courses. But there are pitfalls, too: what works well in face-to-face events might not necessarily work online. ‘Digital event formats need to be designed in a more concentrated way that engages the participants and makes the pace quicker.’ It is also easier for participants to network at a face-to-face event. For this reason the iDA will not abandon face-to-face events after Covid-19 is over, despite the success of their online activities. ‘By offering both online and face-to-face training events we can make the most of the benefits of both alternatives.’ Course evaluations also show that the iDA’s plans are meeting the needs of higher education institutions, as requests for online seminars are the most common feedback.



www.daad-akademie.de



Oliver Janoschka, managing director of Hochschulforum Digitalisierung (left) and host Mitri Sirin open '#DigiEduHack' in Berlin on 12 November 2020.

Creative approaches to digital education

Where is digital higher education headed? The DAAD is not only opening up new development areas for its member higher education institutions, but also providing platforms for sharing ideas and experiences on digital internationalisation. In 2020 these included the '#MovingTarget2020' and 'DigiEduHack' events.

The journey from the lab or the lecture hall into a virtual international classroom can be a very long one. German higher education institutions are also faced with a whole range of new demands if they want to expand their digital services in the ways expected by students, academic staff and government ministries.

The DAAD is supporting its member higher education institutions throughout this process. 'What matters most now is networking and sharing ideas and experiences,' explains Katharina Engel senior desk officer for Digital Internationalisation and European University Policy. 'Many institutions are trying out new formats and gaining experiences that others can later learn from, or they are looking for partners who are already a step ahead of them and who they can learn from.'

The DAAD is facilitating these exchanges through meetings and conferences, for example. Naturally, it faced the same challenges during 2020. 'To be honest it was not what we had planned, but the critical situation regarding Covid-19 infections meant we had to move our programme almost entirely online,' Engel says. 'But by doing that, we also made a huge leap forward ourselves.'

'#MOVINGTARGET2020' CONFERENCE

What new targets can be set for the internationalisation of higher education and what routes in the fields of cooperation, mobility and knowledge transfer can be opened up by using digital formats? These were the questions addressed by the 'Moving target digitalisation: re-thinking global exchange in higher education' conference.



Live studio in a lecture hall on the University of Potsdam's Griebnitzsee campus.

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The DAAD organised the official conference on the German Presidency of the EU Council as a hybrid event, so it was particularly gratifying to see a significant increase in the number of international experts taking part who otherwise would not have flown to Germany for it. A total of 1,300 experts registered for the two-day programme. Up to 600 virtual conference visitors attended the panel discussions and over 200 provided inputs to every round of workshops. An additional benefit came from the fact that virtual participants could create their own personal agenda and integrate the digital conference into their regular working patterns.

The sessions on virtual mobility and international exchange were particularly successful. A panel discussion with representatives of German and American higher education institutions from the DAAD's *IVAC (International Virtual Academic Collaboration)* programme, which began in 2020, focused on how to teach competencies successfully. The discussion considered the digital and non-digital competencies needed in the employment market and also reflected on personalised intercultural training for students involved in virtual collaborations. Digital formats are also an answer to the question of how to establish new global strategic partnerships, including those that extend beyond the higher education sector. In workshops exploring the

tensions around 'Mobility and Exchange: Physical – Blended – Virtual', speakers from higher education institutions and alliances shared insights into their strategies to integrate digitally supported mobilities into their internationalisation programmes. They also discussed their designs for exchange formats and learning scenarios in these contexts as well as offering practical advice on how to establish and expand teachers' digital competencies.

The event on digital administration was similarly well attended, bringing attendees up to date on current projects engaged with challenges on all aspects of interoperability between platforms and the safe sharing of data.

Every contribution to the conference shared one unifying impulse: higher education can access new potential through digitally supported cross-border cooperation and international exchange, and in some cases these potentials can only be achieved through digitalisation, including in efforts to become more sustainable, inclusive and gender-inclusive. And, just as the Möbius strip in the conference's logo (a reference to the symbol of German's Presidency of the EU Council) suggests, transformation cannot be achieved all in one go. Digital transformation is a moving target and it calls for actors in higher education institutions, politics and

society to keep up the exchange of ideas while accelerating change together with an eye on the big picture.

‘DIGIEDUHACK 2020’ IDEAS HACKATHON

‘Together we redefine learning’ is the motto of DigiEduHack, a European Commission digital education hackathon. The DAAD was a partner in the hackathon under the framework of Germany’s 2020 Presidency of the EU Council. Teams around the world developed solutions for the future of education in 55 events that took place in parallel. That said, ‘DigiEduHack’ is not a hackathon in the original sense of the word, one aimed exclusively at IT professionals. Instead, the aim of the initiative is to work together to generate creative ideas and prototypes for the wide range of challenges arising from digital education. Some 2,600 participants registered in 2020 with about 350 taking part in ‘#Semesterhack 2.0’. The event was supported by the DAAD, the Hochschulforum Digitalisierung, KI-Campus and seven partner higher education institutions. Over the course of 36 hours a diverse range of ideas were developed for digital teaching, collaborative work and all aspects of virtual campus life in the digital winter semester.

Participation in ‘DigiEduHack’ was open to students, researchers, teachers, education experts and innovators – anyone interested in digital education! Skills such as openness, motivation and being a team player were in demand, not necessarily programming knowledge.

The topics for the teams were as diverse as the hackers themselves. One team worked on virtual exchanges between senior citizens to allow them to travel together digitally or in real life. Other teams explored learning experiences with robots and serious games, the climate crisis, how artificial intelligence can increase motivation for learning and even sex education via mobile phones. There were ideas here for every age group. There will be a public vote in early 2021 to choose the three winning teams for ‘DigiEduHack’, who can look forward to 5,000 euros each in prize money. The DAAD is already supporting seven student ‘#Semesterhack-Projekte’ with funds from the Federal Ministry of Education and Research (BMBWF). They will present their progress in spring 2021.



www.daad.de/moving-target
www.daad.de/deh-2020



Participants in the local hackathon in Turin, Italy, on the issue of ‘digital education for a sustainable food industry’, part of ‘DigiEduHack’.



Graduation in Bologna, 2020.

More advice and clarity in the Bologna process

The mutual recognition of academic achievements, quality assurance based on agreed standards and a uniform structure of qualifications are the key conditions for successful international mobility for students and academics within the European Higher Education Area (EHEA).

More than twenty years after the Bologna Declaration was signed, progress on implementing the ‘Key Commitments’ of the Bologna Process varies between EHEA member states. With the DAAD in the coordinating role, a number of European Partners are assisting higher education institutions with implementing the planned standards and structures through the Bologna Hub Peer Support project, which is financed by the European Union and the Federal Ministry of Education and Research (BMBF).

The two-year project began in September 2020 and focuses on individual guidance. ‘We have now brought in 27 Bologna experts from 16 countries,’ says Matthias Becker, senior desk officer for *Erasmus+* policy support at the DAAD. ‘They work on a peer-to-peer basis with

higher education institutions that are interested in the Bologna process to advise them on how to implement the three Key Commitments.’ This advice takes place in stages. During the first meeting (which may be held digitally) the experts analyse the steps required with the staff responsible at the higher education institution. The institutions then have up to twelve months to put these into practice. In the third phase the two sides evaluate the outcome. ‘It is important that this process should be between equals,’ Becker emphasises.



DAAD Alumni: ideas for Europe

In 2020 the DAAD asked its alumni to send video messages about the major challenges facing the European Union. These recordings were collected and edited into a compilation which was presented at the central meeting of alumni to mark Germany's Presidency of the EU Council.

'We never thought so many people would take part in our alumni meeting virtually. It is a great joy to see how strong interest in Europe evidently is,' recounts Heidi Wedel, head of the Alumni section at the DAAD. With almost 1,200 participants the hybrid event, held both online and in Berlin on 1 October 2020, exceeded all expectations.

Initially, the hybrid format was born out of necessity. The original plan was for a three-day meeting in early October where DAAD alumni from across Europe would meet in Berlin for the first time. The Covid-19 pandemic meant this had to be postponed for a year. A shorter, digital meeting would serve as a substitute in 2020. The majority of the national and international 'Ideas Labs' that had originally been planned also had to be postponed to 2021. Two of the 'Ideas Labs' were still held digitally.

CLIMATE CHANGE AND MIGRATION: THE CHALLENGES OF THE 21ST CENTURY

The goal of the 'Ideas Labs' is to help alumni consolidate their knowledge and ideas and develop proposed solutions to eight thematic focuses. These include sustainability and climate change, democracy in Europe and migration. The plan for the face-to-face gathering was to select the best proposals and present them to the 2021 alumni conference. The first two Labs in 2020 focused on climate change and migration as the key challenges facing the EU this century.

The DAAD alumni's relish for innovation could already be seen at the first 'Ideas Lab' in May 2020. Instead of meeting in Ljubljana in Slovenia, the 30 DAAD alumni from Slovenia, Croatia and Italy took part virtually to discuss



'Europe is a space that needs to be shaped.'

Dr Andreas Görgen
head of Directorate-General for Culture and Communication
at the Federal Foreign Office.

the theme of migration. Along with considering the challenges they particularly looked at the opportunities, such as how language and art can contribute positively to perceptions of migration and the integration of diversity into society.

Under a heading of 'Small steps for big change', alumni turned their attention to the EU's 'Green Deal' in the second 'Ideas Lab'. Instead of aiming at grand solutions, they put their own daily lives under the microscope. 'My generation will certainly feel the impact of climate change,' said DAAD alumna Marta Gomolla. She is relying on the expertise of environmental activists and experts for solutions. 'The wealth of perspectives and practical approaches are good preconditions for the realisation of sustainable ideas.'

SHAPING EUROPE – STRENGTHENING EUROPE

'Europe is a space that needs to be shaped.' In his opening speech at the hybrid alumni meeting in Berlin, Dr Andreas Görgen, head of the Directorate-General for Culture and Communication at the Federal Foreign Office (AA) made it clear that if Europe is to succeed, it needs more than just a regulatory framework – it needs to rejoice in its diversity and the commitment of every individual. Dr Görgen also thanked the alumni for their engagement.

The DAAD alumni contributed their ideas for Europe to the event via video and live chat. The central issues of climate change and migration brought out a range of different views among the participants. In the panel discussion Member of the Bundestag Katrin Staffler spoke on the topic of migration policy and called for 'a common solution for the whole of Europe,' for example. Michael Bloss, DAAD alumnus and MEP, however, warned against endlessly delaying decisions, as this could damage the EU's values.

At the end of the event everyone agreed that a forthright discussion and the exchange of differing perspectives can contribute to effective solutions. Heidi Wedel also made the point that virtual formats have proved themselves capable of enriching exchanges between young Europeans even during a global pandemic. 'Through this event we have been able to reach many more people and make it possible for them to participate. We will continue to develop these digital formats and integrate them in our work for the long term.'



www.daad.de/alumni-meeting-2020

Ideas for Europe



Dóra Dömötör-Nagy
Holder of a DAAD scholarship
from the *German Schools Abroad*
project, Hungary

The EU should make sure that people can travel quickly and easily by rail throughout Europe by means of price subsidies and network expansion. Above all, we need a central ticket booking system and trains that are coordinated internationally so we can explore Europe's diversity in an environmentally friendly way.



Dr Sotiris Mitralaxis
DAAD alumnus,
Greece

A common economic and financial policy is necessary, including shared debt liability. The EU cannot remain where it is at this point, especially in the current crisis. That would only strengthen nationalists in individual countries. Instead, we should continue along the path towards deeper unification. This ultimately means a relationship between the EU states similar to that which exists in Germany between the federal level and the regional states.



Diana Gandra
DAAD alumna,
Estonia

I would like to see a common system for returning drinks bottles. Regardless of whether I buy a glass or a plastic bottle, it should be possible to return it in any EU member state. This returns system would support the global fight against climate change, which is why the EU should implement it.



Dr Mateusz Osiecki
DAAD alumnus,
Poland

This is not something you would expect an aeroplane fan like me to say, but I think it is necessary to introduce kerosene taxes across the whole European Union. Until now that is something only the Netherlands and Norway have decided to do. In other EU countries kerosene is the only energy source that is not taxed. The taxes should be introduced carefully and gradually, but they could spur tech giants to accelerate the development of more environmentally friendly technologies.



Prof Dr Hussain Al Towaie is from Yemen and is carrying out research at the Technical University of Darmstadt into water treatment with the aid of renewable energy.

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Refugee academics in the European employment market

How can refugee academics be integrated into the European employment market? What are the preconditions? The EU *Career Advancement for Refugee Researchers in Europe (CARE)* project has been researching answers to these questions in ten European countries. 'Focus groups in each country have also discussed the conditions faced by refugee academics. We then surveyed employers on the subject,' says Susanne Findeisen, project coordinator at the DAAD.

The challenges facing the refugees are substantial. 'Pressure from competition remains significant in the academic environment in Europe,' says Susan Findeisen, discussing the obstacles her project has identified. 'In addition to this, linguistic difficulties and refugee status are often barriers to a permanent position'. In the light of the outcomes of this project, she makes the case for a targeted and sustainable structural funding programme to help academics with a refugee background enter the academic employment market.

The results of the two-year project that came to an end in late 2020 were summarised in country-specific 'Fact Sheets' and analysed in web seminars. Interested readers can find the results on EURAXESS, the European portal for researchers. The DAAD delivered the project in partnership with the Brussels-based Academic Cooperation Association (ACA) and the Finnish National Agency for Education (EDUFI).



www.daad.de/care-europe



The International Club of the Freiburg student union, winners of the prize for outstanding support for international students in Germany.

Digital ‘Leaders’ Conference’ on current challenges around internationalisation

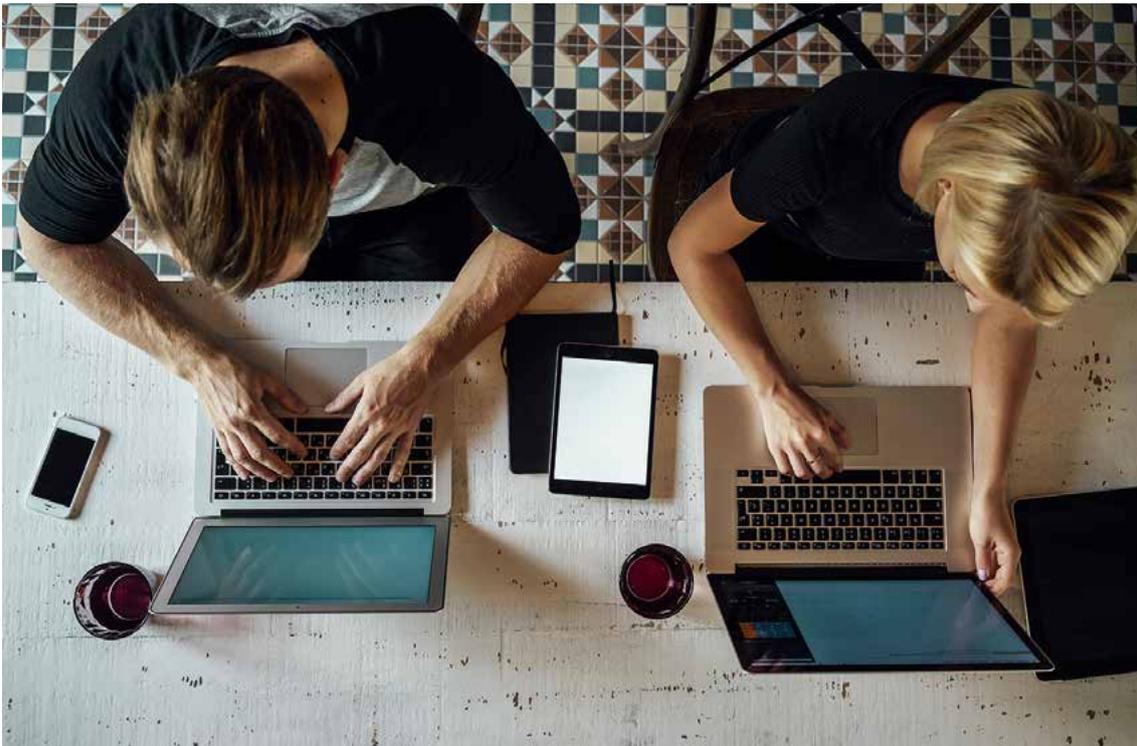
At the top of the agenda for the ‘International Office Leaders Conference’ were the challenges faced by German higher education institutions concerning internationalisation.

The DAAD’s ‘Leaders’ Conference’ is an annual discussion meeting for the heads of the International Offices at Germany’s higher education institutions. ‘This is one of the most important platforms for internationalisation and dialogue between International Offices and the DAAD,’ says Dr Dorothea Rüländ, Secretary General of the DAAD at the opening of the event. The conference was held digitally for the first time on 11 and 12 November 2020.

Taking ‘Quo vadis Internationalisation?’ as its motto, the plenary discussion centred on the pros and cons of digitalisation for internationalisation. ‘Digitalisation gives us new ways of accelerating internationalisation far beyond exchanges in their classic form,’ said Dr Christian Queva from the University of Mannheim. Dr Antonia Gohr from the Hanover University

of Music, Drama and Media explained how switching to digital teaching formats is a major challenge for colleges of Art and Music. ‘A year ago delivering classical music tuition digitally was still unthinkable. Now we do it over Zoom. Even international students who were not able to travel to Germany had the chance to take part in lessons.’

However, Andreas Eimer of the University of Münster warned against taking a purely digital approach to internationalisation. ‘Internationalisation is not something that starts at your desk. For all the benefits digitalisation brings to internationalisation, it also conceals the risk that we believe we understand the world, but in so doing, we slip back into provincialism.’



The plenary session also subjected the environmental footprint of mobility to a critical discussion. The consensus was that a return to the former levels of travel made no sense in terms of climate politics. Dr Herbert Grieshop from the FU Berlin offered a self-critical analysis. ‘It was us, the academics and administrators, not the students, who reached levels of travel that really were somewhat obscene,’ he said. He has been on 17 trips this year, all of them digital. With regard to the learnings that can be taken forward from the pandemic into a more sustainable form of academic exchange in the ‘new normal’ after Covid-19, Dorothea Rüländ emphasised that, ‘Digitalisation will not completely replace physical mobility. Rather, online formats will complement it with additional elements.’

PRIZE FOR OUTSTANDING SUPPORT FOR INTERNATIONAL STUDENTS IN GERMANY

A further highlight of the conference was the prize for outstanding support for international students in Germany, awarded by the Federal Foreign Office (AA). This year the AA honoured the International Club of the

Freiburg-Schwarzwald student union. ‘The student union converted its services for international students into online services in a swift and precisely targeted way,’ according to Frank Merkle, head of section for Mobility Programmes and Student Support Services at the DAAD.

An ‘Opportunities Marketplace’ for individual networking topped off the multifaceted programme. Merkle’s assessment of the first-ever virtual ‘Leaders Conference’ is positive, especially in terms of reach. ‘We had 480 registrations – significantly more than in previous years. From the high levels of feedback we received, it was clear that people missed the chance to meet face-to-face, but they still felt we succeeded in delivering a programme with interesting content that represented good value for our participants. That is why we can confidently say that the “DAAD Leaders’ Conference” can work digitally, too!’



www.daad.de/leitertagung2020
www.daad.de/aa-preis



Festive decorations on the Old Canal in Potsdam's Yorckstrasse to mark the 30th anniversary of German reunification.

30 years of reunification – a view from abroad

3 October 2020 marked the thirtieth anniversary of Germany reunification. How do other countries view this historic date from today's perspective? Experts from the group of 20 DAAD-funded Centres for German and European Studies offered an assessment.



Prof Dr Dr H. C. Claudia Lima Marques
Director of the Centro de Estudos Europeus e Alemães
in Porto Alegre.

Brazil – the power of society

During 2020 internal political issues and the Covid-19 pandemic attracted a lot of attention in Brazil, meaning the 30th anniversary of reunification did not receive much prominence.

Nevertheless, Germany remains an important partner for Brazil and reunification is an example of how a new reality can emerge through the power of society.

Relations between the two countries have been good for decades, something that is particularly important for issues around sustainability. In 1990 Brazil laid important foundations for a democratic and sustainable society. It also founded CONAMA, the National Council of the Environment, to stand for a new, sustainable politics of trade and society. 30 years on Germany is at the forefront of the energy and sustainability transformation while the current Brazilian government under President Bolsonaro has distanced itself from the previous path towards sustainability. It is therefore important for Germany and Brazil to continue their cooperation on the issue of sustainability.



Prof Dr Christophe Duhamelle
Director of the Centre Interdisciplinaire d'études et de
Recherches sur l'Allemagne, Paris.



Prof Gili S. Drori
Head of the DAAD Center for German Studies
at the Hebrew University of Jerusalem.

France – the Franco-German engine is running

Any French person who experienced 'la chute du mur' can recall it clearly and will know exactly what they were doing when they heard about the fall of the Berlin Wall – just as for the attack on the Twin Towers. In the years that followed reunification, fear of Germany increased in many sections of French society. Our neighbouring country was suddenly much bigger and economically even more dominant. On a political level the fear was that, within the European Union, Germany would no longer need France and would 'naturally' be able to find new allies (if not vassals) in the East. 30 years on it is clear that little has changed in the Franco-German relationship, and that is a good thing. On many levels our cooperation has intensified. It is true that France remains the 'junior partner' in the relationship, but overall the Franco-German 'engine' remains a reality in Europe.

Israel – 'From Abyss to Miracle'?

Like many other European countries, Israel feared German unity and was emotionally torn by the hope of German reunification in 1990. The Israeli public saw the division of Germany as one of the consequences imposed on the country for starting the Second World War, the destruction of Europe and its responsibility for the Shoah. Nevertheless, Israelis celebrated the spirit of liberation and unity that emanated from the fall of the Berlin Wall. Seeing that the reconstruction of Berlin as the capital of a reunified Germany included the erection of many memorials, many Israelis regarded the Germany of the 1990s as a country aware of its history and committed to its responsibilities. In this sense the 1990s are characterised by a dramatic transformation in Israeli and Jewish attitudes towards Germany – from boycotts, mistrust and reparations to intensified economic partnership and romanticised cultural connections. Or, in the words of Lily Gardner Feldman, 'From Abyss to Miracle'.



Prof James A. Parente Jr.
Director of the Center for German and European Studies,
University of Minnesota.



Prof Dr Krzysztof Ruchniewicz
Director of the Willy Brandt Center at the University of
Wrocław.

The USA – is the German-US relationship increasing in significance once again?

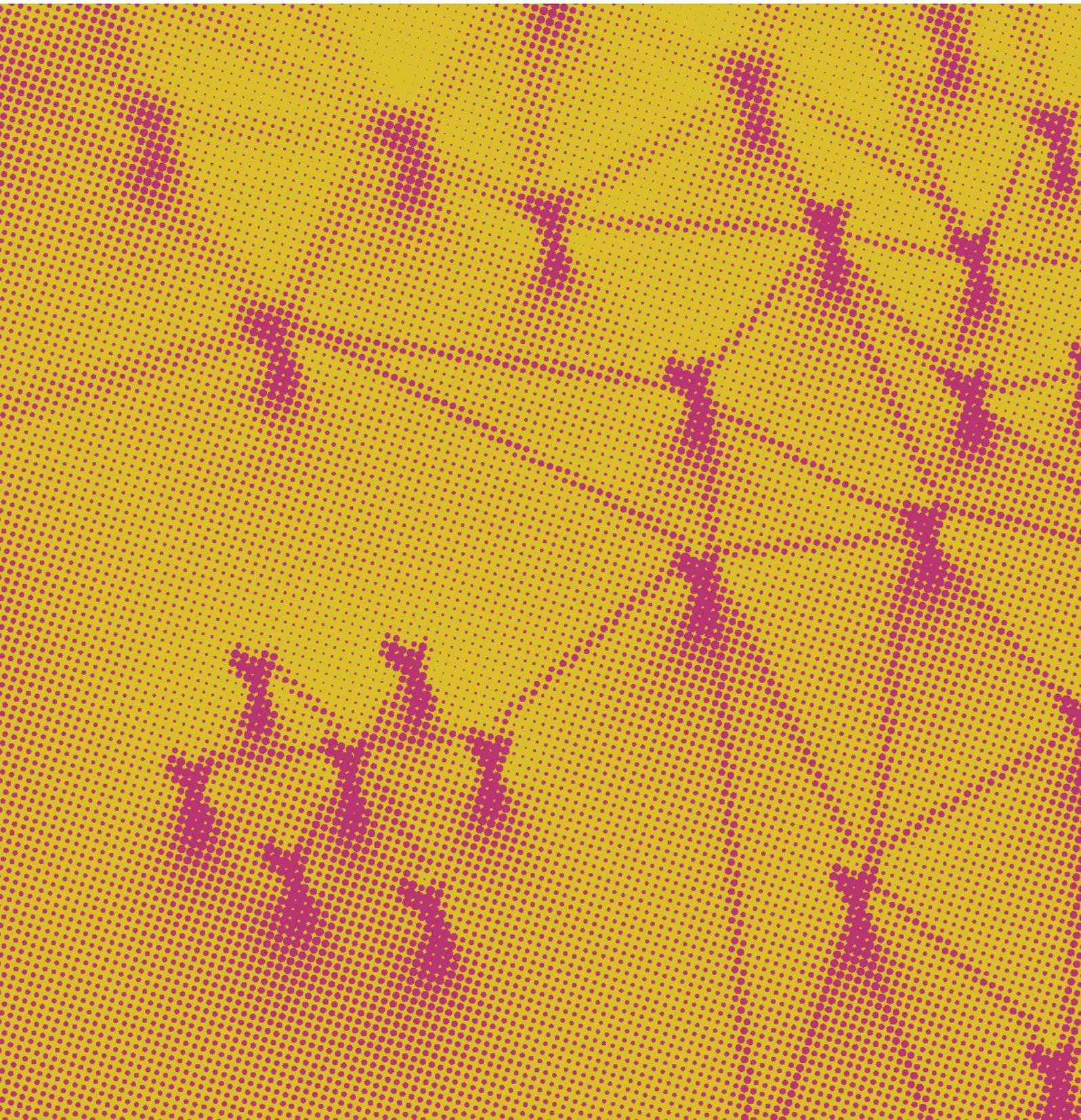
Among the general public in the United States little thought is given to German reunification. What Americans recall are the images of 9 November 1989 with ecstatic GDR citizens tearing down the Berlin Wall. This memory is associated with former president George H. W. Bush's proclamation of the end of the Cold War, accompanied by statements affirming the superiority of the West over the communist East.

In 1989 there were great hopes that a united Europe would emerge. However, there was also an undercurrent of concern about what a united Europe might mean for economic competition, both across the Atlantic as well as between the USA and the rest of the world. The USA's increasing isolation on the world stage, particularly during the past four years of rising populism ('Make America Great Again') and the focus on internal political issues, as well as the growing polarisation of American politics have all lead to a decline in the importance of America's relationship with Germany. This may yet change once again with the new administration under Biden.

Poland – the fall of the Berlin Wall released a huge social potential

Reunification brought the age of division of Germany and of Europe to an end. For Germany this opened up new scope for action. Shaping relationships with its neighbours, including Poland, played a significant part in the politics of the new Germany. It was also a fundamental foreign policy issue for Warsaw. The treaties signed in 1990 and 1991 by German and Poland set the framework for their relationships. For the first time in the two countries' history these relationships are not decided by cabinet resolutions but by the two societies, societies that are now bound by many friendships and contacts. Germany's reunification and Poland recovering its independence released a huge social potential that we still benefit from today. And while political relations between Berlin and Warsaw now seem chilly, this does not restrict life on either side of the Oder river. This is a great success from the period of the last 30 years.





Our funding worldwide

Western, Central and Southeastern Europe

Figure 1

Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.*



Spain 7,954
 France, 6,342
 United Kingdom 6,278
 Italy 3,896
 Sweden 2,776



Turkey 3,102
 Italy 548
 France, 455
 Poland 433
 Hungary 372

*Includes all funding areas (individual funding, project funding, EU mobility funding)

Table 1

Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	3,337	2,934	6,271	2,918	2,593	5,511	1,910	1,979	3,889
Project funding	6,447	6,745	13,192	6,849	7,229	14,078	5,972	2,425	8,397
EU mobility funding	90	40,642	40,732	599	45,175	45,774	157	48,958	49,115
Total funding	9,874	50,321	60,195	10,366	54,997	65,363	8,039	53,362	61,401

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Figure 2

Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine **188 / 2,481**



Engineering **777 / 6,139**



Art, Music and Sports Science **697 / 2,985**



Mathematics and Natural Sciences **806 / 5,203**



Law, Economics and Social Sciences **1,255 / 21,312**



Language and Cultural Studies **1,358 / 9,684**



Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **79 / 1,237**



Interdisciplinary/other subjects **2,879 / 4,321**



- Regional Office
- Information Centre (IC)
- Information Point (IP)



Table 2
Funding recipients from **abroad (A)**
and from **Germany (D)**, by academic status
(number of funded individuals)

	A	D
Bachelor's students	1,167	29,489
Master's students	1,756	14,313
Doctoral candidates	870	573
Academics and lecturers (including postdocs)	1,347	3,914
Other funded individuals*	2,899	5,073
Total	8,039	53,362

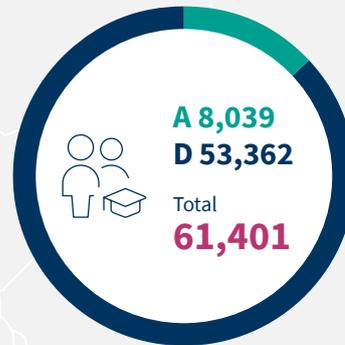
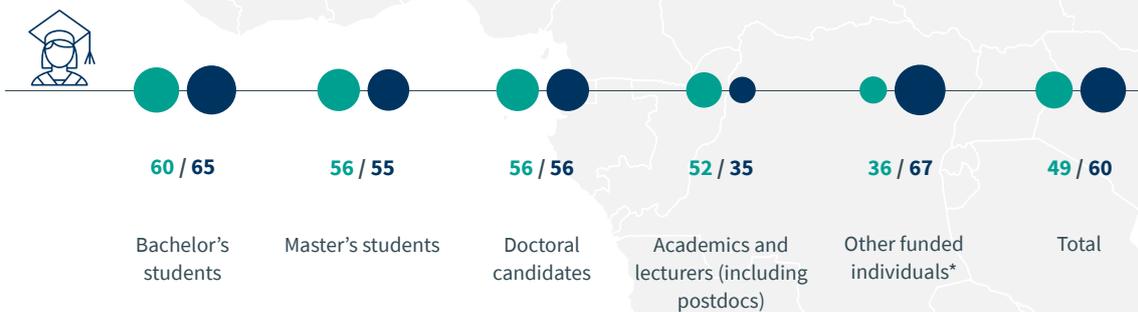


Figure 3
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



*Individuals in preparatory courses and higher education staff supervising projects

Table 3: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2020
Western, Central and Southeastern Europe

		Albania	Andorra	Belgium	Bosnia and Herzegovina	Bulgaria	Denmark	Estonia	Finland	France	Greece	Ireland	Iceland	Italy	Kosovo	Croatia	Latvia	Liechtenstein
A = Funding recipients from abroad																		
D = Funding recipients from Germany																		
I. Individual funding – total	A	40		11	26	52	7	16	16	208	102	8		243	30	24	12	
	D	3		50	6	10	57	10	24	234	17	49	4	193	2	6	3	
1. By status																		
Bachelor's students	A	3			6	35		7	1	39	23			10	4	6	2	
	D			16	1	4	14	6	9	45	5	24	3	56		1	1	
Master's students	A	27		1	15	12		6	1	41	53	3		32	24	12	8	
	D	1		22		1	30	1	11	86	5	11	1	33	1	1		
Doctoral candidates	A	7		7	4	1	4	2	1	67	17	3		77	2	5	1	
	D			9	2		10	1	2	15	2	1		78				
Academics and lecturers (including postdocs)	A	3		3	1	4	3	1	13	61	9	2		124		1	1	
	D	2		3	3	5	3	2	2	88	5	13		26	1	4	2	
2. By duration of funding																		
< 1 month	A			2	1		2		13	54	7	2		113				
	D			6	1		4		3	29	1	6		7				
1–6 months	A	1		3	2	4		2	1	80	4	2		34		4		
	D	1		39	1	5	22	7	12	65	9	19	3	47			1	
> 6 months (long-term funding)	A	39		6	23	48	5	14	2	74	91	4		96	30	20	12	
	D	2		5	4	5	31	3	9	140	7	24	1	139	2	6	2	
II. Project funding – total	A	95	1	34	70	157	22	35	20	243	165	43	6	298	32	62	115	
	D	2		82	8	29	16	26	49	101	97	61	4	281	4	37	25	
1. By status																		
Bachelor's students	A	29		3	15	52	3	6	3	68	31	4	1	33	11	10	13	
	D			30		6	6	9	7	17	10	38	3	112	1	2		
Master's students	A	32		5	26	40	3	8	7	62	54	20	2	85	10	11	82	
	D			35	5	6	10	7	21	34	41	20	1	127	2	3	15	
Doctoral candidates	A	4		3	4	9	1	8	3	28	13	5		43		11	3	
	D			2		2		2	9	20	24			10		4	2	
Academics and lecturers (including postdocs)	A	8		14	18	20	5	11	5	36	34	9		57	2	27	4	
	D	2		15	3	15		5	12	27	14	3		31	1	14	8	
Other funded individuals*	A	22	1	9	7	36	10	2	2	49	33	5	3	80	9	3	13	
	D							3		3	8			1		14		
2. By duration of funding																		
< 1 month	A	36		19	49	58	12	19	13	96	87	32	1	177	15	43	107	
	D	2		68	8	16	11	19	39	75	53	9		136	2	34	24	
1–6 months	A	52		14	19	92	10	10	7	130	48	5	5	105	17	17	7	
	D			7		13	3	5	5	17	10	52	3	32	2	2	1	
> 6 months (long-term funding)	A	7	1	1	2	7		6		17	30	6		16		2	1	
	D			7			2	2	5	9	34		1	113		1		
III. EU mobility programmes – total	A			2		2	3		2	3	2	1		7			1	
	D			1,169		182	1,087	439	2,583	6,008	650	1,700	209	3,422		277	460	30
1. Mobility with programme countries																		
1. Erasmus student mobility (study abroad)	A																	
	D			605		99	763	328	1,947	4,556	405	1,114	133	2,466		188	328	7
2. Erasmus student mobility (internships abroad)	A																	
	D			395		33	231	24	113	934	88	380	36	476		32	22	19
3. Erasmus staff mobility (lecturers, other staff)	A			2		2	3		2	3	2	1		7		1		
	D			169		50	93	87	523	518	157	206	40	480		57	110	4
2. Mobility with partner countries																		
1. Erasmus student mobility (study abroad)	A																	
	D																	
2. Erasmus staff mobility (lecturers, other staff)	A																	
	D																	
Total DAAD funding (I + II + III)	A	135	1	47	96	211	32	51	38	454	269	52	6	548	62	87	127	
	D	5		1,301	14	221	1,160	475	2,656	6,343	764	1,810	217	3,896	6	320	488	30
Total DAAD funding – funded individuals A and D		140	1	1,348	110	432	1,192	526	2,694	6,797	1,033	1,862	223	4,444	68	407	615	30

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2018 project and thus to the period 01/06/2018 – 31/05/2020. No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.

Lithuania	Luxembourg	Malta	Montenegro	Netherlands	North Macedonia	Norway	Austria	Poland	Portugal	Romania	Sweden	Switzerland	Serbia	Slovakia	Slovenia	Spain	Czech Republic	Turkey	Hungary	United Kingdom	Cyprus	Sum total:	
15		1	12	16	28	3	14	126	23	85	11	7	70	14	20	150	47	317	67	84	4	1,917	
6	2	3	1	99	3	40	51	47	46	21	77	162	10	10	7	125	26	59	33	482	2	1,972	
5		1	3		1	2	3	8	3	30	1	4	2	6	3	25	11	30	14	2		290	
3		1		6	1	11	9	17	16	5	17	37	2	3	3	66	6	13	9	113		523	
8			7	4	18		2	49	6	35	1		42	4	6	40	15	196	31	23	3	725	
	1	2		75		19	25	6	20	5	48	115	1	1	2	34	6	8	10	272		854	
1			2	9	7		8	40	7	12	4	2	22	2	5	46	13	77	15	28		498	
			7			7	8	3	4		6	3	1			6	2	1	1	22	1	192	
1			3	2	2	1	1	29	7	8	5	1	4	2	6	39	8	14	7	31	1	404	
3	1		1	11	2	3	9	21	6	11	6	7	6	6	2	19	12	37	13	75	1	403	
				2			1	11	6	1	5	1		2	4	36	2	9	4	27	1	314	
				5		3	9	1	3	1	6	2				6	3		3	25	1	117	
1		1		1	2	1	5	38	6	15	1	5	12	1	4	43	9	22	12	16		332	
2	2	1		17		16	22	19	18	4	17	75	3	2	3	76	3	12	10	140		673	
14			12	13	26	2	8	77	11	69	5	1	58	11	12	71	36	286	51	41	3	1,271	
4		2	1	77	3	21	20	27	25	16	54	85	7	8	4	43	20	47	20	317	1	1,182	
58	7		4	89	30	26	51	300	48	80	37	43	155	34	25	188	132	2,781	304	177	5	5,972	
77	1	1	1	72	8	23	91	151	35	37	33	218	58	29	23	193	78	152	43	279		2,425	
2	2		2	22	2	1	11	68	21	15	7	6	42	4	7	47	36	151	130	18	1	877	
32	1		1	9		2	44	9	23	13	4	75	2	9	1	65	26	24	16	106		703	
26	1			30	7	9	13	59	17	11	8	9	31	4	10	55	29	144	96	25		1,031	
29		1		58		10	42	53	10	6	27	140	38	4	2	109	27	8	5	142		1,038	
4			6	3	6	4	42	3	12	2	8	28	8	2	14	12	30	12	41			372	
4			2	2	2		7	1	1				3	2	8		6	2	6	11		132	
20	2		2	14	7	5	19	105	7	19	9	15	27	10	5	17	44	106	38	72		793	
10				1	6	9		75	1	13	2	3	14	13	11	16	19	81	16	18		458	
6	2			17	11	5	4	26		23	11	5	27	8	1	55	11	2,350	28	21	4	2,899	
2				2			5	7		4				1	1	1	3		37		2		94
49	2		2	41	15	23	31	191	29	29	23	23	108	19	16	68	76	270	76	119	2	1,976	
58				29	7	9	64	112	19	30	2	75	54	29	21	67	43	60	34	78		1,287	
6	5		2	47	11	3	17	91	16	44	13	16	43	14	9	109	47	1,836	223	43	3	3,136	
19	1	1	1	8		7	25	26	16	7	8	120	4		2	71	16	40	8	146		678	
3				1	4		3	18	3	7	1	4	4	1		11	9	675	5	15		860	
				35	1	7	2	13			23	23				55	19	52	1	55		460	
1		2		56		1	15	7	7	1	2					7	2	4	1	28		157	
418	203	379		2,265	16	1,985	2,183	1,567	1,531	337	2,666			166	316	7,636	1,059	1,318	1,066	5,517	114	48,958	
272	33	53		1,366	5	1,684	847	994	1,109	135	2,041			98	266	5,550	681	1,008	812	3,327	70	33,290	
19	157	89		649	2	185	915	129	198	63	464			33	20	1,309	140	193	100	1,539	22	9,009	
1		2		56		1	15	7	7	1	2					7	2	4	1	28		157	
127	13	237		250	9	116	421	444	224	139	161			35	30	777	238	117	154	651	22	6,659	
74	7	3	16	161	58	30	80	433	78	166	50	50	225	48	45	345	181	3,102	372	289	9	8,046	
501	206	383	2	2,436	27	2,048	2,325	1,765	1,612	395	2,776	380	68	205	346	7,954	1,163	1,529	1,142	6,278	116	53,355	
575	213	386	18	2,597	85	2,078	2,405	2,198	1,690	561	2,826	430	293	253	391	8,299	1,344	4,631	1,514	6,567	125	61,401	

Eastern Europe, South Caucasus and Central Asia

Figure 4

Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.*



Russian Federation 546

Ukraine 109
Kazakhstan 42
Georgia 33
Kyrgyzstan 20



Russian Federation 2,160

Ukraine 963
Kazakhstan 891
Georgia 312
Kyrgyzstan 249

*Includes all funding areas (individual funding, project funding, EU mobility funding)

Table 4

Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	2,720	731	3,451	2,225	673	2,898	1,076	258	1,334
Project funding	6,205	1,984	8,189	5,470	2,092	7,562	4,320	581	4,901
EU mobility funding				896	229	1,125			
Total funding	8,925	2,715	11,640	8,591	2,994	11,585	5,396	839	6,235

Figure 5

Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine **82 / 8**



Engineering **863 / 60**



Art, Music and Sports Science **124 / 47**



Mathematics, Natural Sciences **780 / 48**



Law, Economics and Social Sciences **1,725 / 274**



Language and Cultural Studies **935 / 248**



Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **126 / 21**



Interdisciplinary/other subjects **761 / 133**



- Regional Office
- Information Centre (IC)
- Information Point (IP)
- German Centres for Research and Innovation (DWIH)

Lecture-ships:
73



Table 5
Funding recipients from **abroad (A)**
and from **Germany (D)**, by academic status
(number of funded individuals)

	A	D
Bachelor's students	1,602	321
Master's students	1,527	145
Doctoral candidates	437	27
Academics and lecturers (including postdocs)	734	278
Other funded individuals*	1,096	68
Total	5,396	839

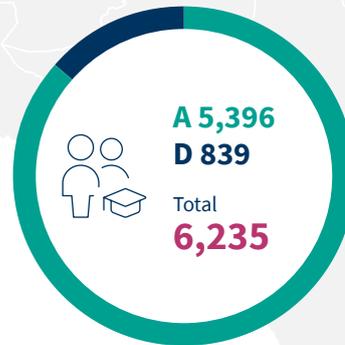
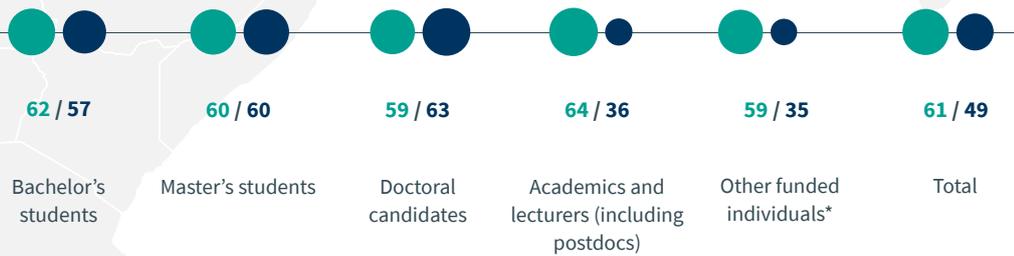


Figure 6
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



*Individuals in preparatory courses and higher education staff supervising projects

**Table 6: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2020
Eastern Europe, South Caucasus and Central Asia**

		Armenia	Azerbaijan	Belarus	Georgia
A = Funding recipients from abroad					
D = Funding recipients from Germany					
I. Individual funding – total	A	54	74	51	82
	D	6	4	9	12
1. By status					
Bachelor's students	A	3		16	15
	D	1	1		6
Master's students	A	41	55	27	42
	D	1	1	2	
Doctoral candidates	A	8	16	5	19
	D				1
Academics and lecturers (including postdocs)	A	2	3	3	6
	D	4	2	7	5
2. By duration of funding					
< 1 month	A		2	1	1
	D			1	1
1–6 months	A	3	3	4	7
	D	2	1		4
> 6 months (long-term funding)	A	51	69	46	74
	D	4	3	8	7
II. Project funding – total	A	79	149	79	230
	D	13	10	5	21
1. By status					
Bachelor's students	A	10	14	33	60
	D	4	2		3
Master's students	A	15	38	22	70
	D	1	5	1	5
Doctoral candidates	A	6	2	3	28
	D	2			1
Academics and lecturers (including postdocs)	A	16	16	9	43
	D	6	3	3	10
Other funded individuals*	A	32	79	12	29
	D			1	2
2. By duration of funding					
< 1 month	A	25	35	30	93
	D	6	9	4	10
1–6 months	A	42	108	33	125
	D	7	1	1	10
> 6 months (long-term funding)	A	12	6	16	12
	D				1
III. EU mobility programmes – total	A				
	D				
1. Mobility with partner countries					
1. Erasmus student mobility (study abroad)	A				
	D				
2. Erasmus staff mobility (lecturers, other staff)	A				
	D				
Total DAAD funding (I + II + III)	A	133	223	130	312
	D	19	14	14	33
Total DAAD funding – funded individuals A and D		152	237	144	345

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.

Kazakhstan	Kyrgyzstan	Moldova	Russian Federation	Tajikistan	Turkmenistan	Ukraine	Uzbekistan	Sum total:
71	45	22	399	39	21	142	76	1,076
10	10	4	156	5	3	29	10	258
7	4	6	31	10		15	17	124
3	1	1	86	3	1	2	5	110
52	31	12	211	27	16	75	55	644
	2		21	1		4	2	34
10	10	3	123	2	5	32	1	234
			1					2
2		1	34			20	3	74
7	7	3	48	1	2	23	3	112
	1		3			10	1	19
		1	37				5	45
1		1	82			14	3	118
3	2	1	54	2		2	1	72
70	44	21	314	39	21	118	72	939
7	8	2	65	3	3	27	4	141
820	204	40	1,761	32	2	821	103	4,320
32	10	13	390	1		80	6	581
700	137	6	308	4		167	39	1,478
5	1	9	151			34	2	211
73	20	5	401	7		208	24	883
1	4	2	81			9	2	111
6	5	3	106	2		37	5	203
			15			6	1	25
4	25	9	297	10		225	6	660
25	3	1	93	1		20	1	166
37	17	17	649	9	2	184	29	1,096
1	2	1	50			11		68
13	27	13	1,005	4		365	52	1,662
29	7	13	234	1		32	3	348
602	94	21	603	16	1	343	39	2,027
2	3		135			29	3	191
205	83	6	153	12	1	113	12	631
1			21			19		42
891	249	62	2,160	71	23	963	179	5,396
42	20	17	546	6	3	109	16	839
933	269	79	2,706	77	26	1,072	195	6,235

North America

Figure 7

Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.*



USA 1,273
Canada 257



USA 704
Canada 150

*Includes all funding areas (individual funding, project funding, EU mobility funding)

Table 7

Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	891	2,241	3,132	871	1,755	2,626	288	651	939
Project funding	867	3,500	4,367	1,161	3,684	4,845	566	879	1,445
EU mobility funding				125	33	158			
Total funding	1,758	5,741	7,499	2,157	5,472	7,629	854	1,530	2,384

148

Figure 8

Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine **14 / 86**



Engineering **61 / 225**



Art, Music and Sports Science **96 / 104**



Mathematics and Natural Sciences **77 / 244**



Law, Economics and Social Sciences **150 / 511**



Language and Cultural Studies **272 / 194**



Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **19 / 16**



Interdisciplinary/other subjects **165 / 150**





Table 8
Funding recipients from **abroad (A)**
and from **Germany (D)**, by academic status
(number of funded individuals)

	A	D
Bachelor's students	86	515
Master's students	273	642
Doctoral candidates	136	165
Academics and lecturers (including postdocs)	182	195
Other funded individuals*	177	13
Total	854	1,530

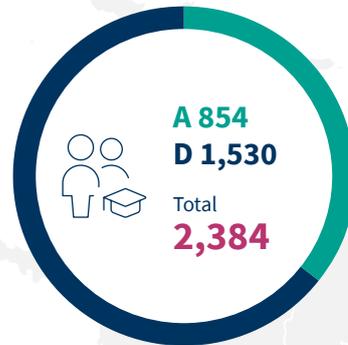
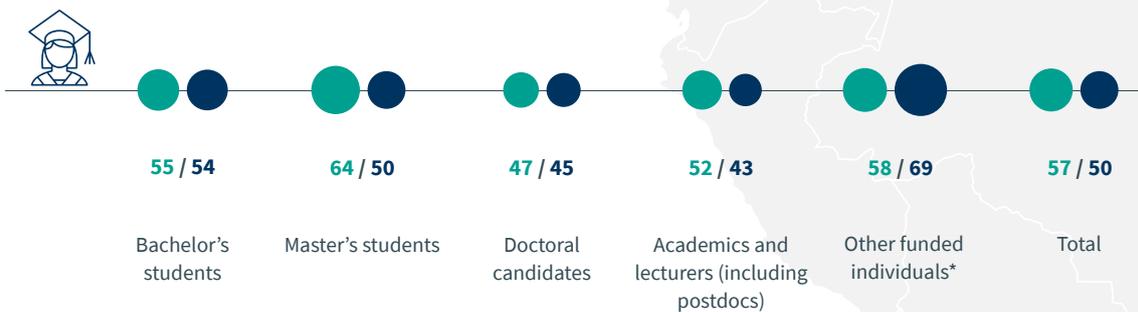


Figure 9
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



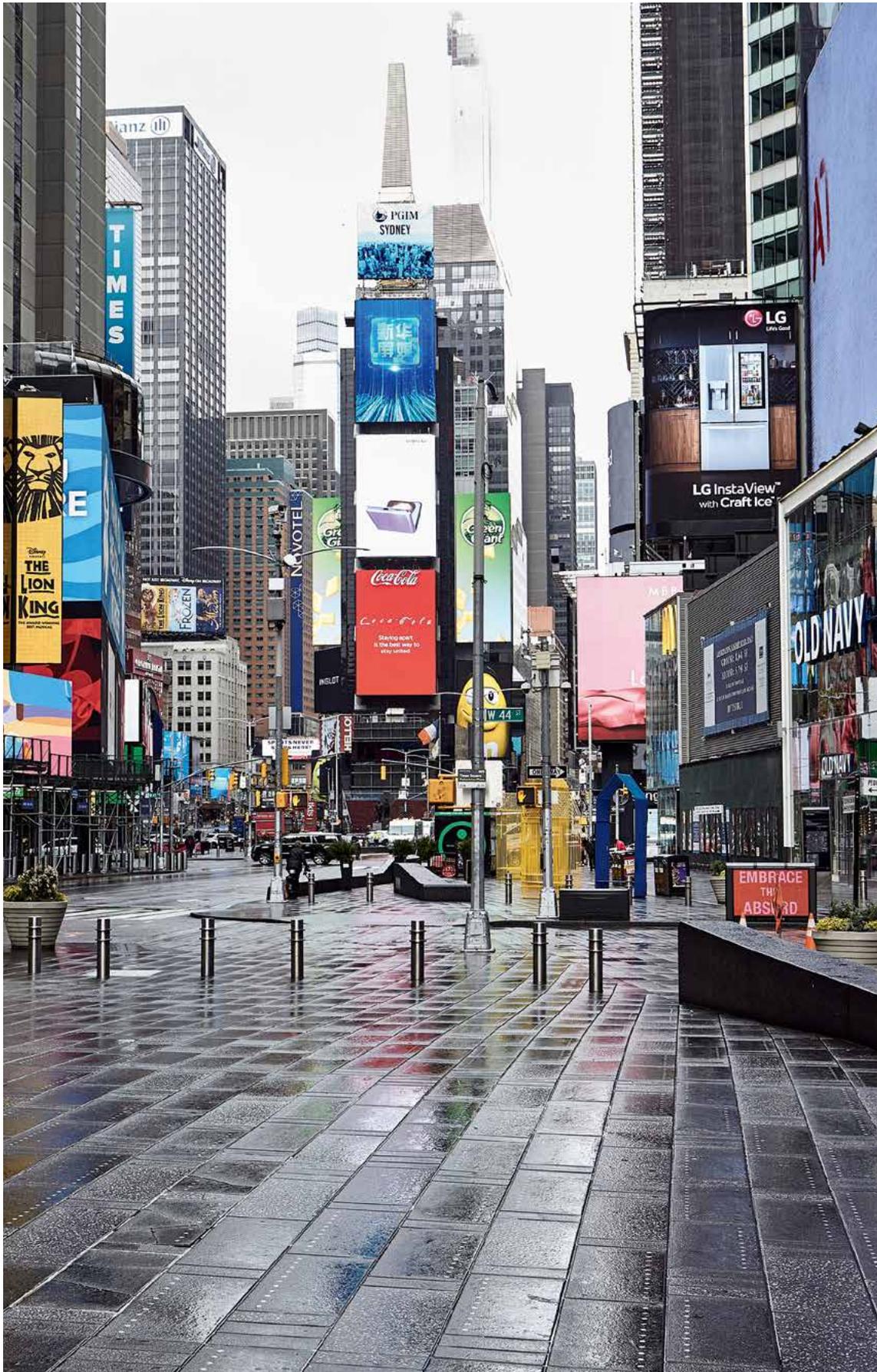
*Individuals in preparatory courses and higher education staff supervising projects

Table 9: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2020
North America

		Canada	USA	Sum total:
A = Funding recipients from abroad				
D = Funding recipients from Germany				
I. Individual funding – total	A	44	244	288
	D	82	569	651
1. By status				
Bachelor's students	A	1	2	3
	D	37	123	160
Master's students	A	24	121	145
	D	15	195	210
Doctoral candidates	A	9	72	81
	D	11	123	134
Academics and lecturers (including postdocs)	A	10	49	59
	D	19	128	147
2. By duration of funding				
< 1 month	A	5	34	39
	D	12	127	139
1–6 months	A	8	33	41
	D	38	198	236
> 6 months (long-term funding)	A	31	177	208
	D	32	244	276
II. Project funding – total	A	106	460	566
	D	175	704	879
1. By status				
Bachelor's students	A	7	76	83
	D	85	270	355
Master's students	A	57	71	128
	D	79	353	432
Doctoral candidates	A	6	49	55
	D	2	29	31
Academics and lecturers (including postdocs)	A	23	100	123
	D	9	39	48
Other funded individuals*	A	13	164	177
	D		13	13
2. By duration of funding				
< 1 month	A	70	139	209
	D	28	144	172
1–6 months	A	25	283	308
	D	126	440	566
> 6 months (long-term funding)	A	11	38	49
	D	21	120	141
III. EU mobility programmes – total	A			
	D			
1. Mobility with partner countries				
1. Erasmus student mobility (study abroad)	A			
	D			
2. Erasmus staff mobility (lecturers, other staff)	A			
	D			
Total DAAD funding (I + II + III)	A	150	704	854
	D	257	1,273	1,530
Total DAAD funding – funded individuals A and D		407	1,977	2,384

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.



An unusually empty Times Square in New York City (USA, 25 March 2020).

Latin America

Figure 10

Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.*



Mexico 277
 Brazil 273
 Argentina 195
 Colombia 175
 Chile 103



Colombia 779
 Mexico 766
 Brazil 700
 Argentina 428
 Chile 363

*Includes all funding areas (individual funding, project funding, EU mobility funding)

152

Table 10

Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	5,946	883	6,829	2,984	813	3,797	1,990	476	2,466
Project funding	2,464	2,533	4,997	2,814	2,715	5,529	2,130	921	3,051
EU mobility funding				108	26	134			
Total funding	8,410	3,416	11,826	5,906	3,554	9,460	4,120	1,397	5,517

Figure 11

Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine **161 / 111**



Engineering **1,153 / 202**



Art, Music and Sports Science **187 / 34**



Mathematics and Natural Sciences **582 / 177**



Law, Economics and Social Sciences **1,002 / 443**



Language and Cultural Studies **379 / 254**



Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **199 / 30**



Interdisciplinary/other subjects **457 / 146**



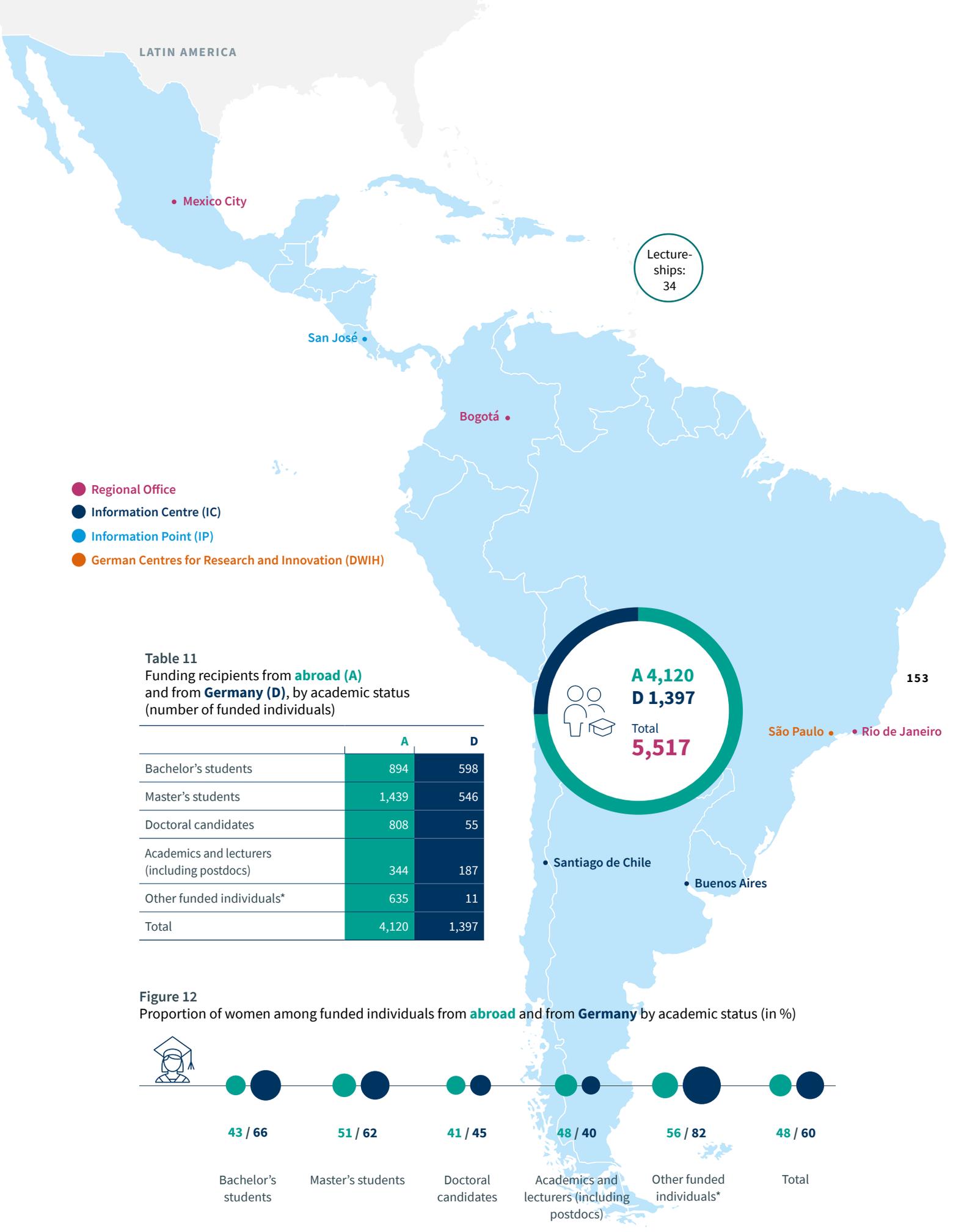
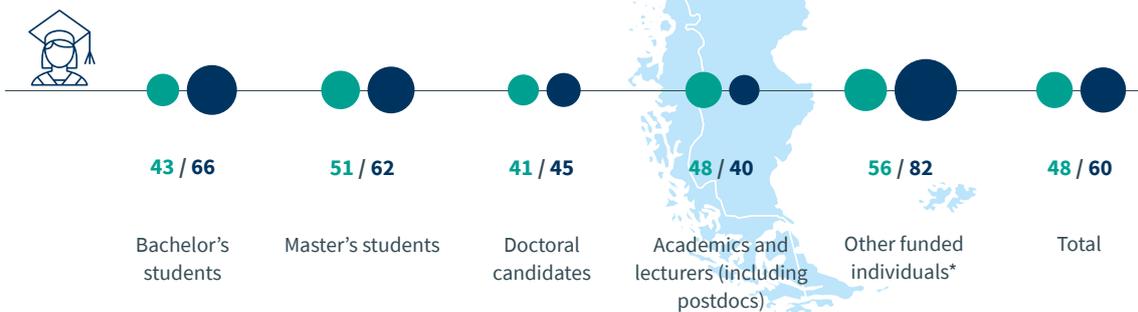


Table 11
Funding recipients from **abroad (A)**
and from **Germany (D)**, by academic status
(number of funded individuals)

	A	D
Bachelor's students	894	598
Master's students	1,439	546
Doctoral candidates	808	55
Academics and lecturers (including postdocs)	344	187
Other funded individuals*	635	11
Total	4,120	1,397

Figure 12
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



*Individuals in preparatory courses and higher education staff supervising projects

Table 12: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2020
Latin America

		Argentina	Bahamas	Barbados	Belize	Bolivia	Brazil	Chile	Costa Rica	Dominica	Dominican Republic	Ecuador
A = Funding recipients from abroad	A											
D = Funding recipients from Germany	D											
I. Individual funding – total	A	166			4	26	299	166	51	1	9	61
	D	42		1		10	118	29	28		15	23
1. By status												
Bachelor's students	A	44				3	18	11	1			3
	D	21				2	54	9	20		2	14
Master's students	A	28			4	16	100	24	21		9	33
	D	11		1		6	43	9	4		11	4
Doctoral candidates	A	63				4	155	123	27	1		22
	D	1					5	6	2		1	2
Academics and lecturers (including postdocs)	A	31				3	26	8	2			3
	D	9				2	16	5	2		1	3
2. By duration of funding												
< 1 month	A	13				3	12	6	1			1
	D	5				7	15	4	2		11	5
1–6 months	A	66				2	42	10	2			2
	D	12		1		2	60	7	22		2	14
> 6 months (long-term funding)	A	87			4	21	245	150	48	1	9	58
	D	25				1	43	18	4		2	4
II. Project funding – total	A	262	1	1	2	57	401	197	67	1	33	144
	D	153				9	155	74	37		5	26
1. By status												
Bachelor's students	A	76	1			6	126	33	10		3	15
	D	46				2	67	24	12		1	11
Master's students	A	106			1	12	134	50	22	1	1	44
	D	85				2	54	23	14		2	4
Doctoral candidates	A	15				7	26	3	7		1	6
	D	9					10	2				1
Academics and lecturers (including postdocs)	A	22		1		15	44	14	18		2	33
	D	10				5	23	23	11		2	10
Other funded individuals*	A	43			1	17	71	97	10		26	46
	D	3					1	2				
2. By duration of funding												
< 1 month	A	75		1		27	155	121	31		22	95
	D	22				5	86	32	21		3	12
1–6 months	A	118	1		2	22	209	64	32	1	6	45
	D	79				4	59	37	15		2	14
> 6 months (long-term funding)	A	69				8	37	12	4		5	4
	D	52					10	5	1			
III. EU mobility programmes – total	A											
	D											
1. Mobility with partner countries												
1. Erasmus student mobility (study abroad)	A											
	D											
2. Erasmus staff mobility (lecturers, other staff)	A											
	D											
Total DAAD funding (I + II + III)	A	428	1	1	6	83	700	363	118	2	42	205
	D	195		1		19	273	103	65		20	49
Total DAAD funding – funded individuals A and D		623	1	2	6	102	973	466	183	2	62	254

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.

El Salvador	Guatemala	Guyana	Haiti	Honduras	Jamaica	Colombia	Cuba	Mexico	Nicaragua	Panama	Paraguay	Peru	St. Lucia	Suriname	Trinidad and Tobago	Uruguay	Venezuela	Sum total:
26	13			30	1	431	14	537	33	11	10	73				13	15	1,990
3	1			2	13	56	10	82	5	3	5	27				3		476
2						105		204	4			5				2	1	403
2	1			2		40	2	46	4	3	3	15				2		242
18	9			28		224	3	204	25	10	4	48					3	811
1					12	11	2	16				8						139
6	4			2	1	93	11	121	4	1	2	18				11	10	679
					1	1		5	1			1						26
						9		8			4	2					1	97
						4	6	15			2	3				1		69
						8		6			4	1						55
				1	12	2	1	11			1	10						87
	2					15	3	9				5				2		160
3	1			1	1	33	4	34	5	3	1	12				2		220
26	11			30	1	408	11	522	33	11	6	67				11	15	1,775
						21	5	37			3	5				1		169
27	42	1	7	18	6	348	29	229	25	4	5	128		1	2	46	46	2,130
	16				8	119	40	195	7	6	1	62	1		1	6		921
5	10			3		86	5	51	11	2	3	35			1	1	8	491
	1				3	51	5	99	1			27	1		1	4		356
6	4	1	1	4		98	4	92	6		1	36		1	1		2	628
	15				5	50	25	91	6	6	1	22				2		407
	1					28		14	1			18				1	1	129
						2		1				4						29
	3		3		4	36	11	18	3			18					2	247
						15	8	4				7						118
16	24		3	11	2	100	9	54	4	2	1	21				44	33	635
						1	2					2						11
13	36		4	6	6	130	15	80	9	4		58			1	43	3	935
	13				1	17	31	51				22	1					317
12	5	1	2	12		164	7	123	12		1	48		1	1	3	37	929
	3				7	66	9	123	7	6	1	35			1	6		474
2	1		1			54	7	26	4		4	22					6	266
						36		21				5						130
53	55	1	7	48	7	779	43	766	58	15	15	201		1	2	59	61	4,120
3	17			2	21	175	50	277	12	9	6	89	1		1	9		1,397
56	72	1	7	50	28	954	93	1,043	70	24	21	290	1	1	3	68	61	5,517

Middle East, North Africa

Figure 13

Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.*



Egypt 307
 Israel 221
 Jordan 215
 Tunisia 137
 Iran 66



Syria 6,029
 Egypt 3,915
 Jordan 2,313
 Iran 1,681
 Iraq 769

*Includes all funding areas (individual funding, project funding, EU mobility funding)

Table 13

Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	2,569	363	2,932	2,886	325	3,211	1,442	205	1,647
Project funding	4,913	1,634	6,547	17,254	1,514	18,768	17,070	954	18,024
EU mobility funding				496	172	668			
Total funding	7,482	1,997	9,479	20,636	2,011	22,647	18,512	1,159	19,671

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Figure 14

Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine **394 / 37**



Engineering **3,669 / 247**



Art, Music and Sports Science **271 / 124**



Mathematics and Natural Sciences **1,497 / 115**



Law, Economics and Social Sciences **1,600 / 233**



Language and Cultural Studies **682 / 307**



Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **140 / 6**



Interdisciplinary/other subjects **10,259 / 90**



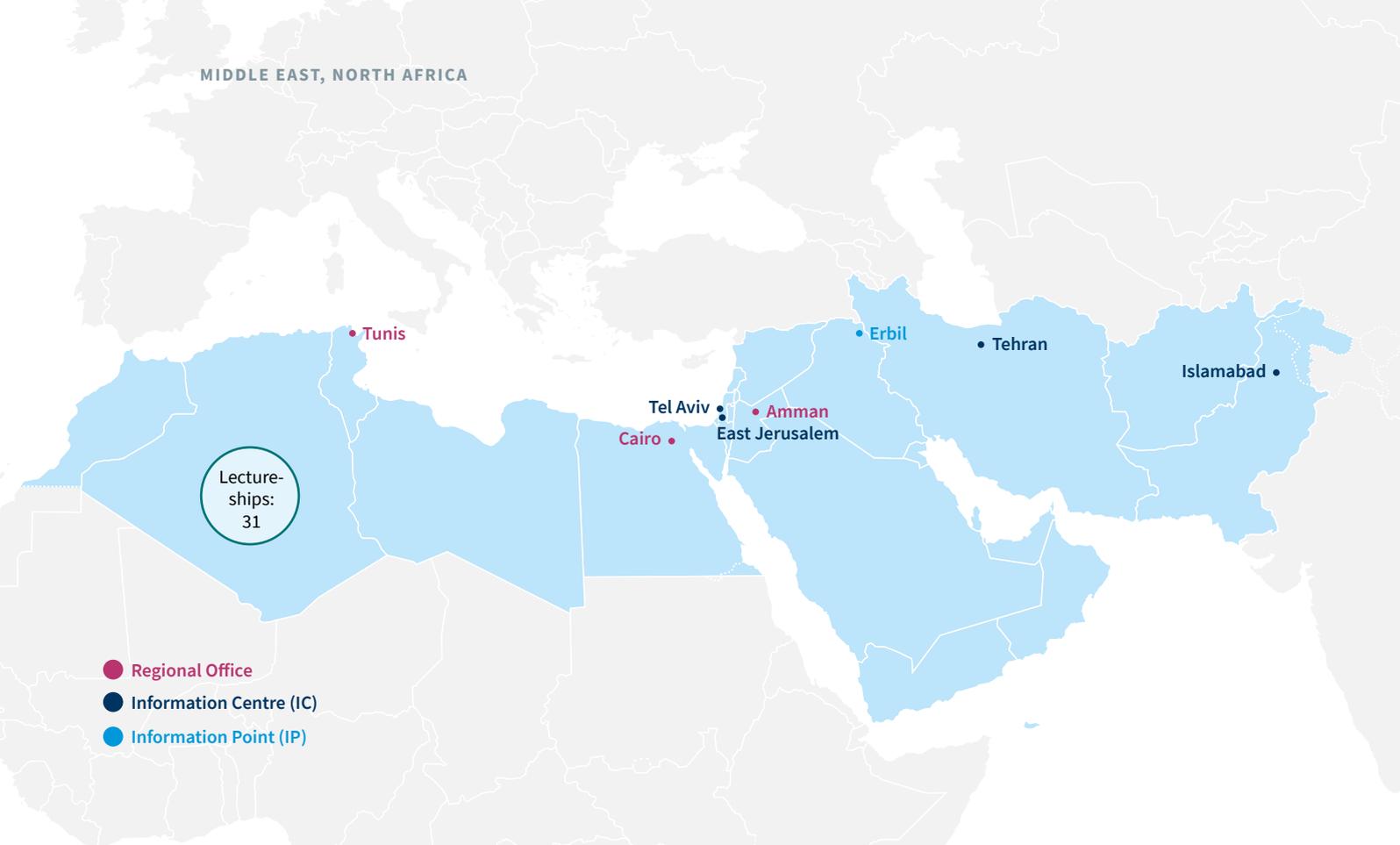


Table 14
Funding recipients from **abroad (A)**
and from **Germany (D)**, by academic status
(number of funded individuals)

	A	D
Bachelor's students	5,984	303
Master's students	1,844	385
Doctoral candidates	1,178	104
Academics and lecturers (including postdocs)	727	313
Other funded individuals*	8,779	54
Total	18,512	1,159

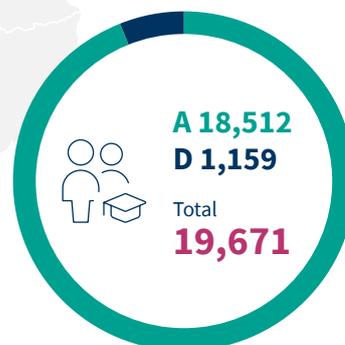
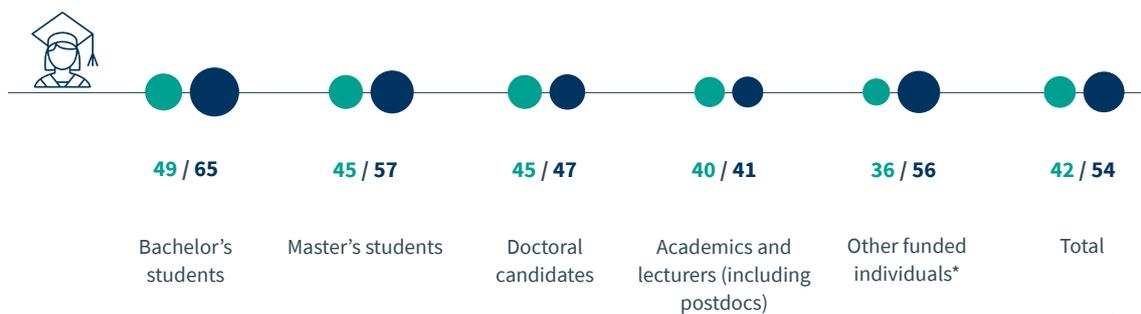


Figure 15
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



*Individuals in preparatory courses and higher education staff supervising projects

Table 15: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2020
Middle East, North Africa

		Afghanistan	Egypt	Algeria	Bahrain	Iraq	Iran	Israel	Yemen
A = Funding recipients from abroad									
D = Funding recipients from Germany									
I. Individual funding – total	A	81	202	5		54	124	19	81
	D		29	1	1	1	8	74	
1. By status									
Bachelor's students	A		18						
	D		10		1		3	39	
Master's students	A	56	62			1	17	10	62
	D		9					16	
Doctoral candidates	A	25	117	5		52	103	7	19
	D						1	6	
Academics and lecturers (including postdocs)	A		5			1	4	2	
	D		10	1		1	4	13	
2. By duration of funding									
< 1 month	A		1				2	2	
	D		1					2	
1–6 months	A		2				2		
	D		10		1		1	16	
> 6 months (long-term funding)	A	81	199	5		54	120	17	81
	D		18	1		1	7	56	
II. Project funding – total	A	552	3,713	25	2	715	1,557	106	293
	D		278			18	58	147	
1. By status									
Bachelor's students	A	5	3,039			46	84	12	29
	D		25				18	39	
Master's students	A	12	277	7		60	194	52	30
	D		133				18	82	
Doctoral candidates	A	9	107	2		61	84	17	
	D		41				2	4	
Academics and lecturers (including postdocs)	A	1	117	2		93	65	18	10
	D		63			10	19	14	
Other funded individuals*	A	525	173	14	2	455	1,130	7	224
	D		16			8	1	8	
2. By duration of funding									
< 1 month	A	33	351	5		203	226	26	52
	D		150			16	50	74	
1–6 months	A	403	3,278	17	2	343	1,081	47	194
	D		66			2	4	61	
> 6 months (long-term funding)	A	116	84	3		169	250	33	47
	D		62				4	12	
III. EU mobility programmes – total	A								
	D								
1. Mobility with partner countries									
1. Erasmus student mobility (study abroad)	A								
	D								
2. Erasmus staff mobility (lecturers, other staff)	A								
	D								
Total DAAD funding (I + II + III)	A	633	3,915	30	2	769	1,681	125	374
	D		307	1	1	19	66	221	
Total DAAD funding – funded individuals A and D		633	4,222	31	3	788	1,747	346	374

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.

Jordan	Qatar	Kuwait	Lebanon	Libya	Morocco	Oman	Pakistan	Palestinian territories	Saudi Arabia	Syria	Tunisia	UAE	Sum total:
75			30	6	10	43	280	69	92	207	64		1,442
40			9		13	6	3	4	4		7	5	205
2			7			41		6	92	34	50		250
28			1		8	4					1	3	98
41			11	3	2		53	34		116	1		469
3			7		2	1	1	1	1		1	1	43
29			10	3	7		219	26		57	10		689
													7
3			2		1	2	8	3			3		34
9			1		3	1	2	3	3		5	1	57
2			1		1	2	6	1			1		19
					4				1			1	9
25			1		1		3	4		22	4		64
28			1		5	3		1	1			4	71
48			28	6	8	41	271	64	92	185	59		1,359
12			8		4	3	3	3	2		7		125
2,238	9	10	214	81	433	59	349	234	28	5,822	618	12	17,070
175	7		27	1	52	22	16	20			130	3	954
1,899	2		58	4	184	39	13	65	3	87	165		5,734
50	4		15	1	6	7	2	5			32	1	205
106		1	77	6	102	14	169	27	6	58	176	1	1,375
32	2		5		6	9	5	5			44	1	342
23			5	2	22		40	5		9	103		489
10	1		4		12	4	3	3			13		97
106	5		28	28	63	6	15	38	2	1	92	3	693
72			2		27	1	6	4			37	1	256
104	2	9	46	41	62		112	99	17	5,667	82	8	8,779
11			1		1	1		3			4		54
255	2	1	123	30	223		62	68	4	402	346	5	2,417
68			20	1	41	14	13	12			113	1	573
1,834	7	4	84	39	168	10	250	130	15	4,359	219	7	12,491
82	7		7		7	1	3	8			17	2	267
149		5	7	12	42	49	37	36	9	1,061	53		2,162
25					4	7							114
2,313	9	10	244	87	443	102	629	303	120	6,029	682	12	18,512
215	7		36	1	65	28	19	24	4		137	8	1,159
2,528	16	10	280	88	508	130	648	327	124	6,029	819	20	19,671

Sub-Saharan Africa

Figure 16

Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.*



South Africa 329

- Namibia 91
- Kenya 78
- Ethiopia 63
- Ghana 63



Kenya 729

- Nigeria 714
- Ghana 714
- Cameroon 607
- South Africa 469

*Includes all funding areas (individual funding, project funding, EU mobility funding)

Table 16

Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	2,005	389	2,394	2,908	351	3,259	2,149	252	2,401
Project funding	2,778	1,553	4,331	3,594	1,540	5,134	3,495	688	4,183
EU mobility funding				36	19	55			
Total funding	4,783	1,942	6,725	6,538	1,910	8,448	5,644	940	6,584

Figure 17

Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine **375 / 114**



Engineering **968 / 116**



Art, Music and Sports Science **49 / 52**



Mathematics and Natural Sciences **1,094 / 90**



Law, Economics and Social Sciences **1,367 / 263**



Language and Cultural Studies **283 / 150**



Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **606 / 56**



Interdisciplinary/other subjects **902 / 99**



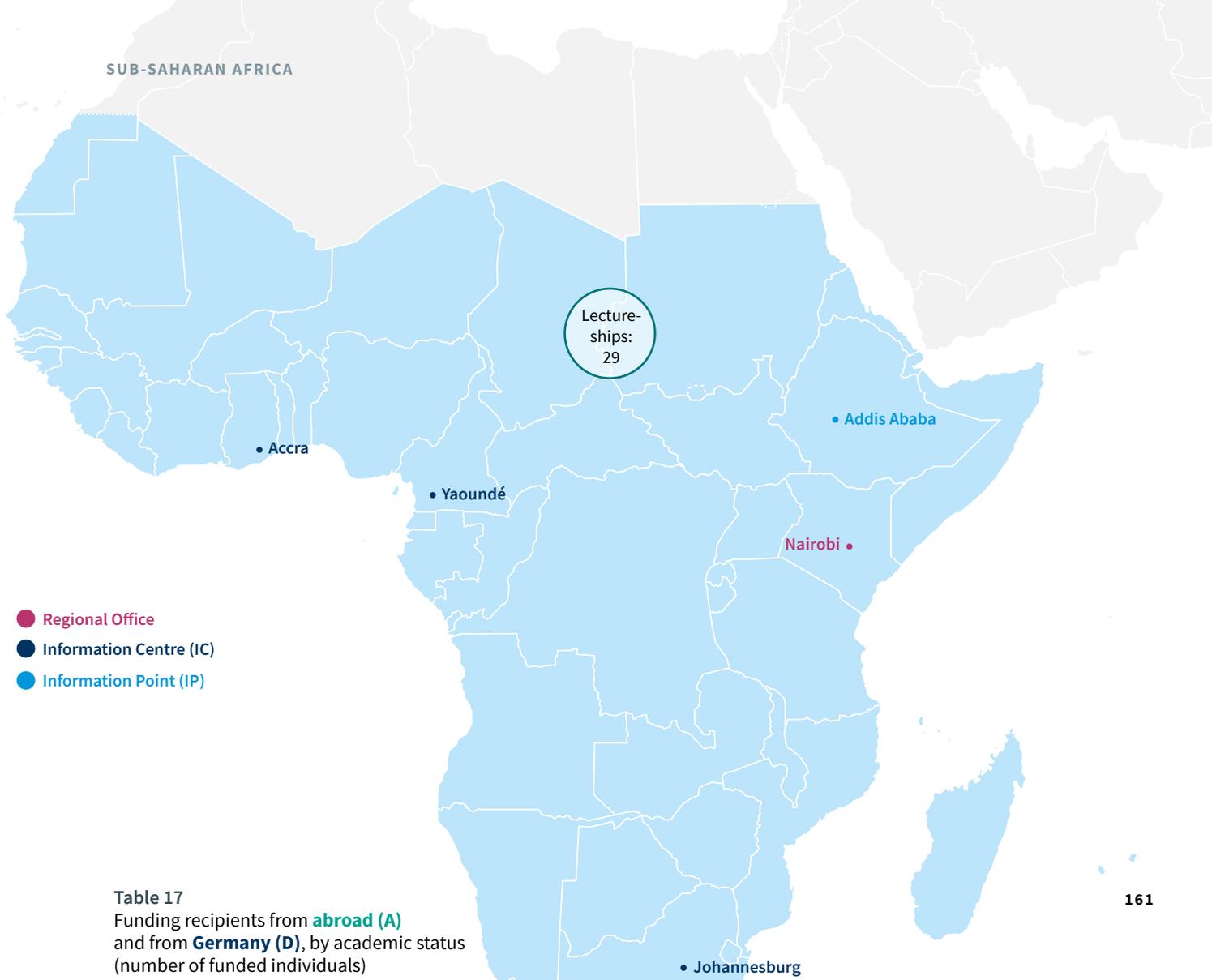


Table 17
Funding recipients from **abroad (A)**
and from **Germany (D)**, by academic status
(number of funded individuals)

	A	D
Bachelor's students	557	358
Master's students	1,788	325
Doctoral candidates	1,598	45
Academics and lecturers (including postdocs)	684	182
Other funded individuals*	1,017	30
Total	5,644	940

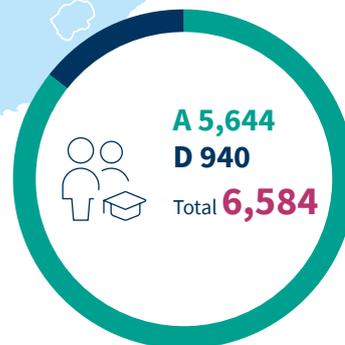
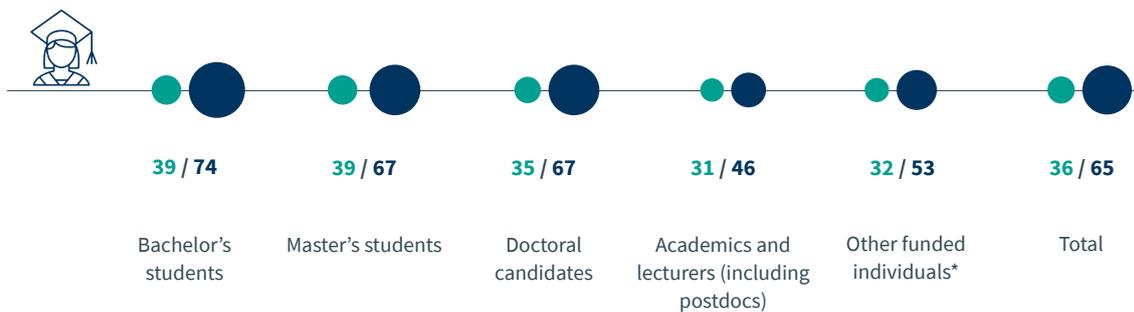


Figure 18
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



*Individuals in preparatory courses and higher education staff supervising projects

Table 18: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2020
Sub-Saharan Africa

		Angola	Ethiopia	Benin	Botswana	Burkina Faso	Burundi	Côte d'Ivoire	Djibouti	Eritrea	Gabon	Gambia	Ghana	Guinea	Guinea-Bissau	Cameroon	Kenya	Comoros	Congo	Congo (Democratic Republic)	Lesotho	
A = Funding recipients from abroad																						
D = Funding recipients from Germany																						
I. Individual funding – total		A	1	229	90	2	25	13	15		12	2	5	188	1	81	330	1	6	9	3	
		D		14	3	4	2		5		1	4	17		4	32			1			
1. By status																						
Bachelor's students		A															2					
		D		4		2						1	13				18					
Master's students		A		55	42	2	6	7	7		11		4	63		19	116		2	5	2	
		D		5	1				3			3				1	10					
Doctoral candidates		A		174	43		15	6	7		1	1	1	114	1	56	206	1	4	4	1	
		D				1	1						1				2					
Academics and lecturers (including postdocs)		A	1		5		4		1		1		11			6	6					
		D		5	2	1	1		2		1		3			3	2			1		
2. By duration of funding																						
< 1 month		A		1									2			3	1					
		D			1						1	3	5				7					
1–6 months		A		29	3		1		3		1		2			5	17					
		D		4		1						1	8				16					
> 6 months (long-term funding)		A	1	199	87	2	24	13	12		12	1	5	184	1	73	312	1	6	9	3	
		D		10	2	3	2		5				4			4	9			1		
II. Project funding – total		A	5	194	49	17	34	24	13	1	43	3	12	526	102	1	526	399		7	55	5
		D		49	1	10	6		21				1	46		5	46			4		
1. By status																						
Bachelor's students		A		5	5		1	2					140	3		236	24					
		D		5		4		12				1	13			1	17					
Master's students		A		38	24	3	3	15	4		3	2	137	2		161	111			21		
		D		36	1	4	1	7					19			1	8			4		
Doctoral candidates		A		49	10	5		1				1	59			46	31		1	3		
		D		4				1					2				2					
Academics and lecturers (including postdocs)		A		50	7	3	2	1	1				102			15	150			8		
		D		3		2	2	1					9			3	14					
Other funded individuals*		A	5	52	3	6	28	9	5		40	3	9	88	97	1	68	83		6	23	5
		D		1			3						3				5					
2. By duration of funding																						
< 1 month		A	1	66	30	13	31	3	3	1	2		4	314	83		112	251		28	5	
		D		40		10	4		20				28			3	14			1		
1–6 months		A	3	75	15	1	2	8	8		36	3	8	144	18	1	364	73		3	6	
		D		8	1		2	1				1	18			2	25					
> 6 months (long-term funding)		A	1	53	4	3	1	13	2		5		68	1		50	75		4	21		
		D		1													7			3		
III. EU mobility programmes – total																						
1. Mobility with partner countries																						
1. Erasmus student mobility (study abroad)																						
		A																				
		D																				
2. Erasmus staff mobility (lecturers, other staff)																						
		A																				
		D																				
Total DAAD funding (I + II + III)		A	6	423	139	19	59	37	28	1	55	5	17	714	103	1	607	729	1	13	64	8
		D		63	4	14	8		26		1	5	63			9	78			5		
Total DAAD funding – funded individuals A and D																						

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.

Liberia	Madagascar	Malawi	Mali	Mauritania	Mauritius	Mozambique	Namibia	Niger	Nigeria	Rwanda	Zambia	São Tomé and Príncipe	Senegal	Seychelles	Sierra Leone	Zimbabwe	Somalia	South Africa	Sudan	South Sudan	Swaziland	Tanzania	Togo	Chad	Uganda	Central African Republic	Sum total:
4	7	13	6	1	12	9	35	6	292	60	22	1	22		7	43	5	243	66	18	1	102	30	5	123	3	2,149
	13	5	2			5	27		4	3			10	4		3		67	2			9	3		8		252
							1		1																		4
	2	4					17		1	2			4					42	1			5			2		118
3	1	3	1		11	2	25	4	141	21	5		11		7	14	5	80	21	16		49	14	1	57		833
	9	1				2	6						4	4				12				2			5		68
1	4	10	2	1	1	7	8	2	136	39	15		9			26		155	45	2	1	52	16	4	65	3	1,239
						1	1						1					2				2					12
	2		3				1		14		2	1	2			3		8				1			1		73
	2		2			2	3		3	1			1			3		11	1				3		1		54
	2								3	2		1			1			4	1			1					22
	8	4							1					4	1			6	1						5		47
			1				2		8				2			2		5	1			3	2				87
	2					2	20			1			3					39				4	1		2		104
4	5	13	5	1	12	9	33	6	281	58	22		20		7	40	5	234	64	18	1	98	28	5	123	3	2,040
	3	1	2			3	7		4	1			7			2		22	1			5	2		1		101
4	6	16	18	2	16	20	80	29	422	158	24		40	5	7	44	13	226	71	16	6	137	21	2	94	2	3,495
	7	15	10		3	5	64	1	6	11	3		10		3	4		262	2			44	10		39		688
	1	5			3	3	3		20	50			2			1		35	6			2	3		3		553
		6	8		1		18		1	5					1	4		119	1			12	1		10		240
3		2	3	1		3	24	16	169	43	6		8		1	7		51	16	6		35	6		31		955
	2	2	2		2		19	1	1	6	3		4		1			87	1			13	7		25		257
	5	2	1			3	4	2	50	13	4		9		2	4		14	5			20	2	2	11		359
	2	3					5						4					4				4			2		33
	6	12				3	10	10	31	20	2		18		2	4		85	3		1	40	2		23		611
	3	1				3	22		3				2		1			48				9	2				128
1		1	2	1	13	8	39	1	152	32	12		3	5	2	28	13	41	41	10	5	40	8		26	2	1,017
	3					2			1									4				6			2		30
1	1	10	12		12	13	56	10	162	87	14		28	5	4	27	1	145	18	2	6	72	3		45		1,681
	5	6	8			4	39		4		2		3		1	4		104				23	2		27		352
2	1		6	2	4	7	7	5	217	51	6		7		1	10	10	67	33	7		21	15		25		1,272
	2	4	2		3	1	21	1	1	11	1		2		2			143	2			19	8		11		292
1	4	6					17	14	43	20	4		5		2	7	2	14	20	7		44	3	2	24	2	542
	5						4		1				5					15				2			1		44
8	13	29	24	3	28	29	115	35	714	218	46	1	62	5	14	87	18	469	137	34	7	239	51	7	217	5	5,644
	20	20	12		3	10	91	1	10	14	3		20	4	3	7		329	4			53	13		47		940
8	33	49	36	3	31	39	206	36	724	232	49	1	82	9	17	94	18	798	141	34	7	292	64	7	264	5	6,584

Asia, Pacific

Figure 19

Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.*



Australia 493
 China 368
 Korea (Republic) 356
 Japan 282
 India 263



India 1,481
 China 1,269
 Vietnam 894
 Korea (Republic) 417
 Indonesia 400

*Includes all funding areas (individual funding, project funding, EU mobility funding)

Table 19

Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	2,526	1,576	4,102	2,181	1,185	3,367	1,648	727	2,375
Project funding	4,496	5,149	9,645	4,698	5,949	10,646	4,945	2,002	6,947
EU mobility funding				455	158	613			
Total funding	7,022	6,725	13,747	7,334	7,292	14,626	6,593	2,729	9,322

164

Figure 20

Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine **212 / 157**



Engineering **1,663 / 551**



Art, Music and Sports Science **366 / 99**



Mathematics and Natural Sciences **1,137 / 384**



Law, Economics and Social Sciences **1,320 / 866**



Language and Cultural Studies **563 / 383**



Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **280 / 61**



Interdisciplinary/other subjects **1,052 / 228**





Table 20
Funding recipients from **abroad (A)**
and from **Germany (D)**, by academic status
(number of funded individuals)

	A	D
Bachelor's students	1,157	1,165
Master's students	2,315	1,028
Doctoral candidates	1,053	151
Academics and lecturers (including postdocs)	846	375
Other funded individuals*	1,222	10
Total	6,593	2,729

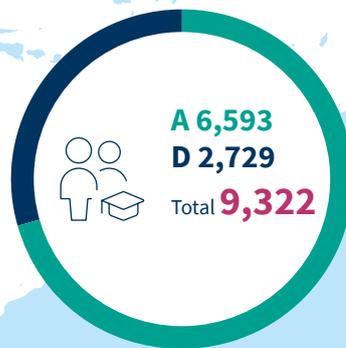
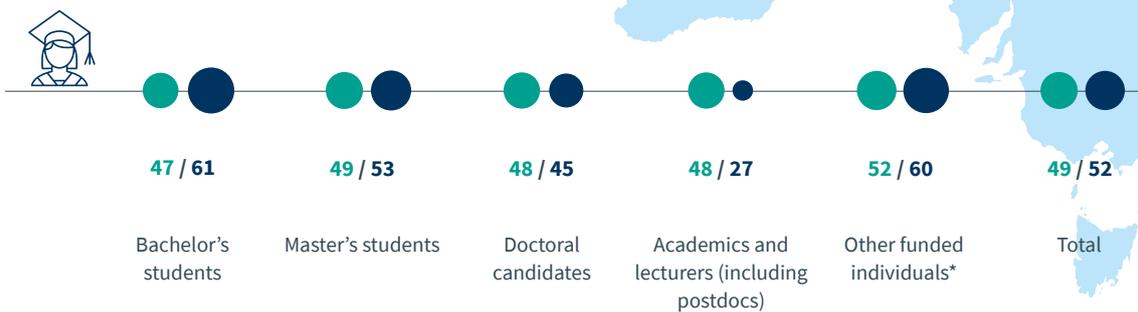


Figure 21
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



*Individuals in preparatory courses and higher education staff supervising projects

Table 21: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2019
Asia, Pacific

		Australia	Bangladesh	Bhutan	China	Cook Islands	Hong Kong (CN)	India	Indonesia	Japan	Cambodia	Korea (Democratic People's Republic)	Korea (Republic)
A = Funding recipients from abroad													
D = Funding recipients from Germany													
I. Individual funding – total		A	34	52	9	227	6	349	152	149	5		91
		D	118			118	4	7	23	45	111	15	64
1. By status													
Bachelor's students	A				9			5	3	9			2
	D	53			33		3	10	27	31	2		46
Master's students	A	13	33	7	25		1	126	64	30	4		33
	D	28			29	4	2	3	6	57	11		8
Doctoral candidates	A	11	18	2	73		5	207	77	29	1		34
	D	16			16			3	5	18			1
Academics and lecturers (including postdocs)	A	10	1		120			11	8	81			22
	D	21			40		2	7	7	5	2		9
2. By duration of funding													
< 1 month	A	8	1		35			1	4	87			15
	D	24			7	4	1	7	5	3	11		5
1–6 months	A	6	1		15			44	4	6			4
	D	56			21		2	7	24	28	2		22
> 6 months (long-term funding)	A	20	50	9	177		6	304	144	56	5		72
	D	38			90		4	9	16	80	2		37
II. Project funding – total		A	50	207	5	1,042	22	1,132	248	160	34	1	326
		D	375	2		250	35	240	104	171	3		292
1. By status													
Bachelor's students	A	17	5		300		3	76	56	62		1	90
	D	142	1		104		9	53	64	74	2		196
Master's students	A	10	102	4	301		8	601	38	54	1		133
	D	158	1		94		8	119	39	82	1		91
Doctoral candidates	A	5	5		100			109	16	22			27
	D	35			4			25		2			
Academics and lecturers (including postdocs)	A	14	8	1	31			58	59	8	3		31
	D	39			47		18	41	1	13			5
Other funded individuals*	A	4	87		310		11	288	79	14	30		45
	D	1			1			2					
2. By duration of funding													
< 1 month	A	33	28	3	115		3	261	130	56	31	1	99
	D	73			71		8	118	43	38			7
1–6 months	A	15	171		789		15	809	106	93	3		202
	D	283	2		94		8	120	59	93	3		262
> 6 months (long-term funding)	A	2	8	2	138		4	62	12	11			25
	D	19			85		19	2	2	40			23
III. EU mobility programmes – total		A											
		D											
1. Mobility with partner countries													
1. Erasmus student mobility (study abroad)	A												
	D												
2. Erasmus staff mobility (lecturers, other staff)	A												
	D												
Total DAAD funding (I + II + III)		A	84	259	14	1,269	28	1,481	400	309	39	1	417
		D	493	2		368	4	42	263	149	282	18	356
Total DAAD funding – funded individuals A and D			577	261	14	1,637	4	70	1,744	549	591	57	773

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.

Laos	Malaysia	Marshall Islands	Micronesia	Mongolia	Myanmar	Nepal	New Zealand	Philippines	Samoa	Singapore	Sri Lanka	Taiwan	Thailand	Timor-Leste	Tonga	UAE	Vietnam	Sum total:
3	26			41	17	73	20	37		6	25	46	43	2			235	1,648
1	15			7	8	17	32	20	2	17	6	32	23	1	4		37	727
				13						2							21	64
1	10				3	4	12	6		9	3	17	12	1			20	303
2	7			14	11	58	6	23		2	14	2	16	1			92	584
	3			2	1	13	6	12	2	6	3	12	1		4		6	219
1	19			12	6	14	2	14		2	10	38	21	1			86	683
							7			1		1						68
				2		1	12				1	6	6				36	317
	2			5	4		7	2		1		2	10				11	137
							12					7	4				156	330
						13	6	12	2		3	2	4		4		3	116
	1			2	1	2	1				1	1	1				2	92
1	12				5	4	16	6		12	3	19	9				23	272
3	25			39	16	71	7	37		6	24	38	38	2			77	1,226
	3			7	3		10	2		5		11	10	1			11	339
5	127	1		94	258	99	7	83		142	28	96	118	1			659	4,945
6	47		2	19	14	17	56	7		87	17	92	55			1	110	2,002
	19			76		30				2	8	30	9				309	1,093
5	11		2	3	1	9	23	4		64	5	39	26			1	24	862
	23			7	4	44	3	7		136	6	33	62				154	1,731
1	22			4	1	6	33	2		23	11	39	26				48	809
1	4			4	2	5	1	5		1	3	3	3				54	370
	3			2		2					1	5					4	83
1	37	1		1	186	4	1	12			1	2	29	1			40	529
	9			7	12							9	3				34	238
3	44			6	66	16	2	59		3	10	28	15				102	1,222
	2			3				1										10
4	77			5	240	38	3	63		1	4	20	33	1			242	1,491
	26			15	11	7	8	1		40	3	7	7			1	65	549
	45			54	16	57	4	15		140	23	71	28				288	2,944
6	15		2	4	3	10	42	6		47	13	73	38				40	1,223
1	5	1		35	2	4		5		1	1	5	57				129	510
	6						6				1	12	10				5	230
8	153	1		135	275	172	27	120		148	53	142	161	3			894	6,593
7	62		2	26	22	34	88	27	2	104	23	124	78	1	4	1	147	2,729
15	215	1	2	161	297	206	115	147	2	252	76	266	239	4	4	1	1,041	9,322

Complete overview

Table 22: Funded individuals from abroad and from Germany
By funding area 2019/2020

Calendar year	Funded individuals from abroad		Funded individuals from Germany		Total funded individuals		of whom new
	2019	2020	2019	2020	2019	2020	2020
I. Individual funding – total	16,143	10,503	8,488	4,548	24,631	15,051	5,717
1. By status							
Bachelor's students	4,388	1,138	3,350	1,554	7,738	2,692	1,365
Master's students	4,983	4,211	1,505	1,567	6,488	5,778	2,164
Doctoral candidates	4,926	4,103	1,364	441	6,290	4,544	1,275
Academics and lecturers (including postdocs)	1,846	1,051	2,269	986	4,115	2,037	913
2. By duration of funding							
< 1 month	3,273	791	2,814	567	6,087	1,358	1,015
1–6 months	2,419	894	2,846	1,648	5,265	2,542	1,709
> 6 months (long-term funding)	10,451	8,818	2,828	2,333	13,279	11,151	2,993
3. Selection of major programmes							
DAAD One-Year Scholarships for Research and Studies	3,924	3,876	1,389	1,344	5,313	5,220	1,535
Scholarships through Third-Party-Funded Programmes	2,936	2,515	28	20	2,964	2,535	599
In-Country/In-Region Scholarship Programmes	1,937	1,321			1,937	1,321	349
Lektors			539	538	539	538	83
Long-term Lecturers, Guest Lecturers, Professorships			79	76	79	76	23
Travel Grants for Conferences or Invited Lecturers			1,923	227	1,923	227	227
Internships	455	2	1,909	797	2,364	799	654
Research Stays for Lecturers	687	232	16	3	703	235	188
II. Project funding – total	40,657	38,498	26,707	8,450	67,364	46,948	37,769
1. By status							
Bachelor's students	7,970	10,309	11,666	2,932	19,636	13,241	11,820
Master's students	7,030	6,731	7,755	3,396	14,785	10,127	8,484
Doctoral candidates	4,479	1,977	2,691	430	7,170	2,407	1,686
Academics and lecturers (including postdocs)	6,553	3,656	4,032	1,412	10,585	5,068	3,200
Other funded individuals*	14,625	15,825	563	280	15,188	16,105	12,579
2. By duration of funding							
< 1 month	21,163	10,371	15,698	3,598	36,861	13,969	11,241
1–6 months	13,126	23,107	9,636	3,691	22,762	26,798	22,885
> 6 months (long-term funding)	6,368	5,020	1,373	1,161	7,741	6,181	3,643
3. Selection of major programmes							
PROMOS – Programme to Increase the Mobility of German Students			15,012	4,262	15,012	4,262	4,262
Structural programmes for study abroad (ISAP, Double Degree, Bachelor Plus)	664	379	1,572	883	2,236	1,262	685
Grant and Support Programmes (STIBET)	4,194	5,862			4,194	5,862	5,193
Programme for Project-Related Personal Exchange (PPP)	533	84	1,550	354	2,083	438	282
Integra – Integrating Refugees in Degree Programmes	8,188	10,452			8,188	10,452	7,993
	Project 2017	Project 2018	Project 2017	Project 2018	Project 2017	Project 2018	Project 2018
III. EU mobility programmes – total	3,781	157	49,883	48,958	53,664	49,115	49,115
1. Mobility with programme countries							
1. Erasmus student mobility (study abroad)			33,104	33,290	33,104	33,290	33,290
2. Erasmus student mobility (internships abroad)			8,867	9,009	8,867	9,009	9,009
3. Erasmus staff mobility (lecturers, other staff)	155	157	6,315	6,659	6,470	6,816	6,816
2. Mobility with partner countries							
1. Erasmus student mobility (study abroad)	2,549		1,086		3,635		
2. Erasmus staff mobility (lecturers, other staff)	1,077		511		1,588		
Total DAAD funding (I + II + III)	60,581	49,158	85,078	61,956	145,659	111,114	92,601

*Individuals in preparatory courses and higher education staff supervising projects

This table of DAAD-funded individuals is divided into three funding areas. The DAAD's individual funding predominantly supports students, researchers and lecturers who have successfully applied for a DAAD scholarship. The DAAD's project funding mainly funds programmes to support the internationalisation of higher education structures. As the national agency for EU Higher Education Cooperation, the DAAD ultimately awards funding to students and staff of higher education institutions that particularly support academic mobility to other European countries (EU mobility funding). The figures on funded individuals shown in the table relate to the 2018 project and thus to the period 01/06/2018 – 31/05/2020. No data is available for the Mobility with Partner Countries programme line's 2018 project, as the European Commission extended the project's duration due to the Covid-19 pandemic. In the previous reporting period the total was over 5,000 individuals. The project will end on 31/07/2021. Up-to-date data will be available after that point.

Table 23
Funding recipients from **abroad (A)** and from **Germany (D)**, by funding area (number of funded individuals)

	2014			2017			2020		
	A	D	Total	A	D	Total	A	D	Total
Individual funding	19,994	9,117	29,111	16,973	7,695	24,669	10,503	4,548	15,051
Project funding	28,170	23,098	51,268	41,840	24,723	66,562	38,498	8,450	46,948
EU mobility funding	90	40,642	40,732	2,715	45,812	48,527	157	48,958	49,115
Total funding	48,254	72,857	121,111	61,528	78,230	139,758	49,158	61,956	111,114

Figure 22
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

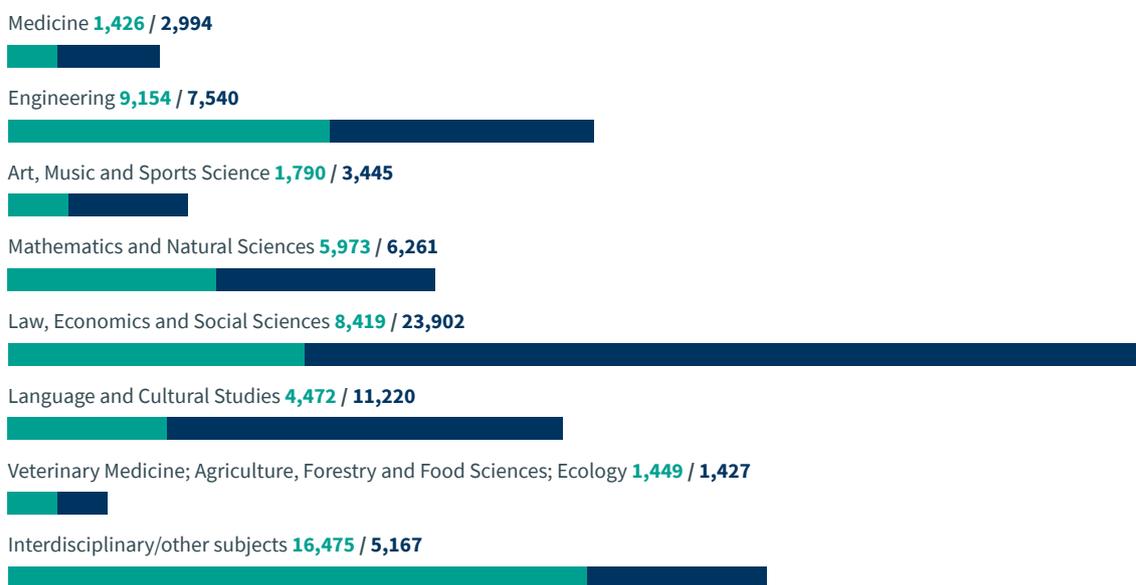
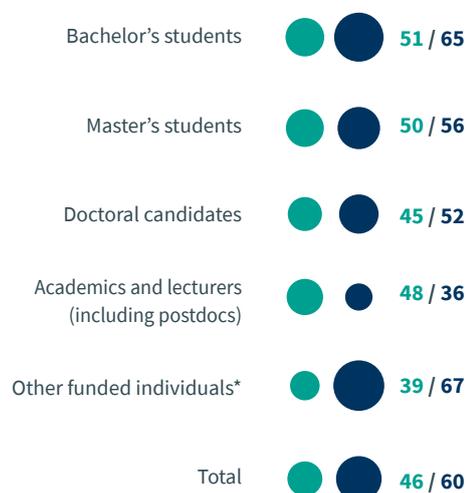


Table 24
Funding recipients from **abroad (A)** and from **Germany (D)**, by academic status (number of funded individuals)

	A	D
Bachelor's students	11,447	32,749
Master's students	10,942	17,384
Doctoral candidates	6,080	1,120
Academics and lecturers (including postdocs)	4,864	5,444
Other funded individuals*	15,825	5,259
Total	49,158	61,956

Figure 23
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



*Individuals in preparatory courses and higher education staff supervising projects





Appendix

Annual financial statement 2020

Table 24: Annual financial statement 2020

Funding bodies and programmes	Total funding EUR	Total expenditure EUR
Section I-II – Institutional administrative budget (operations including investments)		
1 Administrative budget for domestic operations		
<i>Own funds</i>	169,312.22	169,312.22
<i>Federal State of Berlin</i>	393,000.00	393,000.00
<i>Federal Foreign Office (AA)</i>	32,289,673.18	32,283,160.97
Total domestic	32,851,985.40	32,845,473.19
2 Administrative budget for international operations		
<i>Own funds</i>	1,585,397.90	1,585,397.90
<i>Federal Foreign Office (AA)</i>	9,901,468.34	9,853,758.69
Total international	11,486,866.24	11,439,156.59
Section I-II – Administrative budget for operations in Germany and abroad	44,338,851.64	44,284,629.78
Section III – Federal Foreign Office institutional programme budget		
Federal Foreign Office institutional programme budget operative funds		
<i>Programme funds</i>	137,158,793.40	137,158,793.40
Section III – Federal Foreign Office institutional programme budget operative funds	137,158,793.40	137,158,793.40
Section IV – Project budget from public funding bodies		
1 Federal Foreign Office (AA)		
<i>Programme funds</i>	5,333,514.60	4,828,127.39
<i>Project-related administrative funds</i>	813,083.95	790,288.25
Total AA	6,146,598.55	5,618,415.64
2 Federal Ministry of Education and Research (BMBF)		
<i>Programme funds</i>	123,915,514.59	113,578,207.45
<i>Project-related administrative funds</i>	26,632,605.35	23,826,523.06
Total BMBF	150,548,119.94	137,404,730.51
3 Federal Ministry for Economic Cooperation and Development (BMZ)		
<i>Programme funds</i>	38,490,045.12	37,055,901.37
<i>Project-related administrative funds</i>	6,280,555.88	6,263,499.43
Total BMZ	44,770,601.00	43,319,400.80
4 Federal Ministry for Economic Affairs and Energy (BMWi)		
<i>Programme funds</i>	874,235.57	874,235.57
<i>Project-related administrative funds</i>	114,503.71	113,650.62
Total BMWi	988,739.28	987,886.19
5 Federal states		
<i>Programme funds</i>	8,468,681.89	8,106,458.57
<i>Project-related administrative funds</i>	1,172,684.87	969,378.63
Total federal states	9,641,366.76	9,075,837.20
6 European Union (EU) and other international organisations		
<i>Programme funds</i>	188,026,288.03	146,727,495.32
<i>Project-related administrative funds</i>	4,868,650.11	4,747,394.01
Total EU and other international organisations	192,894,938.14	151,474,889.33
Programme funds	365,108,279.80	311,170,425.67
Project-related administrative funds	39,882,083.87	36,710,734.00
Section IV – Project budget from public funding bodies	404,990,363.67	347,881,159.67
Programme funds	502,267,073.20	448,329,219.07
Project-related administrative funds	84,220,935.51	80,995,363.78
Section I-IV – Administrative, programme and project budget from public funding bodies	586,488,008.71	529,324,582.85

Funding bodies and programmes		Total funding EUR	Total expenditure EUR
Section V – Project budget from third-party funds			
1	Liaison and university offices		
	<i>Programme funds</i>	119,792.52	133,430.97
	<i>Project-related administrative funds</i>	-	-
	Total liaison and university offices	119,792.52	133,430.97
2	Consortium for International Higher Education Marketing GATE-Germany		
	<i>Programme funds</i>	153,089.56	153,089.56
	<i>Project-related administrative funds</i>	1,094,463.20	1,094,463.20
	Total Consortium for International Higher Education Marketing	1,247,552.76	1,247,552.76
3	International DAAD Academy (IDA)		
	<i>Programme funds</i>	302.70	302.70
	<i>Project-related administrative funds</i>	194,876.30	194,876.30
	Total IDA	195,179.00	195,179.00
4	Gesellschaft für Internationale Zusammenarbeit (GIZ)		
	<i>Programme funds</i>	2,777,038.04	1,609,013.99
	<i>Project-related administrative funds</i>	927,510.16	630,831.93
	Total GIZ	3,704,548.20	2,239,845.92
5	Programmes with partners in Germany and abroad		
	<i>Programme funds</i>	14,627,634.30	11,411,061.60
	<i>Project-related administrative funds</i>	1,561,861.99	2,521,047.49
	Total programmes with partners in Germany and abroad	16,189,496.29	13,932,109.09
6	Stifterverband für die Deutsche Wissenschaft (SV)		
	<i>Programme funds</i>	976,000.68	540,592.98
	<i>Project-related administrative funds</i>	145,552.08	114,372.72
	Total SV	1,121,552.76	654,965.70
7	Dr Mildred Scheel Foundation for Cancer Research		
	<i>Programme funds</i>	648,635.16	725,572.15
	<i>Project-related administrative funds</i>	40,918.73	40,918.73
	Total Dr Mildred Scheel Foundation	689,553.89	766,490.88
8–12	Other funding bodies		
	<i>Programme funds</i>	468,643.37	322,655.37
	<i>Project-related administrative funds</i>	341,749.92	619,618.43
	Total other funding bodies	810,393.29	942,273.80
	Programme funds	19,771,136.33	14,895,719.32
	Project-related administrative funds	4,306,932.38	5,216,128.80
	Section V – Project budget from third-party funds	24,078,068.71	20,111,848.12
	Programme funds	522,038,209.53	463,224,938.39
	Project-related administrative funds	88,527,867.89	86,211,492.58
	TOTAL sections I–V	610,566,077.42	549,436,430.97

DAAD bodies

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Term of office 2020–2023

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Term of office 2020–2023

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[Daniel Janke](#) University of Würzburg [Robin Luge](#) Harz University of Applied Sciences [Amanda Steinmaus](#) University of Duisburg-Essen

Members

As of: 31 December 2020

HIGHER EDUCATION INSTITUTION MEMBERS: 242

STUDENT BODIES: 105

DAAD selection committees

The DAAD offers scholarships for projects as specialised and diverse as environmental genomics in aquatic systems and experimental strong-field laser physics, but the task of selecting the best candidates would be impossible without the expertise of the DAAD's independent assessors, who give their time on a voluntary basis. The DAAD has around 80 subject-specific selection committees where about 400 university lecturers and professors work alongside experts from industry, government and academic and scientific administration. A large number of other assessors support the DAAD's standing selection committees on an ad-hoc basis.

'For third-party funding providers in the world of higher education, collaborating on assessment panels is about much more than just a matter of etiquette. This kind of partnership is a fundamental criterion for assessing funding decisions based on independent expertise,' explains Dr Simone Burkhart, head of Scholarship Policies division. It is not always easy to find suitable assessors, particularly for highly specialised areas of research.

So the DAAD is even more grateful that the many voluntary assessors view their appointment to the selection committees with such seriousness and commitment. In 2020 the DAAD expanded its existing appointment process by including a process to allow expressions of interest. The benefit of this is that qualified experts can register their interest for these important activities, even if they have never had any contact with the DAAD before. The DAAD was particularly delighted that so many alumni responded to this call.

Another change is that in previous years, the assessors were listed in the DAAD's Annual Report. Their names now appear on the DAAD's website. This allows the DAAD to update this information on a daily basis, something which was not possible in the Annual Report.



www.daad.de/selection-committees

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ARTISTS-IN-BERLIN PROGRAM

Since the DAAD took over the programme in 1964, the Artists-in-Berlin Program has been one of the most prestigious scholarship programmes for artists. For a list of the jurors who select the Program's guests, please visit



www.daad.de/juroren-bkp

ADVISORY COUNCIL ON GERMAN STUDIES

The Advisory Council on German Studies is an international body that advises the DAAD on funding policy in its core activities in German Studies and German as a foreign language outside Germany. The Council's members are appointed by the DAAD's Executive Committee. The members for the period from 2020–2024 can be found at



www.daad.de/beirat-germanistik

Abbreviations

- AA** Federal Foreign Office
- ACA** Academic Cooperation Association
- AI** Artificial intelligence
- BDI** Federation of German Industries
- BIDS** Support initiative for German schools abroad and partner schools
- bkp** Artists-in-Berlin Program
- BMBF** Federal Ministry of Education and Research
- BMZ** Federal Ministry for Economic Cooperation and Development
- BSA** Education system analysis
- CAPES** Coordenação de Aperfeiçoamento de Pessoal de Nível Superior Foundation (Brazil)
- CARe** Career Advancement for Refugee Researchers in Europe
- CIH** Center for International Health
- climapAfrica** Climate Research Alumni and Postdocs in Africa
- COLFUTURO** Fundación para el futuro de Colombia
- CONACyT** Consejo Nacional de Ciencia y Tecnología, Mexico
- CONAMA** Conselho Nacional do Meio Ambiente (National Environmental Council, Brazil)
- DAAD** German Academic Exchange Service
- DaF** German as a Foreign Language
- DFG** German Research Foundation
- DIES** Dialogue on Innovative Higher Education Strategies
- DIGI-FACE** Digital Initiative for African Centres of Excellence
- DIHK** Association of German Chambers of Industry and Commerce
- DLR-PT** German Aerospace Centre's Project Management Agency
- DWIH** German Centres for Research and Innovation
- EDUC** European Digital UniverCity
- EDUFI** National Agency for Education (Finland)
- EHEA** European Higher Education Area
- EPICUR** European Partnership for an Innovative Campus Unifying Regions
- EPOS** Development-Related Postgraduate Courses
- ERA** European Research Area
- EU4ART** Alliance for Common Fine Arts Curriculum
- EUN** European University Networks
- EURAXESS** European portal for researchers
- exceed** Higher Education Excellence in Development Cooperation
- FH** University/universities of applied sciences
- FORTHEM** Fostering Outreach within European Regions, Transnational Higher Education and Mobility
- FU** Free University
- GAIN** German Academic International Network
- g.a.s.t.** Society for Academic Preparation and Test Development
- GATE** Consortium for international marketing of German higher education institutions
- G-RISC** German-Russian Interdisciplinary Science Centre
- GIUAS** German International University of Applied Sciences, Cairo
- GJU** German-Jordanian University, Amman
- HAW** Universities of applied sciences
- HOPES** Higher and Further Education Opportunities and Perspectives for Syrians and Vulnerable Youth
- HOPES-LEB** Higher and Further Education Opportunities and Perspectives for Syrians and Vulnerable Youth in Lebanon
- HRK** German Rectors' Conference
- IB** International office of the Federal Ministry of Education and Research (BMBF)
- IC** Information Centre
- IDA** International DAAD Academy
- IMKD** International Mobility and Cooperation through Digitalisation
- Integra** Integrating Refugees in Degree Programmes
- IP** Information Points
- IP Digital** International Programmes Digital
- ISO** International Standards Organization
- IVAC** International Virtual Academic Collaboration
- KIT** Karlsruhe Institute of Technology
- KIWi** Competence Centre for International Academic Collaborations
- KOSPIE** Combined Study and Practice Stays for Engineers from Developing Countries
- LAS** Liberal Arts & Sciences
- LEI** Local Erasmus+ Initiatives
- LIU** Lebanese International University
- LU** Lebanese University
- MISIS** National University of Science and Technology
- MOPGA-GRI** Make our Planet great again – German Research Initiative
- NA DAAD** National Agency for EU Higher Education Cooperation within the DAAD
- Nuffic** Netherlands Universities' Foundation for International Cooperation
- OECD** Organisation for Economic Co-operation and Development
- PAGEL** Partnerships for the Health Sector in Developing Countries
- PASCH** Schools: Partners for the Future
- Postdoc-NeT** Postdoctoral Researchers Networking Tour
- PPP** Programme for Project-Related Personal Exchange
- PROMOS** Programme to increase the mobility of students from German universities
- RISE** Research Internships in Science and Engineering
- RWTH** RWTH Aachen University
- SASSCAL** Southern African Science Service Centre for Climate Change and Adaptive Land Management

ABBREVIATIONS

SDG Sustainable Development Goals

SP/DL In-Country/In-Region
Scholarship Programmes

TDU Turkish-German University,
Istanbul

TestDaF Test for German as a foreign
language

TEV Türk Eğitim Vakfı (Turkish
educational foundation)

TNE Transnational education

TU Technical university

UCA University of Central Asia

UGC University Grants Commission
(Indian partner organisation)

UNA Europa Alliance of European
universities

UNESCO United Nations Educational,
Scientific and Cultural Organisation

UNICEF United Nations Children's Fund

WACCI West Africa Centre for Crop
Improvement

WASCAL West African Science Service
Centre on Climate Change and Adapted
Land Use

WHO World Health Organization

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