

# **DAAD offices around the world**





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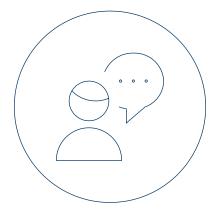








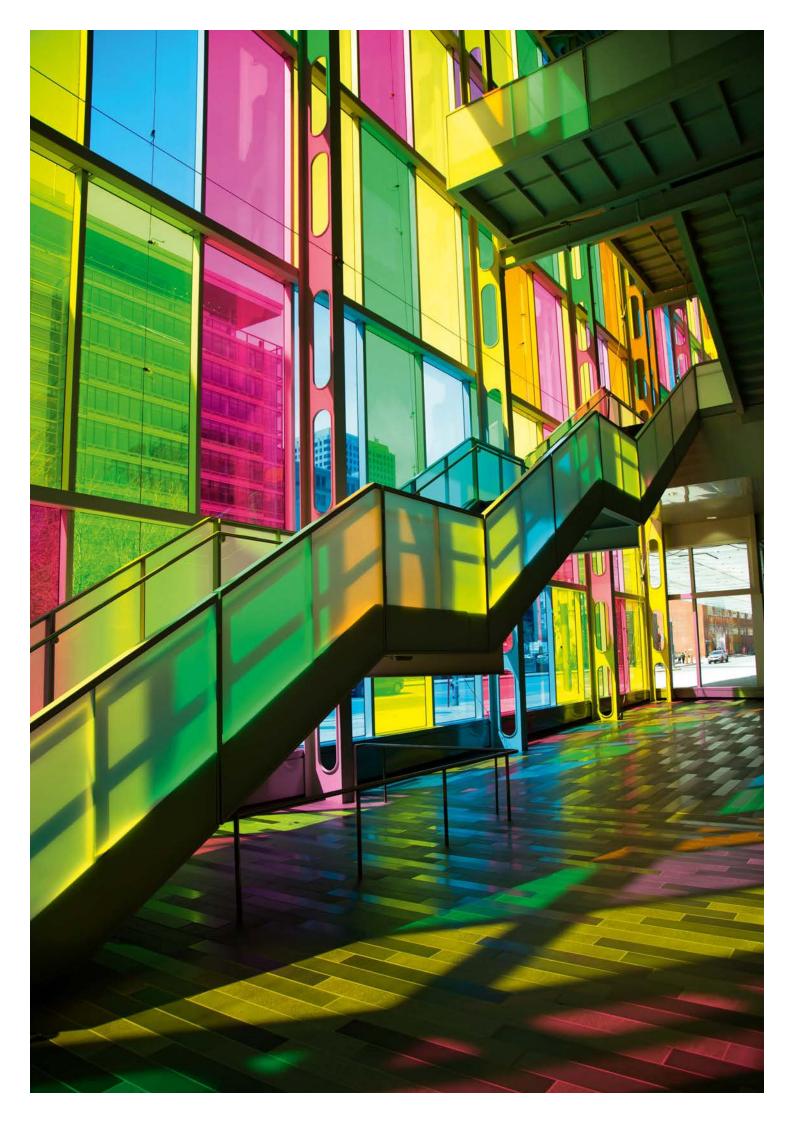
Annual Report 2021



'The DAAD scholarships were instrumental in my life. I always received them when I needed a change in my life circumstances. They gave me the space to see the world differently, to encounter other people whom I might otherwise never have met.'

After gaining her university entrance diploma at a private girls' school in her homeland of Zimbabwe, Tsitsi Dangarembga started studying medicine at Cambridge, but she dropped out, due in part to the racism she encountered. Back in Zimbabwe she studied psychology at the University of Zimbabwe and continued those studies with a DAAD scholarship in Bayreuth. She started writing plays while she was a member of the theatre society at the University of Zimbabwe. In the 1990s she studied at the German Film and Television Academy Berlin, during which time she was awarded another multi-year DAAD scholarship between 1990 and 1993. Come 2021 and Tsitsi Dangarembga has already received a plethora of awards: the PEN Pinter Prize, the PEN Award for Freedom of Expression and most recently, the Peace Prize of the German Book Trade, one of Germany's most prestigious cultural awards, which she received in October 2021.





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

### **Dear Readers,**

It is in the nature of annual reports that one writes them retrospectively, and in rapidly changing times, this can mean that the world from which one is looking back is a different one to that which is covered by the report. This is particularly true of the 2021 Annual Report, since our world changed on 24 February 2022, the day Russia invaded Ukraine. Federal Chancellor Olaf Scholz has rightly spoken of a 'turning point'.

Not that 2021 had any shortage of crises. On the contrary: it may be said that an increasing 'crisification' is affecting the social, political and regulatory conditions of our society on many different levels. In the second year of the Covid-19 pandemic, the crisis affecting health and politics was no less tangible in our core business than it had been in 2020. Indeed, the delta and omicron waves and concomitant high infection rates brought the crisis yet closer to us again. In the world of geopolitics, the withdrawal of Allied forces from Afghanistan and the Taliban's return to power made us witnesses to the collapse of twenty years of development work in the space



Berlin, 27 February 2022: Solidarity with Ukraine following the Russian invasion.

of two weeks. The massing of Russian troops on the border with Ukraine ratcheted up tensions between the two countries, while at the same time there was an increase in China's global political influence, which was already underway by 2021. Yet Western democracies have not yet found any real answers to these challenges. Even within the European Union – which firmly considers itself a community of shared values – nationalistic tendencies and challenges to the



principles of the rule of law were and continue to be evident. These could cause lasting harm to our foundation of shared values. Yet all this should not be allowed to overshadow the climate crisis. While the Glasgow Climate Conference did on the one hand demonstrate high levels of agreement in the analysis of the situation, the concrete resolutions fall a long way short of the expectations of what is actually needed to achieve the 1.5° target.

What was perhaps most tangible for those who work for the DAAD was that 2021 was the year of the flood disasters in the Ahr Valley and other regions near here, which showed beyond doubt that climate change can cause terrible consequences close to home. Many of my colleagues at the DAAD live in the affected regions and the material existence of some lies in ruins.

All this has clearly shaped how we act as individuals and the work we have undertaken in the past year. Under the term 'science diplomacy', international academic exchange and global academic cooperation have moved further into the spotlight, as well as becoming more politicised. However, we have also found ways to respond to many of the challenges and to allow international academic exchange to take place successfully. As mobility has become increasingly restricted, exchange in the virtual domain has played a key

role as a central pillar in our work, and we have readily seized and expanded the opportunities it provides. In this we have worked with our member higher education institutions to safeguard Germany's attractiveness as a study location for international students, as well as continue to raise the international profile of German higher education institutions. The rising numbers of international students and new enrolments for the 2021/22 winter semester show that Covid-19 did cause a brief decline but it has not induced a long-term negative trend.

Yet at the same time the crisis in Afghanistan has thrown the limitations of digital exchange into stark relief. The moment human lives are at risk, only tangible physical action can help. By setting aside a special quota within the Hilde Domin Programme for students and doctoral candidates at risk, and by setting up the Contact Point Afghanistan, the DAAD was able to contribute towards overcoming the crisis caused by the Taliban's return to power.

A new Federal Government was elected in September, and we regard it as a sign of the great trust they place in our work that the coalition agreement pledges to annual increases in institutional funding for the DAAD up to 2031, following the model of the Pact for Research and Innovation. In addition to this, the coalition agreement allocates funds to boost international higher education cooperation and foreign cultural and academic policy. We are aware that these are ambitious goals in the light of what are likely to be major financial and budgetary challenges.

Mehr Verantwortung wagen in einer global vernetzten Welt

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In October 2021 the DAAD published a foreign academic policy position paper entitled 'Taking increased responsibility in a globally networked world'. Its contents were reflected at numerous points in the coalition agreement and its core argument remains pertinent, even after the 'turning point' of 24 February 2022:

'If we want to successfully achieve the required transformation in human behaviour and economic activity on a global basis, this will only be possible via constant intercultural and international exchange among people worldwide. Organising this exchange in the sphere of academia for the benefit of our common development on Earth is the primary task of international academic policy in the 2020s. International academic policy must be a policy that recognises the reality of a world with almost 200 countries that have very different cultural identities, legal systems and values. Against this background, the DAAD is strongly advocating a pragmatic approach to international academic policy.'

This approach also involves intensifying dialogue with those partners who we know share the same fundamental democratic values as those which underpin our work. It was therefore apt that, after the long interruption due to Covid, my first business trip outside Europe took me to the US in September 2021 for the 50th anniversary of the New York Regional Office, along with a visit to the State Department in Washington. It is good to know that we can expect broad political support from US President Joe R. Biden's administration, which had recently taken office in 2021, for the work we do together, both in Washington and elsewhere. Nurturing our relationship with the UK remains a matter of close attention for us. It is crucial that the post-Brexit political situation does not lead to a weakening of our academic relations. The European Union and the European Higher Education Area remain the foundation of our foreign academic policy activity. We want to strengthen this further, not least because we ourselves benefit from it.



A pragmatic approach to foreign academic policy in the world after 24 February 2022 means having to take difficult decisions, even here in Europe. If 2021 was a year of 'crisification', 2022 will be entered into the annals as the first year since the Second World War when one European state commenced a war of aggression against a sovereign neighbour. We have been closely intertwined with the Russian Federation over the course of decades and centuries of academic exchange and scientific cooperation, so the fact that Russia is the aggressor in this war presents our member higher education institutions and German scientific organisations with enormous challenges.

In these difficult times, I would like to thank all my colleagues – at our Bonn headquarters, our Berlin office and throughout our whole global network. Our staff, their skills, commitment and solidarity are the guarantee of our success and the trust in the DAAD that is earned anew each and every day.

I would also like to thank the German Bundestag and the Federal Government, along with all those who serve on our committees. I would like to thank our other friends and our member higher education institutions and student associations, along with all our partners around the world for their support and the trust they place in our work.

I hope you enjoy reading this report, despite all the crises that surround us.

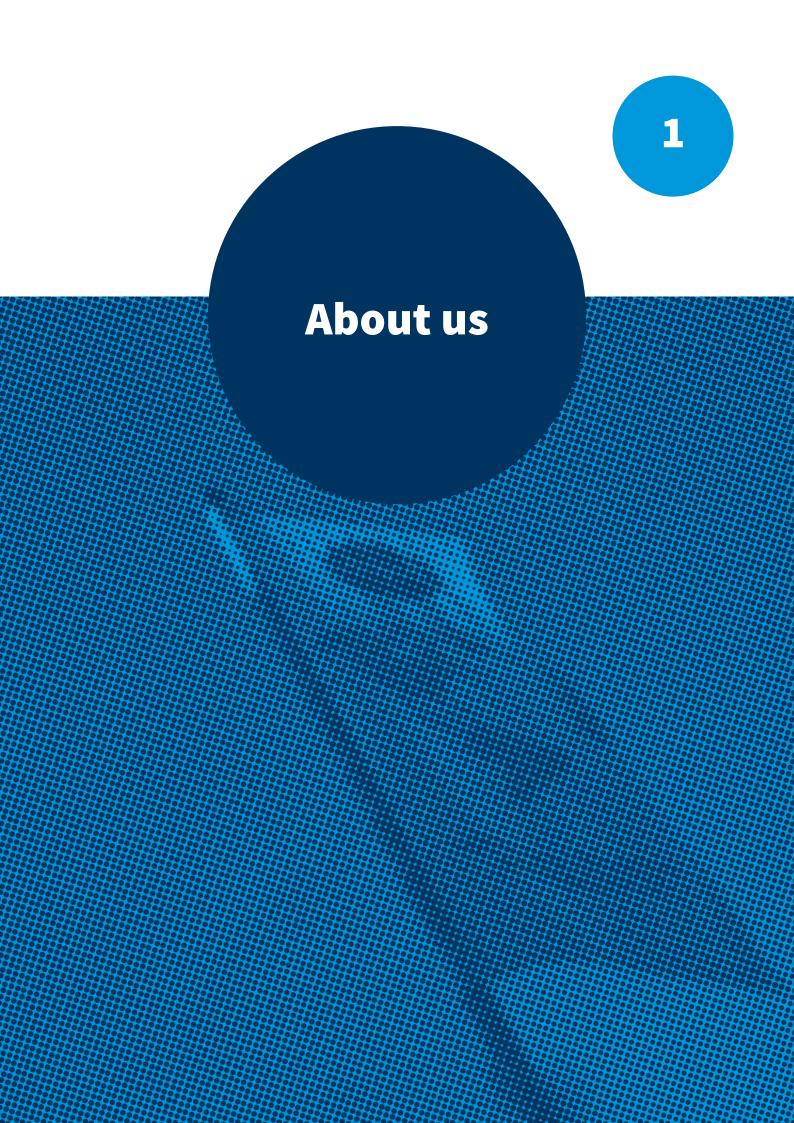
Kind regards,

Prof Dr Joybrato Mukherjee President

hughl.

Bonn, March 2022





# The DAAD at a Glance **2021**



staff in Bonn and Berlin

DAAD headquarters in Bonn and the Government Liaison Office in Berlin



634.68 million

euros, the DAAD's annual budget



66

DAAD Offices worldwide, including

47 Information Centres and Information Points, plus

19 Regional Offices



5

German Centres for Research and Innovation (DWIH)



566,138

followers of the DAAD's corporate social media channels



41.87 million

page views on the topic of studying in Germany

408

DAAD lectureships at higher education institutions abroad



# 1.66 million

funded individuals from Germany between 1950 and 2021



# 1.14 million

funded individuals from outside Germany between 1950 and 2021



134,906

funded students, graduates and researchers



around 160

alumni associations around the world



4,121

funded projects



35,318

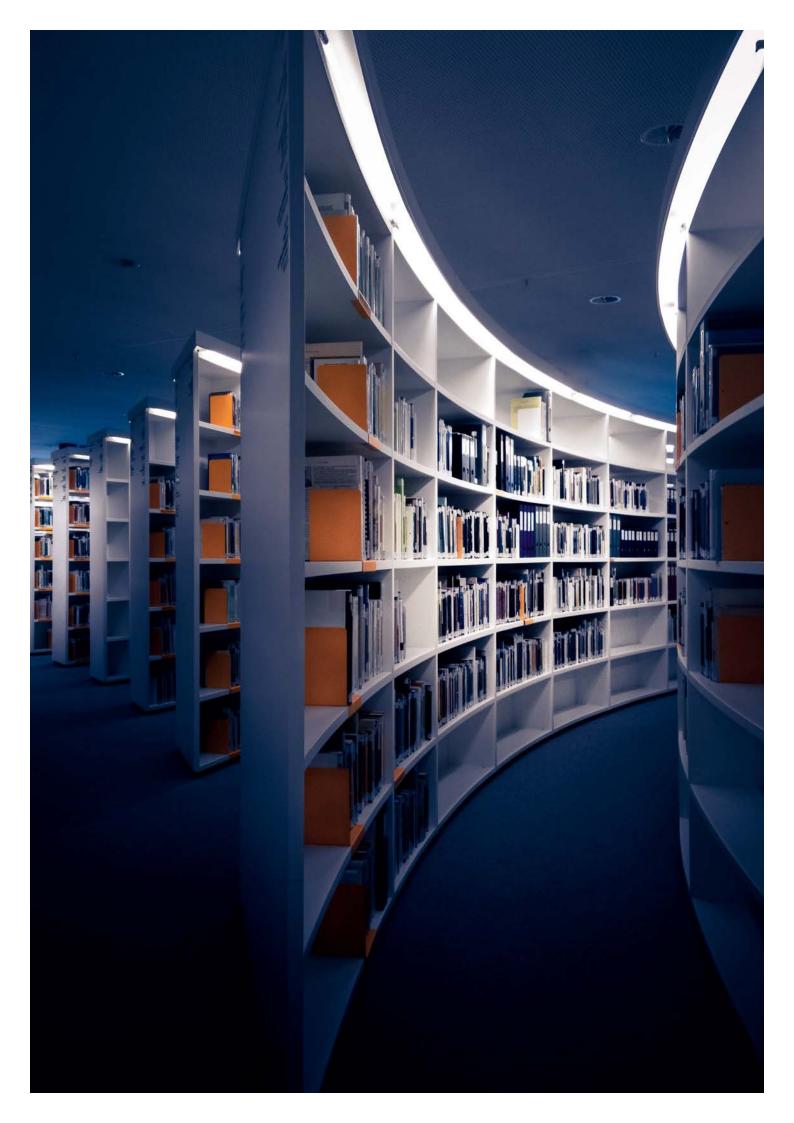
students enrolled in German transnational education programmes worldwide



33,679

students from Germany receiving funding through an Erasmus stay abroad





#### **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. In 2021, 242 higher education institutions and 106 student bodies were registered as members. These members elect the Executive Committee at a general assembly.

The office of DAAD President has been held since January 2020 by Prof 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 has been Secretary General of the DAAD since April 2021. He is supported by the Deputy Secretaries General, Dr Michael Harms and Rudolf Boden. The DAAD employs a DIN EN ISO 9001 quality management system.

#### THE DAAD'S STRUCTURE **Executive Committee Head Office Board of Trustees President Secretary General** Prof Joybrato Mukherjee Dr Kai Sicks Representatives of the **Vice President** Federal Government, **Deputy Secretaries** Dr Muriel Helbig the federal states, higher General education institutions and Dr Michael Harms Representatives of higher student bodies, the Gener-Rudolf Boden education institutions and al Assembly and research student body representatives, organisations guest members Regional offices and Information Centres/ Selection Committees Information Points **General Assembly** 242 Higher education institution members 106 Student bodies



The *New Kibbutz* programme includes a visit to the Peres Center for Peace and Innovation.

#### **JANUARY 2021**

# The DAAD's New Kibbutz programme gets underway

Israel has a booming entrepreneurial and start-up scene thanks to innovative thinking in the fields of biotechnology, artificial intelligence and digitalisation. The new DAAD programme *New Kibbutz* allows German students from higher education institutions of all kinds to undertake internships at Israeli start-ups. The internships are arranged by the German-Israeli Chamber of Commerce. The Federal Ministry of Education and Research (BMBF) is funding the programme. → p. 91



DAAD at work around the world: the opening ceremony of the DAAD's new Bogotá Regional Office.

#### 28 JANUARY 2021

#### **Grand opening of the DAAD's Regional Office in Colombia**

With the opening of a new DAAD Regional Office in the Colombian capital Bogotá, the DAAD expands the many and varied academic connections between Germany and Latin America. The Regional Office will step up exchanges for students and researchers and is also responsible for Peru, Ecuador and Venezuela. The DAAD has funded two Centres of Excellence in Colombia for over a decade and first established a presence in the country when it set up a DAAD Information Centre in 2005.

#### **29 JANUARY 2021**

#### DAAD 'impulse paper': making international exchange climate-friendly

With fires in Australia, floods in Germany and thawing permafrost in Russia, the effects of climate warming can be seen

around the world and demand taking a new course of action towards climate protection, and academic cooperation is no exception. In its white paper, 'Sustainable mobility – How can we organise the internationalisation of higher education and science on a climate-friendly basis in the future?', the DAAD proposes five principles that should be followed when designing programmes and international mobility.





#### 22 MARCH 2021

### Post-Brexit prospects

The UK's departure from the European Union and *Erasmus*+ has affected British-German academic cooperation, with individual mobility for students and researchers hit especially hard. In an expert discussion organised by the DAAD's Competence Centre for International Academic Collaborations (KIWi), over 750 participants consider the new shape of British-German higher education cooperation after Brexit.

#### 25 MARCH 2021

## Erasmus+ moves forward into the next round

For over 30 years the *Erasmus Programme* has embodied the spirit of the European ideal. Now it is entering a new programme generation with a call for applications for the period from 2021 to 2027. A 28-billion-euro budget puts the world's largest exchange programme for students and interns in a good position and offers German higher education institutions the opportunity to develop further strategic internationalisation. The new programme generation includes greater flexibility in terms of mobility duration along with the integration of digital formats. → p. 60





DAAD Secretary General Dr Kai Sicks.

#### 1 APRIL 2021

#### **New DAAD Secretary General takes office**

Dr Kai Sicks takes over as DAAD Secretary General as successor to Dr Dorothea Rüland, whose term in office ended in January. Dr Sicks is a specialist in German studies and was head of the International Affairs Department at the University of Bonn until March 2021, where his responsibilities included expanding the university's internationalisation activities in research, studies and administration. Before then, he had served as managing director of the Bonn Graduate Centre. → p. 34



# Launch of the Hilde Domin Programme for at-risk students and doctoral candidates

In some countries young people who campaign for better societies in their homelands face violence and oppression. The DAAD's *Hilde Domin Programme* which is funded by the Federal Foreign Office, allows students and doctoral candidates suffering from persecution or discrimination to continue their studies or research in Germany. → p. 74



The DAAD's new programme for at-risk students and doctoral candidates is named after the poet Hilde Domin (1909–2006), who was driven out of Germany by the Nazis.



#### 15 APRIL 2021

#### **Eight Global Centres for Climate and Environment**

From the climate crisis to pandemics, the greatest challenges facing the 21st century demand worldwide academic cooperation. In a new programme financed by the Federal Foreign Office, the DAAD is funding eight interdisciplinary *Global Centres* in countries in the Global South. The aim is for interdisciplinary teaching and research on climate, health and pandemic issues, accompanied by close engagement with science, politics, business and civil society, to ensure their findings are transferred into practical applications.  $\rightarrow$  p. 112



Kiel University's 'kulturgrenzenlos' project (no cultural borders) won the 'Bridge into Society' category.

JUNE

#### 9 JUNE 2021

# Prize for Integration in Higher Education 2021

Many German higher education institutions have succeeded in integrating student refugees into the heart of society. With the Prize for Integration in Higher Education, awarded for the first time in 2021, the DAAD and BMBF recognise three especially successful and innovative initiatives that are funded through the DAAD's Higher Education Programme for Refugees. Each of the winning institutions receives 10,000 euros to allow them to implement further ideas.

#### 9 JUNE 2021

# Academic cooperation between 'anything goes' and 'red lines'

How can international higher education cooperation in challenging contexts be structured around partnerships? Representatives from politics and academia discuss this question at a conference arranged by the DAAD's Competence Centre for International Academic Collaborations (KIWi). Three digital workshops examine the practical implications, and a concluding panel discussion explores issues such as possible 'red lines' for international cooperation. → p. 126



KIWi Policy Talk on 9 June 2021 on academic cooperation in complex legal, political and regulatory environments.

#### **10 JUNE 2021**

# **Grand opening of the DAAD's Regional Office in Jordan**

The DAAD reinforces its partnership with Jordan by opening a new Regional Office in the capital Amman. The Office is also responsible for Iraq, Lebanon and the UAE. Jordan has been a trusted partner in international exchange for some 25 years. The flagship of higher education cooperation is the German Jordanian University, which opened in 2005 and offers a high-quality education following the model of German universities of applied sciences.



Regional Office manager Benjamin Schmäling (centre) and his team.

#### 28 JUNE 2021

#### Online discussion with Angela Merkel

What should Europe's role in the world look like? And what sets Europe apart? As part of the 'Conference on the Future of Europe', ten recipients of DAAD and *Erasmus*+ funding discuss these questions with Federal Chancellor Angela Merkel. The students describe their experiences and conclude the online dialogue by preparing a handout summarising their demands for the future of Europe. → p. 72



Federal Chancellor Merkel speaks in the online discussion with DAAD and *Erasmus+* funding recipients during the 'Conference on the Future of Europe.'

#### **JULY 2021**

# Innovative DAAD programmes: German Colonial Rule and the Konrad Zuse Schools of Excellence in Artificial Intelligence

The DAAD has launched two new calls for applications. The DAAD's *German Colonial Rule* scholarship programme is funded by the Federal Foreign Office and offers nine scholarships to re-evaluate Germany's colonial history. As part of the Federal Government's AI strategy, the DAAD is also supporting the training of international talent. The *Konrad Zuse Schools of Excellence in Artificial Intelligence* aim to guarantee trans-institutional, excellent teaching and learning formats for outstanding early-career AI researchers. → p. 102



#### **30 AUGUST 2021**

#### **Afghanistan**

The DAAD calls for ongoing support for Afghan students and researchers, even after the withdrawal of international troops. The DAAD defines four fields for programmes that can be swiftly implemented, which aim to expand funding for Afghan students and researchers who are at particular risk in Germany and also in countries neighbouring Afghanistan. The DAAD also campaigns for the creation of leadership programmes to prepare a generation of young Afghans for a post-Taliban era. The goal is to expand tried-and-tested programmes that support the integration of refugees at German higher education institutions. → p. 56





#### **SEPTEMBER 2021**

#### Two decades of GATE Germany

For 20 years the international higher education marketing consortium GATE Germany has helped German higher education institutions to position themselves globally and attract international students. The consortium of higher education institutions is funded by the BMBF and its office is located at the DAAD. It shares its marketing tools and expertise through expert publications, trade fairs, seminars and online talks − all of which make a positive impact in many different ways. → p. 80



#### **26 SEPTEMBER 2021**

#### **DAAD electoral observers tour 2021**

A historic moment: this year's general election brings an end to Angela Merkel's 16 years as Federal Chancellor. The DAAD makes it possible for international experts on Germany to take a tour observing the final phase of the election campaign and to report back to their home countries. The agenda included visits to campaign events and a discussion with high-ranking representatives from politics and academia. → p. 133



Presenting the new German-Polish cooperation agreement (I-r:) Germany's ambassador to Poland, Dr Arndt Freytag von Loringhoven, DAAD Secretary General Dr Kai Sicks, NAWA director general Dr Grażyna Żebrowska and Poland's deputy education minister Wojciech Murdzek.

#### **30 SEPTEMBER 2021**

#### **Close relationship with Poland**

Germany and Poland signed the Treaty of Good Neighbourship 30 years ago. With the adoption of a new cooperation agreement, the DAAD and the Polish National Agency for Academic Exchange (NAWA) are building on the foundations laid back then, while also creating fresh momentum for the future. Academic exchange between Germany and Poland has been developing positively for years. Poland is the number one partner in Eastern Europe for German higher education institutions and Germany remains the most popular destination country in Europe for Polish students to complete their degrees.

#### **SEPTEMBER 2021**

#### Political support for transatlantic cooperation

The DAAD's New York Regional Office celebrates its 50th anniversary and can now count on great interest from its US partners. Following high-level talks, it is now clear that the new US government led by Joe Biden once again attaches great importance to transatlantic academic collaboration. → p. 26



**OCTOBER** 



The DAAD and its president, Prof Joybrato Mukherjee (seen here during talks in Kenya) contribute stimuli for German foreign academic policy.

#### **18 OCTOBER 2021**

#### Foreign academic policy proposals

With 100 days to go before the general election, the DAAD provides fresh thinking around foreign academic policy and outlines its guiding principles for the next few years. In ten points it sets out how global challenges can be tackled through internationally networked academia working together with all states. Before the coalition negotiations for the new Federal Government commence in October, the DAAD reaffirms its approach and calls for greater responsibility in global academic relationships and for academic cooperation to be maintained with as many countries as possible.

In attendance at the 50th anniversary celebrations of the DAAD's New York Regional Office (I-r:) Dr Helena Kane Finn (president of the DAAD Alumni Association of the USA), Hon. David Gill (Germany's consul general in New York), Dr Allan Goodman (president of the Institute of International Education IIE), Anthony Koliha (director of the Office of Global Educational Programs in the US State Department), Prof Joybrato Mukherjee (president of the DAAD).

**NOVEMBER** 

#### **NOVEMBER 2021**

#### **DIES programme:**

#### 20 years of success

Over the past 20 years the DAAD and the German Rectors' Conference have worked with German higher education institutions through the *Dialogue on Innovative Higher Education Strategies (DIES)* programme: a real success story. In countries in the Global South, the *DIES programme* provides training and qualification programmes to boost the professional skills of higher education management and the performance and autonomy of teaching and research.

**→** p. 110

Recognition for outstanding support for international students (I-r): Ana Zhivkova, Johann Vohn and Marc Gschlössl from AStA, a student union at RWTH Aachen University.



#### **NOVEMBER 2021**

#### **Award-winning initiative**

AStA, the student union at RWTH Aachen University, has provided rapid and diverse support for international students during the pandemic. It receives the Federal Foreign Office Prize for excellent international student support services at German universities, worth 30,000 euros, for #AStAhilft, its student initiative to provide emergency support free from bureaucratic obstacles.

**DECEMBER** 

#### **3 DECEMBER 2021**

# First meeting of DAAD social sciences alumni

How serious is the loss of trust among the population and how can an open culture of discussion be maintained in spite of this? At the first DAAD social sciences alumnimeeting, a high-calibre panel discussed the social impact of Covid-19 and the resilience of societies and democracies around the world. Over 100 political studies and sociology alumniactively participated in the digital event.

#### **22 DECEMBER 2021**

#### **DAAD raises Erasmus+ funding rates**

As of the 2022/2023 winter semester, students on the *Erasmus*+ programme will receive higher funding rates for their stays abroad. With funding from the European Union, each scholarship is worth up to 600 euros per month depending on the target country, with an additional 250 euros available in cases of special need. Increasing the scholarships to 850 euros is aimed to remove obstacles to undertaking stays abroad for more students.



Outstanding academic success and invaluable voluntary commitment. Each year the DAAD Prize honours over 200 international students, highlighting their exceptional efforts for others and the enrichment they bring to their German host higher education institutions and society. A selection of the most recent winners gives a sense of their diversity.



Mihaela Kalcheva winner of a 2021 DAAD Prize from FH Bielefeld University of Applied Sciences.

Setting an example across the board. As a bachelor's degree student of economic psychology at FH Bielefeld University of Applied Sciences, Mihaela Kalcheva is achieving outstanding grades. But despite her packed timetable, she

still finds time to help others. Mihaela hails from Bulgaria and helps out at FH Bielefeld's Buddy Programme, which receives funding from the Federal Foreign Office. She supports other international students as they get started in their new place of study. She has lived in Bielefeld since 2018 and assists new arrivals with official and technical issues, making contacts, drawing up timetables and going shopping. She makes sure they have a relaxed schedule and makes it easier for her fellow students to get settled in Germany. She earned special praise for her high levels of motivation, commitment and willingness to help, and was awarded a DAAD Prize worth 1,000 euros during FH Bielefeld's online scholarships ceremony in May 2021.



Recognition of exceptional commitment: Christian Müller, DAAD Deputy Secretary General until the end of 2021.



DAAD Prize 2021 awards ceremony at the University of Bonn (I-r): Prof Birgit Münch (vice-rector for International Affairs), Christian Müller (DAAD Deputy Secretary General until the end of 2021), prizewinner Brenda Mariana Huerta García and Mathias Becker (academic supervisor).

Each year over 200 students like Mihaela Kalcheva are awarded DAAD Prizes at their German host higher education institutions. 'We put international students and their outstanding achievements at German higher education institutions in the limelight,' says Frank Merkle, head of section for Mobility Programmes and Student Support Services at the DAAD. Alongside academic excellence, a student's efforts to help others within or without their higher education institution is an essential criterion for a nomination. 'The projects are highly diverse and some have an impact well beyond the higher education institution,' Merkle explains. 'The prizewinners efforts often create enough impact to prompt further positive structural changes in their higher education institutions.

The DAAD Prize was first awarded in 1995. 'All types of higher education institutions and all academic disciplines can participate in the call for applications, nominating their own prizewinners,' explains Merkle. The prizes are not linked to DAAD funding or scholarships.

Brenda Mariana Huerta García, who studies agricultural sciences and resource management in the tropics and subtropics (ARTS) at the University of Bonn, was also awarded a prize for her services to the student community. During the pandemic Brenda, who comes from Mexico, made a difference for her fellow students by supporting the development of an online community for her study programme. Christian

Müller, who had served as Deputy Secretary General of the DAAD before his retirement at the end of 2021, attended the awards ceremony at the University of Bonn, where he emphasised the importance the DAAD attaches to volunteering and social commitment by international students at German universities.



Farah Hasan winner of a 2021 DAAD Prize from HU Berlin.

#### INTERCULTURAL DIALOGUE

Farah Hasan is from the UK and studies global studies at Humboldt-Universität zu Berlin. She won over the jury through her intercultural skills on scientific and social levels. The master's degree student investigated how religion, economics and people's feelings interact on an online platform, and she is helping other international students to make friends. Outside university she campaigns for inter-religious discussion and dialogue.



Kameel Khoury winner of a 2021 DAAD Prize from the University of Bremen.

#### **LEARNING GERMAN WITH REFUGEES**

Alongside his high grades for academic achievement in telecommunications engineering at the University of Bremen, Kameel Khoury is highly committed to helping refugees. Khoury, who comes from Syria, has been studying electrical engineering and information technology since 2019, focusing on information and communications technology. He is a member of the Methodist Church, where he volunteers as a translator and helps refugees to learn German.

#### **SUPPORTING PEOPLE IN CRISIS**

Zane Wilkinson from Ireland is studying for an international master's degree in neurocognitive psychology at Ludwig-Maximilians-Universität (LMU) in Munich where he is conducting research into medical and neuroscientific questions at the Clinic for Psychiatry and Psychotherapy and the LMU Graduate School of Systemic Neurosciences. Several times each week he volunteers his time to support Crisis Text Line, a crisis intervention service in Ireland. Through a chat service he helps people from his homeland who are struggling with personal crises.

#### **CLASSICAL MUSIC IN SOCIAL CARE SETTINGS**

When Stefano Brusini plays the French horn he lets his audience forget their loneliness and sorrow for a moment. Stefano is from Italy and has been studying horn at the Hochschule für Musik und Theater München since 2016, where he started his master's degree in October 2021. Through the 'Live Music Now' initiative, he plays his horn in institutions such as hospitals, senior citizens' homes, orphanages, prisons and hospices. He also demonstrates his exceptional musical talent on the grand stage, where he has already made guest appearances in major concert halls such as Berlin, Vienna, Munich, Bamberg and Linz.



Stefano Brusini winner of a 2021 DAAD Prize from the Hochschule für Musik und Theater München.





 $Ludwig-Maximilians-Universit\"{a}t~(LMU)~M\"{u}nchen, where~Zane~Wilkinson~was~awarded~a~DAAD~Prize.$ 

# THE NEW YORK REGIONAL OFFICE TURNS 50

2021 was a jubilee year for the DAAD's New York Regional Office. Rather than merely reflecting on 50 years of success in transatlantic academic exchange, this was instead an opportunity to set a new course for the future of cooperation.

As a historian Benedikt Brisch is accustomed to thinking about the past. So there were a great many opportunities in 2021 to do just that when the DAAD's New York Regional Office, which Brisch has led since 2019, celebrated its 50th anniversary. The Regional Office was set up in 1971 amidst the turbulence of student protests and the civil rights movement. The following decades were shaped by many exciting stages of intensive transatlantic exchange. 'At the same time, we wanted to use this moment to look forward and ask ourselves, "How can we shape our cooperation in the future?", 'Brisch explains.

Indeed, one of the key events of the 2021 jubilee celebrations was not focused on history, but on the future. 'Shaping the Future of Transatlantic Academic Partnership and Exchange – DAAD New York 1971–2021 and Beyond' was the title of the panel discussion hosted by the DAAD Regional Office on 17 September 2021. The guests from Germany and the US explored strategies to deal with global crises. The expert panel included Prof Joybrato Mukherjee, president of the DAAD, and Dr Allan Goodman, president of the Institute of International Education (IIE). The experts agreed that the response to global



Benedikt Brisch Head of the DAAD's New York Regional Office.

challenges should take an equally global perspective. What does that mean for academic exchange? In their view, it matters more than ever. The panel warned the only way to develop a shared understanding and globally robust solutions was if students and academics have international experience themselves.

### GOOD CONDITIONS FOR TRANSATLANTIC EXCHANGE

Thankfully it seems the conditions for this, particularly with regard to transatlantic exchange, are very good. 'You could really feel throughout the whole year how willing everyone was to engage in conversation with each other,' Brisch says. More than anything else, it was the inauguration of US President Joe Biden on 20 January that created the sense of a real reset in academic relations between Germany and the US. This was also the image presented by an online discussion organised by the DAAD's Competence Centre for International Academic Collaborations (KIWi) on 18 January 2021. The

Celebrating the 50th anniversary of the DAAD's New York Regional Office (I-r): Benedikt Brisch, Dr Allan Goodman (resident of the Institute of International Education IIE), Anthony Koliha (director of the Office of Global Educational Programs in the US State Department), DAAD President Prof Joybrato Mukherjee, Dr Helena Kane Finn (president of the DAAD Alumni Association of the USA) and David Gill (Germany's consul general in New York).

majority of the 500 participants were from Germany, although the US and other countries were represented, too, with representatives from higher education institutions, academic institutions and government ministries sharing views and ideas on prospects for bilateral academic cooperation. During the presidency of Biden's predecessor, Donald Trump, the troubling phenomenon of anti-science sentiments repeatedly emerged in American society. Now, however, the opportunity exists for a readjustment in the partnership, according to those participating in the event.

DAAD President Mukherjee praised the outstanding role played by the US in the history of the establishment of the DAAD and welcomed the clear increase in demand for German-American exchange programmes that had now returned. 'Our unique connection with the USA rests above all on the values we have shared for decades, and which will serve as a compass for our new pathways for cooperation in the future. The values of openness to academics and students from around the world, valuing critical and open debate, academic autonomy from the state and business, respect and protection from discrimination for minorities.'

#### **POTENTIAL FOR COOPERATION**

For Brisch, the German-American reappraisal of their involvement in Afghanistan was one example of how much potential lies both in looking back on a long, common history and in setting a new course together for the future. 'Through the crisis and the intense discussions as part of the jubilee celebrations, it has once more become apparent to both sides how similar our questions have become regarding how to rebuild academic engagement in crisis situations, and it is evident that there is a great potential for cooperation.'

For Brisch the cooperation that was recently agreed to by the DAAD, the IIE and the US State Department must also be set clearly in the context of the jubilee celebrations. The *Gilman-DAAD Germany Award* is funded by the European Recovery Program (ERP) and the Federal Ministry for Economic Affairs and Climate Protection (BMWi). As of 2022 it will allow the DAAD to fund 40 US students for mainly short-term study and internship visits to German higher education institutions. The award is primarily aimed at students from non-academic family backgrounds and ethnic minorities, with the goal of increasing diversity in exchanges with



Beate Schindler-Kovats Head of the DAAD's Nairobi Regional Office.



As the driving force behind innovative and sustainable growth, digital transformation has a key role to play in achieving the Sustainable Development Goals (SDGs). Digital technology has made great progress in Africa over the last decade, catalysing many new developments. Kenya has assumed a pioneering role in East Africa, where the IT industry has been growing for many years, creating start-ups and jobs. However, it would not be possible for Africa to achieve the SDGs without the involvement of educational institutions. Higher education institutions must take on a leading role and develop stronger networks in order to accelerate progress towards Agenda 2030. It is only through greater cooperation in teaching and research that it will be possible to overcome the challenges of climate change, food insecurity, the emergence of diseases and the surge in industrialisation. But the reality is that higher education institutions face many challenges. There is a shortage of academics and yet a recruitment freeze is in place at the same time. Funding for the tertiary sector has been cut. Student numbers at universities are growing, as are class sizes, but the number of qualified teachers is not increasing at the same rate.



The impact of the pandemic and the increase in unemployment caused by it are putting higher education graduates in a critical situation. Many have to rely on occasional work and specialists are leaving their countries because they have better opportunities elsewhere. As a consequence the continent lacks the qualified human resources it urgently needs in order to achieve the SDGs. The challenging conditions on the labour market mean more potential students are turning to vocational and practice-oriented training. As such international funding programmes are less focused on academic careers and promoting the next generation in higher education institution, and more on employability.

This is where the DAAD's Nairobi Regional Office comes in. Regional web seminars have provided targeted information about new higher education cooperation programmes such as SDG Partnerships, Global Centres and Digitalisation Programmes. Applications for scholarships in Germany have declined during the pandemic, but the number of applications for regional In-Country/In-Region Programmes (SP-DL) has risen. The programme, funded by the Federal Ministry for Economic Cooperation and Development (BMZ), is aimed at master's and doctoral degree students at selected higher education institutions in Sub-Saharan Africa. It is attractive to students and the host institutions alike. Due to the pandemic and uncertainty around the situation at the higher education institutions, the call for applications for new SP-DL partnerships that had originally been planned for 2020 was postponed until 2021. Applications were received

The DAAD's Nairobi Regional Office organised themed virtual evening events on the topic of the interdisciplinary movement around 'Planetary Health', as well as raising awareness around



The DAAD's Nairobi Regional Office provides regular updates on Germany's research landscape.

endometriosis and engaging the current debate around colonial looting. African literature and culture are becoming more widely known in Germany, as was shown by the literary evening to honour the Tanzanian Nobel Prize winner in Literature Abdulrazak Gurnah, Yvonne Adhiambo Owuor, a Kenyan writer and participant in the *Artists-in-Berlin Program*, and Tsitsi Dangarembga from Zimbabwe, who was awarded the Peace Prize of the German Book Trade.





Gebhard Reul Head of the DAAD's Tblisi Regional Office.

# TBLISI REGIONAL OFFICE: ENTERING A NEW STAGE IN COOPERATION WITH THE SOUTH CAUCASUS

The re-establishment of a Regional Office in Georgia in July 2021 with responsibility for neighbouring Armenia and Azerbaijan commenced a new stage in the cooperation between the DAAD and the Southern Caucasus. The Regional Office covers a region that is politically volatile and marked by many conflicts.

Nevertheless, alongside its cultural and geographical diversity, it holds great potential for higher education cooperation.

A strategy paper published by the Georgian education ministry for the period from 2022 to 2032 identifies three key tasks for the field of higher education: raising the quality of higher education, improving equality of opportunity and reforming the funding system for state higher education institutions. In order to improve the quality of higher education, institutions will accelerate their internationalisation processes and finalise more double degree programmes with leading foreign universities.

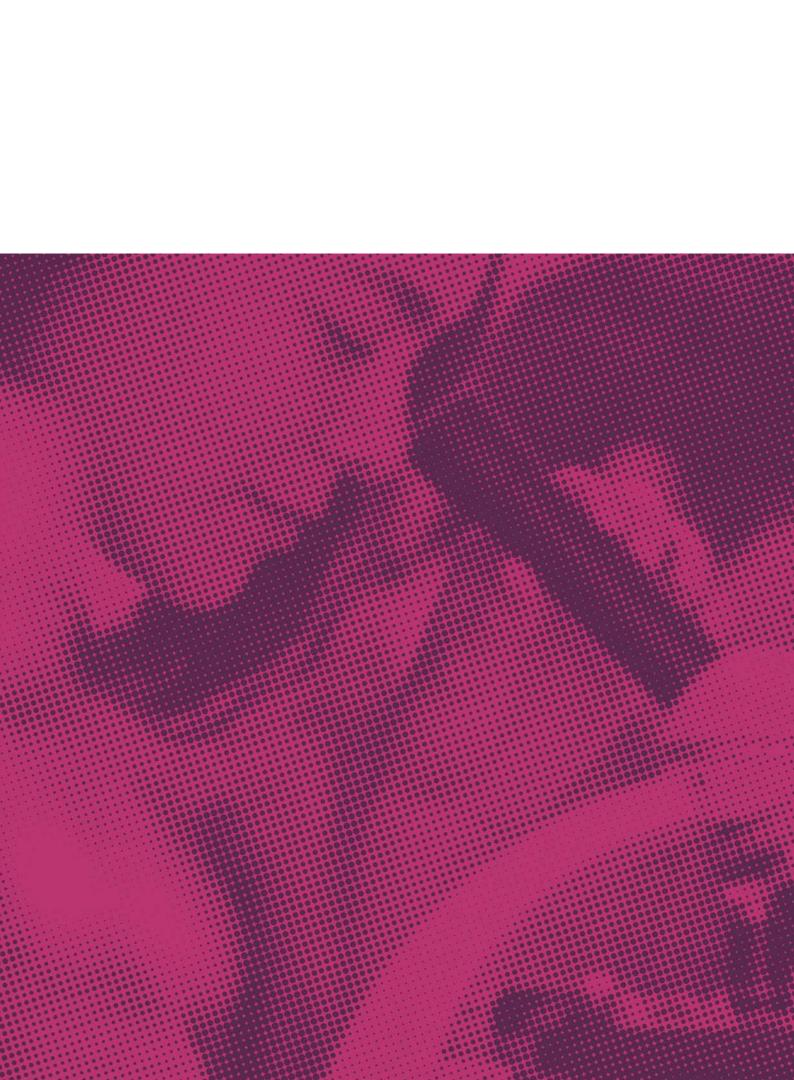
This opens up interesting opportunities for German universities which until now have not been particularly active in the region. Thanks to the opening of its 19th Regional Office, the DAAD will now be able to support them with this. There is a very high level of interest in the region in Germany and the DAAD's scholarship programmes, with Azerbaijan currently ranked second out of all countries worldwide in terms of numbers of scholarship applications.

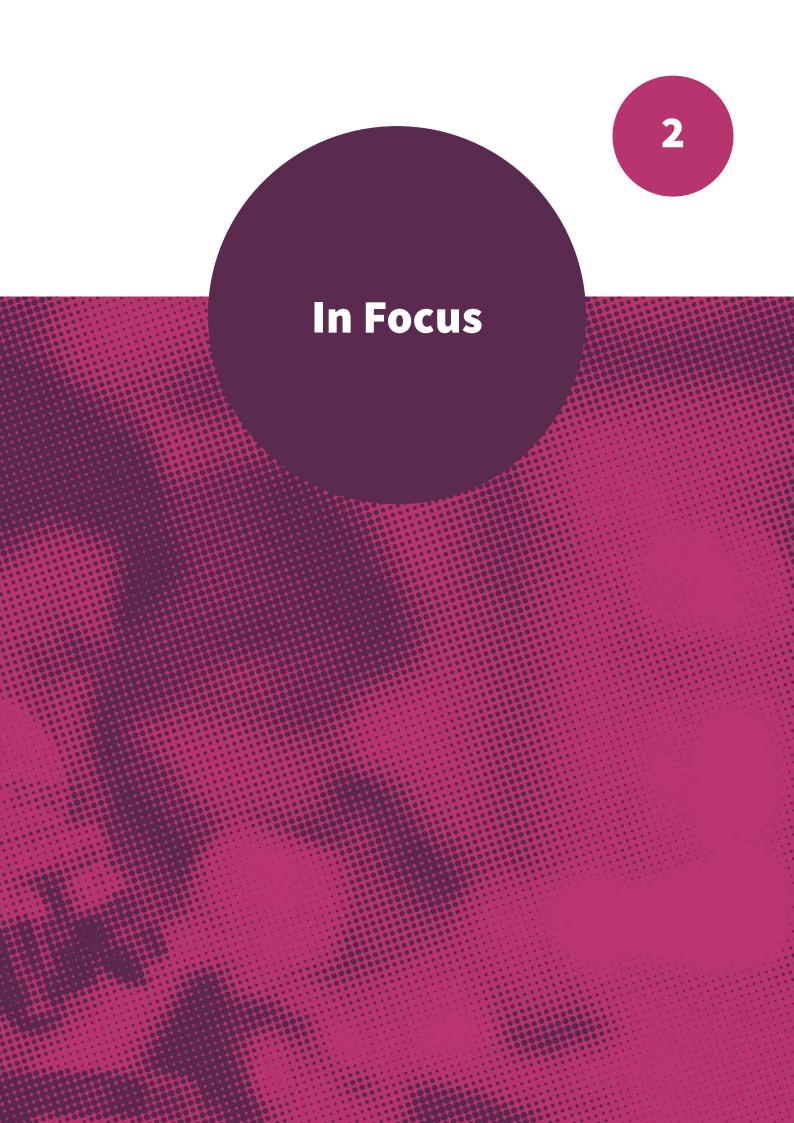


 $The team at the DAAD's Tbilisi Regional \ Of fice-on deployment to seek out \ diverse \ opportunities for cooperation.$ 



A view of Tblisi: new prospects in a city with a rich history.





DAAD President Prof Joybrato Mukherjee and DAAD Secretary General Dr Kai Sicks look back on 2021, on crises and new opportunities, and on strategic issues from politics to digitalisation, diversity and climate protection.



DAAD President Prof Dr Joybrato Mukherjee.



DAAD Secretary General Dr Kai Sicks.

Prof Mukherjee, Dr Sicks, you have come to the end of your first year together at the head of the DAAD. Around the world there are many pressing issues that also affect the DAAD. How would you sum up 2021, and how did you settle into working together?

Mukherjee: Dr Sicks and I have found a very good way of working together, right from when we presented the most recent DAAD Annual Report at the federal press conference in May 2021. However journalists had to attend digitally, such that the impact of the pandemic was evident on this occasion, too. 2021 was not an easy year. Nevertheless, the trend in the number of international students in Germany is still very positive when compared to other countries. I believe this is due in no small part to the boost in digitalisation that higher education institutions have experienced, an impetus that the

DAAD and its funding bodies have been able to support with new programmes designed with the pandemic in mind. 2021 was also an election year. We were able to bring our skills and expertise to bear on issues of foreign cultural and educational policy. This is particularly evident in the coalition agreement signed by the new Federal Government.

Sicks: For me making a new start at the DAAD during a pandemic made 2021 a year unlike any other. When I first took office as Secretary General, I travelled virtually around the whole world in the space of two months in order to get to know our global DAAD Network. It would have been impossible to do that in such a short time if I had been making real journeys. Prof Mukherjee and I quickly established a good and intensive dialogue, both on current crises and on long-term plans. Given the crises we face, I am particularly pleased that the DAAD has once

again initiated ways of solving them. This applies not only to continuing international academic mobility during a pandemic, but also to the context of geopolitical crises such as Afghanistan, where we have stood up for persecuted and refugee academics, and we are continuing to do so.

As you mentioned earlier, 2021 was also a general election year. One hundred days before the election the DAAD published a white paper for the next legislative period, and later presented a position paper on foreign academic policy. How are the DAAD's positions reflected in the coalition agreement?

Mukherjee: Amongst other things the DAAD is referred to by name at two points in the coalition agreement, which refers to reinforcing the DAAD and other intermediary organisations at a fundamental level. It also addresses increasing our institutional funding in line with the Pact for Research and Innovation. We are concerned to see that the regulatory and political environment has changed since November 2021. Nevertheless, it remains true that the Federal Government evidently sees a great deal of potential in the work we do. In places the coalition agreement also reflects concrete proposals that we submitted. To give you an example, the Federal Government intends to boost competencies with regard to Asia and China – something we've been





Federal Foreign Minister Annalena Baerbock with her predecessor, Heiko Maas.

recommending for several years. We also think that the coalition agreement's positions on certain countries and regions are wholly in line with our own.

Foreign academic policy was a key word for the DAAD in its October 2021 position paper. Which aspects are particularly significant for you regarding this issue and what backing do you expect to receive from policymakers?

Mukherjee: We can't on the one hand give pompous speeches about living in the Anthropocene, solving global challenges such as climate change, resource shortages and so on, and pulling together as a global community in shared responsibility, only to exclude one country after another from that same global community on the other. Those two things are incompatible. What we really need to do is change our attitudes to a pragmatic approach to politics, one where we can find common ground with partners that don't necessarily share our fundamental values and ideas about the rule of law and academic freedom. There's no way of getting around this kind of pragmatic approach.

Working together for international exchange: Prof Joybrato Mukherjee and Dr Kai Sicks.

Sicks: At the same time it's also important to stand shoulder-to-shoulder with those countries that live by the same values as we do. That's why strengthening Erasmus+ and European University Alliances matters so much. The same applies to our transatlantic partnership, which we want to intensify even further. These give us a firm foundation from which such a pragmatic approach to foreign academic policy can spread in all directions.

Taking the example of Afghanistan, we have seen the speed with which power relations can change and how governmental order can effectively collapse overnight. During the critical period in autumn 2021, the DAAD rapidly set up the Contact Point Afghanistan which lent support to higher education institutions on many urgent issues. What happens next?

Mukherjee: For me there is one key overarching issue: in the coming years we will have to increasingly accept that governmental order will collapse in some countries, and we will lose our partner organisations. This is the situation now in Afghanistan and we have to acknowledge it. We need a strategy to deal with cases like this and other fragile contexts. There's no way we would say, 'We don't care about the people in Afghanistan.' We've been investing there for the past 20 years. We've successfully delivered many projects. But now we have to develop a strategy to continue to work with people in Afghanistan and create safe spaces in Germany. That's what we're doing with the new Hilde Domin programme, for example, and in other contexts as well.

**Sicks:** When the intelligentsia leaves a country, the question is: how can we support the diaspora here in Germany and in other countries as well? What contribution can we make so that people who were educated in the context of our value system might later return and help reconstruct the country at a later stage? Funding programmes like the Hilde Domin programme and In-Region scholarships can provide support in this regard. Even before events began to escalate, the DAAD had organised formats for dialogue with German higher education institutions to discuss Afghanistan. After the Taliban took power, we observed a huge willingness to help on the part of the higher education institutions, who were ready to stand up for refugee academics and students. The Contact Point Afghanistan was amongst those providing a valuable service in this area.

We briefly touched on digitalisation, one of the stated strategic priorities for the DAAD's work. Which projects and developments from 2021 do you see as having been particularly important in this regard?

Sicks: Our digitalisation projects engage with various phases in student life, and we have made huge progress with them. For example, we have substantially expanded the digital services we provide for initial orientation for studying in Germany. We are working on a digital preparatory course for higher education in Germany which will be rolled out in selected federal states. We are supporting higher education institutions as they develop whole digital study

Presentation of the DAAD Annual Report at the Federal Press Conference in Berlin, 31 May 2021.

programmes or individual units in partnership with international partners. We have projects on how to digitalise educational certificates to make them easier to transfer between higher education institutions. On top of this we've acquired funding for two major new projects in 2021. First, we are taking the lead in a pilot project run to develop a national educational platform for the Federal Government. And second, we are helping shape the development of the European Digital Education Hub as a European Union format. This broad spectrum demonstrates our holistic view of digitalisation. We are now also a key stakeholder in Germany as a higher education location.

#### Digitalisation can also be a way to widen participation and promote diversity.

Sicks: You are absolutely right, and the DAAD is committed to diversity and equality of opportunity, and to the diversity of the people, whom we hope to fund. We want to say that even more explicitly in future. For example, we are trying to improve how we reach those groups of students who often don't take up opportunities for stays abroad, and to inspire them to do so. This includes students who have jobs, for example, or those whose parents did not go to university. Students who have children or those with physical disabilities. But we don't want to just reach out to them and leave it there: we want to create financial incentives.

Mukherjee: What we cannot forget is that promoting diversity is not about compensating for disadvantages. It is about working towards excellence. Only by promoting talent across all groups can we secure valuable potential for us all. Diversity and promoting excellence are not contradictory; they are two sides of the same coin.



#### Another key theme for the DAAD is sustainability. How is this changing the DAAD's work?

**Mukherjee:** We have set up our own office that is attached to the Secretary General's office to further strengthen the issue of sustainability. For us the issue of how to make mobility more sustainable is of existential importance. In principle academic exchange can take place through digital formats without any physical mobility. But of course, that would not work equally well in all contexts. We all know that it is hard to imagine undertaking a whole semester abroad in digital form. Without physical mobility, one cannot really become acquainted with another country. With regard to conferences, workshops and meetings, however, the pandemic has taught us how exchange can be possible without physical mobility. It is absolutely our ambition to tease apart exchange and mobility somewhat, both intellectually and in their conception. We cleared an important path on the issue of sustainable mobility with the white paper we published in January 2021. We all know that climate change means we cannot return to the pre-pandemic world of mobility. Now we need different political structures and systemic conditions in order to make long-term changes to these things.

Sicks: At the same time we can provide some fresh thinking for the higher education system. We would like to offer a productive mix of digital and classical exchange formats. When it comes to physical mobility we will need to focus on the trips that matter, supplementing these with as wide a range as possible of digital formats. We are currently on a learning journey with the higher education institutions. Another element of this is that digital exchange formats

How can you promote the work of the DAAD at a time when many people appear to have lost their patience with science, be it with regard to the Covid-19 crisis or discussions about climate change?

Mukherjee: I am by no means certain that we have experienced an increase in scepticism about science over the past two years. Both here and in my role as president of the University of Gießen I encounter widespread enthusiasm for science in the community – much more than the science scepticism of a small minority who shout the loudest. The number of people wanting to become virologists is something I could not have imagined two years ago, just as I would not have believed that society would engage so intensively with exponential growth, certain mathematical factors and statistical modelling. All of a sudden that is making its mark on our day-to-day discourse.

**Sicks:** Against that background science communication has become increasingly important to us. One way we're giving it stronger backing is by offering training for our alumni. We also want to present

the topics of the projects we fund to a wider audience so that the public can clearly see what motivates researchers around the world who receive funding from the DAAD.

#### What makes you optimistic about the future?

Sicks: There is no reason to doubt that international exchange will remain a very attractive prospect, and there is strong support for this exchange in Germany and in the European Union. We are encouraged by the solidarity shown by our international partners who are also doing their bit to support exchanges: the Institute of International Education (IIE) in the US, Campus France and the British Council, or Nuffic in the Netherlands, to name but a few. We're all pulling in the same direction.

Mukherjee: The affinity for science shown by the younger generation gives me good cause to be optimistic, as does the fact that we are currently observing a desire to be physically mobile – a desire to travel again. A desire to be part of exchanges again. Promoting that is at the heart of our mission. Yet it must also be said that the war in Ukraine fills us with the deepest concern.

### Ten elements of a pragmatic international academic policy in the 2020s

In the age of the Anthropocene, foreign academic policy must take on a new and more prominent role. The global challenges we have experienced at first-hand in 2021 can only be solved through international academic exchange. The duty and aspiration of German foreign policy must therefore be to use planetary thinking and interaction with others to shape this global

community of responsibility. For this reason a pragmatic foreign academic policy cannot shut its eyes to the political challenges associated with international cooperation. Rather, it must work in the form of science diplomacy in contexts such as these, breaking new ground through the following ten points:

- Nurturing relationships with partners in Europe, North America and around the world, with whom we cooperate on the basis of a shared fundamental belief in democratic freedom.
- 2 Even where democracies are in crisis, the autonomy of academic institutions must be upheld.
- Maintaining academic exchange relationships and protection for scientists and academics at risk in countries under authoritarian regimes.
- Expanding Germany's China expertise with a view to opportunities for collaborative exchange, but also being alert to the risks of inadvertent leakage of technology and political influence.
- 5 Engagement and structural development through foreign academic policy with partner nations in the Global South.
- 6 Developing strategies to open up prospects for education in fragile contexts.
- Expanding the science diplomacy strategy for German foreign cultural and educational policy.
- 8 Positioning German higher education and research institutions as key stakeholders within German foreign academic policy.
- 9 Maintaining constant exchange between the Alliance of Science Organisations and the German Federal Government.
- Supporting the capacity for German and international science to make a (material) difference in foreign academic policy.



## Greater sustainability – in academic partnerships and at home

The world is constantly changing. It's time to rethink, turning away from behaviours that harm the climate and towards a way of life that preserves resources. Science and education have a key role to play on this journey towards transformation. For this reason the DAAD is orienting itself ever more closely towards sustainability goals.

Climate change and the destruction of the foundations of our existence are among the most decisive challenges facing our modern world. How can we feed what will soon be eight, nine or even ten billion people without pushing the Earth to the limits of what it can stand? How can we make our economies free of the emissions that harm our climate and environment without putting the global economy at risk? How can we mitigate the impacts of global warming so as to keep the damage to an absolute minimum? These and other questions have long been at the top of the agenda for political debates, both in this country and internationally. The search for active ways to protect the climate, for new technologies and for sustainable economic activity has occupied scientists for many years. In fact, much of our hopes are fixed on science and the recommendations it can offer, the knowledge it uncovers and the innovations it develops.

When it comes to existential challenges, developing the best solutions calls for the smartest minds from around the world, working successfully in exchange with each other. This is precisely where the DAAD comes in. As a funding organisation for academic cooperation, the DAAD builds bridges between academics from different cultures, regions and disciplines. This puts it at a critical interface. Inspired by this

knowledge, the DAAD is increasingly committed to sustainability, both through the programmes it funds and within its own organisation.

It is guided by the UN's 17 Sustainable Development Goals (SDGs), the regulations laid down by the German Federal Government and the DAAD Strategy 2025. These are supplemented by its internal sustainability agenda which has four strategic primary objectives. These objectives boil down to boosting how DAAD programmes contribute to Agenda 2030; providing more knowledge to support sustainable and innovative developments; achieving long-term impacts through the DAAD's own portfolio; and working in a more sustainable way as an organisation. In other words, three of the sustainability goals are focused on funding activities and one is focused on the DAAD itself. What matters at all times is our 'handprint' and our 'footprint':, multiplying positive impacts while minimising negative effects.

The DAAD has set its sights high for each of these and has already achieved a good deal. When it comes to the handprint, the DAAD is constantly expanding its sustainability portfolio and 'coming up with fresh thinking on the issue in the spirit of the SDGs,' as Dr Ruth Fuchs, head of the DAAD's Sustainability Office, puts it. For example four new *Global Centres for Climate and* 

Environment were created in 2021. The DAAD is expanding the programme in the Global South on behalf of the Federal Foreign Office. The Centres allow international teams to teach and research together, developing solutions to the climate crisis through dialogue with other stakeholders. They also facilitate interdisciplinary international scientific cooperation. This is part of the DAAD's DNA and a highly current issue in this case.

climapAfrica also focuses on bringing together knowledge and skills on all aspects of climate change and adaptation. The programme works on behalf of the Federal Ministry of Education and Research (BMBF) to fund African postdocs. It also works at a regional level to network alumni as experts from German funding organisations. These may be teachers who had been



Dr Ruth Fuchs Head of the DAAD's Sustainability Office.

visiting lecturers in Germany or scholars who had previously received funding but now work in government ministries, international organisations or NGOs. Over 190 climate researchers and interns from 30 African countries are organised into seven thematic working groups. These aim to build bridges between scientific

#### Solar powered and climate neutral

Along with the rest of Central America, Mexico is considered a global warming 'hotspot'. According to an Intergovernmental Panel on Climate Change forecasts, the impact here will be particularly severe and far-reaching. For this reason the DAAD's Mexico City Regional Office has decided to take concrete steps to reduce its own CO<sub>2</sub> emissions.

The team is reorganising the building based on climate-friendly principles. The first step is to install 12 solar cells that will satisfy its electricity needs and will even produce a surplus for the national electricity grid. LED technology has replaced the old lighting fixtures, thereby reducing energy consumption. Finally, a solar water heater was installed which has almost reduced gas consumption to zero.

The next phase includes fitting a Tláloc system. The system takes its name from the Aztec rain god and collects rainwater in a cistern during the rainy months so it can be used from June to

September. The site will become greener and cooler, as well as capturing more CO<sub>2</sub> through an increased number of plants. This makes the DAAD's Mexico City Regional Office a forerunner and pilot.



Despite the rainy season there is an average of 6.5 hours of sunshine a day in Mexico: the best-possible conditions for using renewable energy. Regional Office staff stand in front of their new solar panels (l-r: Víctor Aurioles Díaz, María Fernanda López Cordero, Rodrigo Márquez de la Mora Vega).

Research through *climapAfrica*: Dr Catherine Esuola at work in her laboratory at the National Horticultural Research Institute in Ibadan, Nigeria.

research findings and practical applications, and to provide access to academic and methodological expertise as a means of offering early-career researchers 'good prospects for the next stage in their academic careers,' as Niels Böhm, the senior desk officer responsible for the programme, describes the unique benefit of the programme. By the end of 2021 over 50 networking meetings, method workshops, software training events and policy dialogues had been organised through this forum.

These are but two examples of a growing number of programmes in which the DAAD is working with higher education institutions and partners from politics, business and civil society to help deliver Agenda 2030. There are also plans to gradually reduce the DAAD's environmental footprint as an organisation, with the aim of achieving climate neutrality in the DAAD's business operations by 2035. With this in mind, the DAAD executive committee set up an organisation-wide project in 2020 with the aim of creating an institutional sustainability management body. A new Sustainability Office was established to this end in the summer of 2021. The Office sees itself as an internal service provider and intermediary and supports the process of creating a climate and environmental impact assessment for the DAAD. It is also assisting with the development of concrete sustainability

initiatives and working hand in hand with interdepartmental teams working on different topics. These teams are focusing on mobility, funding activities, events management, public relations and publications, procurement and purchasing, and facility management.

Many concrete activities emerged from the teams before 2021 had even ended, including knowledge-related products such as guidelines on sustainable events, procurement and sustainable print products. These guidelines provide information on digital invitation packs and climate-friendly travel to events. They also offer checklists on sustainable purchasing and tips on climate-neutral printing. The aim is for this information and much more like it to help DAAD staff work together to reduce the DAAD's environmental footprint. The DAAD has also been busy with regard to facility management and cycling infrastructure, such as switching over to green electricity, expanding the organisation's fleet of bikes, and receiving certification as a 'bike-friendly' organisation.

A new business-trip decision tree is raising awareness about sustainable mobility, which is of particular importance for an organisation like the DAAD. On the one hand, international academic cooperation is the key to overcoming the climate crisis. Yet on the other, air travel

#### Sustainability: a core brand value



The DAAD also held a virtual trade fair in 2021 where German higher education institutions presented their study programmes related to sustainability to an international audience. A total of 20 higher education institutions took up this opportunity and answered questions from 850 students from over 60 countries. This is another important form of marketing in connection with sustainability.



Interest in environmental and climate issues is particularly strong among young people, so sustainability is increasingly becoming a strategic issue that cuts across a range of areas for higher education institutions. If an institution has a lot to offer in this area, it can raise its profile and gain an advantage in international competition. Studies from several countries show that a holistic approach to planning for this issue is attractive to first-year students.

The DAAD is looking into what exactly this means and how universities can respond successfully. One example is GATE Germany's 2021 online report on sustainability and international higher education marketing: 'Nachhaltigkeit und Internationales Hochschulmarketing'. The publication gave an overview of sustainability as an approach and presented three examples of different concepts: the Environmental Campus Birkenfeld at Trier University of Applied Sciences, Freie Universität Berlin and OTH Amberg Weiden in eastern Bavaria. These concepts all show that 'green study programmes' are not enough on their own. What matters is taking a holistic approach to sustainability and implementing it on campus, such as producing renewable energy on site, offering locally-produced vegetarian food, or providing green spaces on campus.





Exhibition spaces at the 'Focusing Sustainability' virtual trade fair in September 2021, which attracted participants from around the world. Twenty German higher education institutions presented their sustainability study programmes.



As part of the International Circular Economy Week at the Environmental Campus Birkenfeld, a project for Germany Alumni from the Global South was delivered for the first time.

itself incurs environmental costs, so it makes it all the more worthwhile to start there. Through 'DAAD Perspectives: Sustainable Mobility' and the 'Climate-friendly travel' brochure, the DAAD is also promoting climate-conscious travel among funding recipients and higher education institutions. In addition, it is also opening up a dialogue on a range of issues: What might climate-friendly solutions to future mobility look like? What new opportunities does digitalisation offer for sustainable exchange? How can we further reduce the environmental footprint made by travel?

Like many other organisations, the DAAD is going through a transformation that seeks to achieve far-reaching changes aimed at making the institution's operations climate-neutral. During 2021 the DAAD took important new steps toward this goal with more to come over the next few years.





New office bikes ready for use: at the DAAD's head office, staff can borrow bikes for business trips in Bonn.

### Internationalisation through digitalisation

The digital transformation encompasses all areas of life. It is gradually dissolving the dichotomy between analogue and digital, in-person and virtual presences: and the world of higher education is no exception. Teaching, learning and working are becoming increasingly digitalised, as is international exchange. If employed at a systemic level, digitalisation holds the potential to accelerate the internationalisation of curricula and worldwide higher education cooperation. During 2021 the DAAD put intensive work into expanding digitalisation throughout the whole 'student journey' and establishing new patterns of mobility.

The DAAD aims to support potential and current students along their whole journeys through the international world of higher education, both on and offline. This support might begin with the opportunity to explore academic spaces through the lens of virtual reality (VR) and get a digital taste of living and learning at a German higher education institution. Interactive services such as My GUIDE and the DAAD's AI-powered chatbot Amiko provide orientation and advice for potential international students on their way to Germany. Consortium projects such as Digital Campus and VORsprung are developing self assessment tools and qualification opportunities for potential international students, thereby helping them begin their studies or transition from one qualification phase to another. Digitalising educational certificates is also a key factor in seamless transitions.

DAAD funding programmes such as *IVAV* focus on the collaborative side of academic exchange, freed from restrictions of time and specific locations. New technologies are also emerging, including educational technologies, that have a central role in creating new opportunities for participation within Europe and around the

world. 'We always keep the overall picture of a digital student journey in sight,' explains Alexander Knoth, chief digital officer and head of section for Digitalisation at the DAAD. 'It starts at orientation and matriculation, then continues throughout the whole course of their studies, along with any virtual or hybrid exchanges or mobility, right up to graduation and certification. It's always about taking a holistic view of digitalisation.'

#### TAKING THE VIRTUAL PLUNGE INTO UNIVERSITY LIFE

Since 2019 the DAAD's Marketing division has created various 360° films that provide an immersive experience of studying and researching in Germany. In 2021 the decision was taken to go a step further and consolidate these films on a single platform, combining them with new scenes to create a new, richer VR environment. The aim is to give viewers an opportunity to take the plunge into a virtual experience environment for the first time. 'Thanks to the possibilities of virtual reality, users are able to experience aspects of studying and researching

One of the key goals of a VR environment is not just to make it possible to experience single elements but to combine them into a complete experience, from starting a study programme and living in Germany to taking courses and conducting research – all these elements are offered in the virtual tours.

#### **GUIDED ORIENTATION WITH MY GUIDE**

In 2020 the DAAD launched the My GUIDE platform as a means of helping potential international students find their way through the diverse range of German study programmes. My GUIDE comes at the very beginning of the students' journeys, offering instructions on studying, along with orientation and advice. It provides a personalised initial selection of possible study programmes by tailoring information to the user's individual circumstances, such as their academic and personal interests and educational background. The service then compares these details to the respective admission requirements, drawing on data from sources such as the Higher Education Compass from the German Rectors' Conference, which includes information on over 20,000 study programmes, as well as the admissions database maintained by the DAAD and uni-assist. Potential students can also make direct contact through My GUIDE with the relevant offices within the higher education institutions. Since 2021 they have been able to use the linked DAAD Scholarship Database to find out about potential funding opportunities.

#### **AMIKO CHATBOT: A PIONEER**

Another key source of support during the initial orientation phase may be found in the form of Amiko. Amiko is a chatbot on the DAAD's website, who went live with full functionality in 2021. This 'intelligent chat partner' is available round the clock to offer advice to users interested in studying, researching or teaching in Germany or abroad, as well as providing information on DAAD funding programmes. Since mid-2021 users have also been able to access Amiko on the DAAD Scholarship Databases. This is an important step, since this is where many people interested in funding gather and the chatbot can supply them with additional information. 'Through a combination of machine learning and manual training, Amiko can learn from the chat questions and provide the most suitable range of responses,' says Nils Tensi, team leader for external online services at the DAAD. The DAAD's Infocenter is also conducting a parallel analysis of user behaviour to continuously expand the advisory content that the chatbot can access. 'The Amiko chatbot is the first AI project that the DAAD has implemented in practice, making it a pioneer in many regards,' Tensi says. 'Amiko is providing us with important information that we can use for the planned expansion of our services we provide to our target users over the next few years, and is also helping boost AI skills within the DAAD.'



The current trend: chat for quick communication.

#### AN INTERNATIONAL SHOP WINDOW: THE DIGITAL CAMPUS WEB PORTAL

One of the challenges that My GUIDE addresses is how to consolidate what are often disparate sources of information into a single, uniform service. The DAAD's Digital Campus project has set itself the same goal: combining existing digital services from a range of information providers into a single portal in a standardised form. The portal brings together information and recruitment services along with language, academic and cultural preparation opportunities for international students. Although higher education institutions and other partners offer a wide range of services, often these are not interconnected, which can put off international students. 'If our goal is to reach out digitally to talented young people abroad and inspire them to study in Germany, we need to take urgent action to counteract this,' says Alexander Knoth. He argues that technical solutions alone are not enough: what is needed is a culture shift at higher education institutions. 'Leaders at higher education institutions need to think in terms of collaborative scenarios. Instead of one university building a stand-alone platform without consulting other higher education institutions, it's about looking beyond your own boundaries and thinking in networked systems.'

Knoth sees the *Digital Campus* as an international shop window for the National Digital Education Platform that is currently under development by the Federal Ministry of Education and



Research (BMBF). As part of the BMBF's Digital Education Initiative funding line, the DAAD has been involved in the *Bildungsraum Digital* (BIRD) project since 2021, which is creating the necessary digital infrastructure. The consortium project is coordinated by the University of Potsdam. It aims to develop a prototype of a federal-level infrastructure to demonstrate the feasibility of a future National Digital Education Platform. 'In essence it's about finding smart and lean ways of networking access to education systems and existing platforms,' explains Alexander Knoth. 'This would make it possible, for example, to switch straight from my school cloud service to a course at an AI campus or the FutureLearnLab



Ricarda Peil, the senior desk officer responsible for *BIRD* uses the prototype at DAAD headquarters in Bonn.

at TH Lübeck.' In the medium to long term, *BIRD* has set its sights beyond the national level and aims to provide international connections. 'We are getting a lot of requests from abroad at the moment saying, "make yourselves compatible, make yourselves interoperable!", Knoth says.

into account. It also allows us to reduce financial and bureaucratic obstacles and thereby open up routes into the German higher education landscape for new target groups,' says Dr Cindy Werner, senior desk officer for digitalisation at the DAAD. During the pilot phase the programme

#### DIGITAL PREPARATION WITH VORSPRUNG

Since its very inception the VORsprung digital preparatory programme for prospective students has been designed to be compatible with Digital Campus. The DAAD is financing the project with funds from the Federal Foreign Office. It got underway at the beginning of 2021 with the aim of developing a preparatory programme in collaboration with the Goethe-Institut, Technische Universität Berlin, FH Aachen University of Applied Sciences, FernUniversität in Hagen, Johannes Gutenberg University Mainz and Ruhr University Bochum. The programme aims to allow potential students to prepare for STEM studies in Germany while they are still in their countries of origin. VORsprung relies on blended learning that combines online services and in-person elements. 'This facilitates preparation independent of time and location which makes it possible to take the participants' life situations





VORsprung: a digital head start.

will be offered in Egypt, India and Mexico, but it can be expanded to other regions in future. 'Particularly through the integration with *Digital Campus* and the scalability of our digital study preparation, we hope to increase the attractiveness of Germany as a study location for potential international students. We also want to expand the group of higher education institutions that can benefit from well-prepared young people who are ready to commence their studies,' Werner explains.

#### **COLLABORATIVE WORKING WITH IVAC**

The International Virtual Academic Collaboration (IVAC) programme comes in at a later stage in the student journey. The programme entered its second funding round in October 2021. IVAC aims to support lecturers with creating international, cross-institutional, collaborative teaching and learning scenarios. In its first funding phase IVAC networked 61 German higher education institutions with 165 international partner universities in 56 countries around the world. A total of 61 new projects at 47 higher education institutions were added in 2021 and have been awarded BMBF funding up to the end of 2022. They cover a wide range of disciplines and issues. For example, the Evangelische Hochschule Dresden and its partners in Finland and Austria hosted virtual events on the issue of 'diversity in social research and social work.' In another

newly funded project, RWTH Aachen and the Politecnico di Milano are sending their students' avatars on virtual semester projects to share ideas about the issue of 'sustainable water energy management'.

Naturally the DAAD is supporting its own scholarship holders along their student journeys, increasingly in the form of digital aids. During the pandemic year of 2021 support was moved completely to the virtual domain. 'It demanded a great deal of creativity on our part, as it is difficult to get to know each other properly in the virtual world and to facilitate the creation of networks. Nevertheless, the formats were received very well,' reports Kirsten Habbich, head of section for Events. Some 3,000 scholarship holders were able to take part in digital events thanks to the DAAD's support. In addition many sections have made efforts to provide ongoing, easily accessible services such as virtual coffee breaks and regular video conferences, which proved very popular.



Screenshot from the MeatLOAV project by RWTH Aachen, made possible through the DAAD's IVAC funding line: a virtual discussion space on the issue of 'sustainable water energy management'.



Digital events in 2021: the DAAD Annual Conference ...

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... and the DAAD Regional Staff Forum.

#### **DAAD EVENTS: A TOOL FOR PROFESSIONALS**

Numerous orientation seminars and events for higher education institutions were held through the new <u>DAAD Events</u> app. This application, introduced at the beginning of 2021, facilitates the professional delivery of virtual and hybrid formats. 'Above all this was driven by the idea of providing a professional digital tool for the DAAD's many in-person events,' says Nils Tensi. A total of 46 digital-only events were held via the app in 2021. These were aimed at funding holders and all other DAAD target groups such as higher education staff, alumni and potential applicants. Even the DAAD's internal annual conference was realised with the help of DAAD Events.

#### **NEW SOLUTIONS DURING THE PANDEMIC**

The restrictions and unique circumstances that arose due to the pandemic in 2021 demanded creativity, not least for the funding of ongoing DAAD projects. To support higher education institutions with converting in-person events to virtual formats, exceptional regulations were adopted for many DAAD funding programmes in close consultation with funding bodies. As was the case in 2020 this allowed project funds that had initially been planned for travel or in-person events to be temporarily reallocated to implement digital measures such as developing and delivering digital teaching courses. Roughly a third of around 2,000 projects made use of the opportunity to reallocate funds. As in 2020 the reallocated funds were primarily used to develop and hold curricular and extracurricular

events. 'That allowed us to ensure that hundreds of courses aimed at international users, summer schools, conferences and workshops could take place despite the adverse conditions. By doing this we made a major contribution to advancing digital internationalisation at higher education institutions,' explains Harald Matthiessen, senior desk officer for digitalisation in the Project Policies, Research and Internationalisation, University Networks division at the DAAD.

#### **SUPPORT FROM EUROPE**

The European Union also supported further implementing digital teaching and learning formats in 2021. This allowed the Erasmus+ National Agency for EU Higher Education Cooperation at the DAAD to issue a special call for applications to award additional funding for innovative digital education projects through Erasmus+ Strategic Partnerships. The budget of 6.15 million euros ultimately made it possible to fund 24 projects. These included Psychology and Climate Change - Digital Education, where Saarland University works with partners in the Netherlands, Lithuania and Spain. The project is using digital tools to incorporate findings from psychology into the subject area of climate protection. 'The topic of digital learning has becoming increasingly important at a European level in recent years. Through Covid-19 we are going through another surge,' says Britta Schmidt, team leader for the Partnerships and Cooperation Projects section at the DAAD.

This surge is also evident in the European Commission's current high-profile project on digital education which is being implemented through the Commission's 'Digital Education Action Plan': the 'Digital Education Hub'. 'Networking is at the very heart of the Hub. We are supporting the creation of a European community in the field of digital education and are bringing together initiatives from across all fields of education. Until now these initiatives did not even know the others existed and had no reason to work together,' explains Katharina Engel, senior desk officer for Digital Internationalisation and European University Policy at the DAAD. Engel notes that this task is both complex and urgent, as there had previously been no thought of a unified digital strategy despite its importance to the European higher education landscape. For a long time, it was not clear who would lead the project with its budget of 4.6 million euros of EU funding. Ultimately the decision was taken in December 2021 to appoint the DAAD, which was awarded the tender to provide services

to support the creation of the Hub. 'We are of course delighted that we can work with many European partners to deliver on this,' explains Alexander Knoth, not without a hint of pride. 'But it's going to be a lot of work!'





The virtual conference centre, part of the 'Research in Germany' initiative (2021).

### Bringing the world back to the campus

The pandemic sharply curbed teaching and international exchanges at higher education institutions, which impacted teachers just as it did students. This was the subject of a panel discussion held as part of the DAAD's conference, 'Reshaping international exchange for a post-pandemic era'

The pandemic has thrown life at higher education institutions into confusion. Take the switch to digital teaching, for example, which is a challenge not only for the institutions and their teachers, but also the students-more than anyone else. What do the two sides make of these changes? And what impact will this unique situation have on international exchange if students want to acquire intercultural experience abroad, for example? Questions such as these were explored in a panel discussion entitled 'The Covid crisis: a quantum leap into an international digital higher education future or the birth of a "lost generation"?'. The discussion formed part of the DAAD's conference on reshaping international exchange for a post-pandemic era in early November 2021. The DAAD extended virtual and in-person invitations to participants who receive funding from projects in structured international mobility: Lehramt.International, Integrated International Degree Programmes with Double Degrees and International Study and Training Partnerships(ISAP).

In his keynote address Prof Matthias Barth, president of Eberswalde University for Sustainable Development, stressed the significance of digitalisation and sustainability for internationalisation. 'We owe it to our students to stop explaining international topics at a local level, and to explain them in global contexts instead,'

he said. 'At the interface between digitality and sustainability there is a rich store of topics that students in Germany can explore from international and intercultural perspectives. This includes questions about how the digital transformation is affecting the way we live together and how we do business. That is how you bring the world to your campus.' Nevertheless, Prof Barth stressed it was clear that, 'we cannot substitute digitalisation for exchange for our students. We need to send them out into the world.' In future, he said, there would be a need for programmes that make both things possible: real and virtual encounters.

#### **SCHOOL PLACEMENTS GO ONLINE**

One student who would have liked to go abroad but could not is Maite Küpper. She is training to be a teacher at the University of Cologne and wanted to complete a teaching placement at a school in Peru. However, due to the pandemic, her stay became a virtual internship at her desk at home. Küpper reflects that 'in reality what makes a school thrive is being a place for encounters, a place where you come into contact with your pupils. That was possible, to a greater or lesser extent,' she said in her address. She conceded it had not been possible to interact socially as she had hoped, but teaching online

was still emotionally moving and had given her a lot for her future professional journey.

Paul Nicklas was also caught up in the impact of the pandemic. Nicklas is a research associate at the Humboldt-Universität zu Berlin. In 2019 he started a master's degree at Paris 2 Panthéon-Assas University as part of his European Lawyer (Juriste Européen) study programme. The programme began in person, but he had to finish it online. He will shortly complete his Master of Law (LL.M.) degree in London, which he has done wholly online. On the surface, law is well suited to studying in the virtual domain,' he said. However, what that lacked compared to a long-term stay abroad were the other things such as the opportunity to get to know people and to network. 'It needs that first step - a real meeting - to come together.' It was at a summer

school that he experienced how this could work. The summer school brought together students and researchers from the eight partner universities of the European Law School at Humboldt-Universität. Prior to the summer school, researchers had used a series of 'Digital Ideas Lunches' held weekly over the course of three months to present their latest research, where students were able to comment on what they heard. Last summer, they met up in Berlin. 'The connection between the digital and real worlds worked fantastically because we were actively involved as students.' Nicklas sums it up: 'It was fantastic!'

The students of professor of chemistry Evamarie Hey-Hawkins at the University of Leipzig also found their experiences were dictated by the circumstances of the pandemic. 'Chemistry

#### Improving access to education

Lifelong learning in compact, flexible and easily-integrated units: that's the goal of so-called 'micro-credentials'. As part of the *bologna hub* project, which is funded by the Federal Ministry of Education and Research (BMBF), the DAAD held an online seminar in July 2021 to examine the challenges and opportunities arising from the latest developments for higher education institutions in Europe. The starting point for



The virtual auditorium for the online seminar on 'micro-credentials' in July 2021.

the 300 participants was 'micro-credentials', a concept developed for use across Europe by the European Union. The new approach is aimed to ensure quality standards and transparency between countries and sectors, amongst other things. It became clear from the discussion that small learning units will not replace standard study programmes. However, they can be a tool to equip learners with knowledge, skills or competencies that respond to societal or labour market needs. One example of how 'micro-credentials' are used in practice can be found at Hamburg University of Technology, which uses them in cooperation with European higher education partners.



The humanities found it more difficult than the natural sciences during the semesters taught online. 'Losing communication between the students was challenging, as that is very important for their success as learners,' says Prof Kirsten Kramer, a specialist in Romance Studies

at Bielefeld University. For many colleagues, the changed situation also served as inspiration for new ways of thinking about teaching and learning. 'Tools like "breakout sessions" were very helpful, as the atmosphere is different and students can talk to each other, which makes it possible to even out gaps in performance,' she says.

#### How resilient is society?

The social impact of Covid-19 and the resilience of communities and democracies around the world formed the focus of the first DAAD alumni meeting for social sciences alumni in December 2021. The digital podium was attended by a high-calibre panel. This panel's members included the president of the WZB Berlin Social Science Center, Prof Jutta Allmendinger, the director of the German Development Institute / Deutsches Institut für Entwicklungspolitik, Prof

Anna-Katharina Hornidge, the director of the Institute of Medical Sociology and Rehabilitation Science, Prof Holger Pfaff and political scientist Prof Wolfgang Merkel. The speakers discussed a range of topics including the widespread loss of trust in policymakers and the desire for clear hierarchies. They also called for the maintenance of an open and objective culture of discussion. Over 100 political studies and sociology alumni joined in the debate in the chat.



Sociology and political studies alumni discussed the impact of the Covid-19 pandemic.

#### Intercultural dialogue on digital media

In its 'Digital international' series of online seminars focusing on online higher education cooperation, the DAAD clarified how international academic exchange can be organised and expanded despite the Covid-19 pandemic. Around 100 people from funding programmes for integrated international mobility participated in each event, where they got to know methods for delivering interactive and vibrant online events, amongst other things. Practical examples also

showed that digital media can facilitate successful intercultural dialogue between students, just as higher education cooperation can take place and expand in the virtual world. There was a great deal of positive feedback confirming the considerable need for digital formats that will likely become a permanent feature of international higher education cooperation even after the pandemic has ended.



DAAD Secretary General Dr Kai Sicks welcomes participants.



A lively discussion of internationalisation took place in a virtual space.

#### STUDYING IS MORE THAN A 90-MINUTE SEMINAR

The higher education teachers on the panel expressed great sympathy for the position the students were in. 'The bulk of the burden has fallen on the students. We can partly make up for what has been missed out of the curriculum by improving our support relationships, but peer-group-specific learning – learning where young people meet face-to-face – that's something we could not compensate for,' said Kirsten Kramer. She stressed the need for higher education institutions to reopen spaces for students to meet.

The panel also explored the substantial increase in mental health pressures on students caused by the pandemic. 'Students are openly talking about this pressure, and many are concerned about it,' reported Paul Nicklas. But Maite Küpper isn't going to let the pandemic put her off. 'Of course I want to go abroad when that becomes possible again,' she says. She has even applied for a new passport so she can get started next year.



#### **Aid for Afghanistan**

The DAAD has been involved in Afghanistan for over 20 years. German and Afghan universities have worked intensively to improve the country's infrastructure and to develop curricula that satisfy international standards. Following the Taliban's return to power in August 2021, a great deal hangs in the balance, so every effort is being made to find solutions.

When the Taliban seized power in Afghanistan in mid-August 2021 it shocked the world. The DAAD was no exception: it has been involved in the country for almost 20 years and now fears for the future of Afghanistan's higher education institutions. 'Of course we were deeply concerned about our contacts in the country,' relates Dr Christian Hülshörster, head of the Scholarship Programmes Southern Hemisphere division at the DAAD. In coordination with German authorities, the DAAD swiftly set up a crisis response operation to find options for evacuating staff who were deployed in the country at the time and at-risk academics and scientists.

One of these was Prof Sardar Kohistani who was able to leave the country with the DAAD's help. Prof Kohistani is a specialist in geological sciences who had been involved in developing the higher education system in his home country of Afghanistan since 2002. He was also the first-ever DAAD scholarship holder from Afghanistan to come to Germany, where he completed his PhD. He then returned to Kabul University, where he ran the DAAD's Information Centre from 2015 to 2017. He painted a bleak picture of the situation in the weeks immediately after the new Taliban regime took power: 'Everything is silent and still in the universities. If they do come at all, the university staff only



Dr Christian Hülshörster Head of the Scholarship Programmes Southern Hemisphere division at the DAAD.

come to their desks once a week. Our salaries haven't been paid yet. You don't see any students at all. Many just want to get away from here.'

#### **SUPPORT THAT MAKES A DIFFERENCE**

The DAAD quickly understood that there was a need to develop and provide programmes and measures as soon as possible that went beyond acute evacuation activities, so as to be able to continue to support people in Afghanistan. To this end the DAAD presented its general ideas in August 2021 on how to support Afghan students and researchers over the next few years. 'One approach would be to support countries in the region that already have high numbers of



Prof Dr Sardar Kohistani was the first Afghan DAAD scholarship holder to come to Germany. He went on to lead the DAAD's Information Centre in Kabul. In 2021 he fled to Germany with the DAAD's support.

refugees from Afghanistan by providing them with scholarships through third-party funded programmes,' Hülshörster explains. 'We have already successfully implemented similar measures in Syria, Jordan and Lebanon.' In the case of Afghanistan, Hülshörster sees Pakistan as having the greatest potential. There are currently 1.5 million Afghan refugees in Pakistan and 700,000 in Iran.

Another option that was discussed concerned adapting existing funding programmes such as the Leadership programme, which was developed for Syria in 2015. Through that programme around 200 scholarships are awarded to young Syrians using funds from the Federal Foreign Office. 'That also involved an accompanying course coordinated by the University of Konstanz, in which the participants take blended learning courses on topics such as good governance, civil society and sustainable project management,' Hülshörster explains. 'That was a great success, particularly in terms of the integration of refugees into the German employment market. I can see no reason why we shouldn't be able to offer that for Afghan refugees, too.' The Hilde Domin Programme had already gone a step further for students who are at particular risk. The programme was conceived in 2020 against the backdrop of the situation in Belarus, but with a worldwide call for applications. 'Of the 50 scholarships available to the DAAD in 2021, 12 were awarded to recipients in

Afghanistan,' says Christian Hülshörster. 'A special quota of around 30 scholarships is available for Afghan recipients in 2022.'

#### **CONTACT POINT AFGHANISTAN**

German higher education institutions have been and will remain the linchpin of the DAAD's involvement in Afghanistan. At the beginning of October, the DAAD set up its Contact Point Afghanistan, which is located within the Competence Centre for International Academic Collaboration (KIWi). The Contact Point Afghanistan was created to meet the surge in demand for information about ongoing scholarship programmes and how to support students who were willing to leave the country and to answer questions about integration for Afghan refugees in Germany. 'We wanted to provide a central contact point for German higher education institutions that could answer effectively any question about the involvement of higher education institutions in Afghanistan, their academic partnerships or their prospects,' says Julia Linder, senior desk officer in KIWi, who was involved in setting up the contact point.

The first phase focused on clustering the questions that had come in and identifying the most pressing needs for German higher education institutions. The DAAD hosted a virtual information event on Afghanistan in mid-October

2021 which offered an initial point of reference. Over 80 representatives from 45 German higher education institutions took part in the event, in which the Contact Point Afghanistan was presented. 'There was of course a great desire to allow students and researchers to enter Germany, although our hands are still tied to an extent on this,' explains Stefan Bienefeld, head of Transnational Education and Cooperation Programmes and one of the event's organisers.

#### **COMPREHENSIVE EVALUATION**

The extent of what has been put at risk by the Taliban's seizure of power is revealed in a comprehensive 'country evaluation' of Afghanistan that analyses the DAAD's involvement there between 2002 and 2018. According to the report, the DAAD has contributed to helping a generation of young Afghans attain qualifications and enabling them to shape processes of change. Yet more than this, there had been something special about the DAAD's involvement from the very start. 'Normally our focus is on training and professional development, but in this instance, there was no getting around investing in infrastructure at the same time,' explains Christian Hülshörster. 'The needs of the higher education institutions were just too great. They were teaching with out-of-date materials and there was no training in scientific work. What's more, women were excluded from higher education and were only allowed to participate in education until their seventh birthday. 'But they lacked so much more than this, from physical spaces to hardware, particularly in the natural sciences and engineering, medicine and IT,' Hülshörster says.

In order to get on top of this perilous situation, the first step was to identify key issues by undertaking fact-finding missions, which where gradually expanded into so-called 'subject coordinators'. These served to define the majority of the DAAD's involvement in providing funding in Afghanistan from 2005. Higher education networks also became a focus, and despite all the adversity and disruption in a country that had long been plagued by civil war, these were able to continue in a rudimentary fashion at least. 'Another

distinctive feature of the strength of the DAAD's involvement is the often high level of intrinsic motivation among German higher education institutions to implement projects in fragile contexts,' conclude the authors of the Afghanistan country evaluation. Consequently the decision was taken to prioritise IT and computer science, followed by economics and business administration, the natural sciences and earth sciences.

As the security situation in the country continued to deteriorate in 2015, the DAAD's involvement in Afghanistan entered a new phase where the aim was to create the political and regulatory environment needed to consolidate the development that had already taken place in academia. 'Naturally we wanted to continue what we had achieved, but most of that had to happen with local means and local efforts,' Hülshörster says. That was only partly successful, due in part to the many structural idiosyncrasies of Afghanistan as a country. Even after 20 years of promoting democracy, these still persist and cause many efforts at modernisation to fail. 'Corruption was always a major problem for us,' relates Sardar Kohistani, 'and that affected academia as well.' Frequent staffing changes among decision-makers also resulted in negotiations having to be constantly restarted in many cases, as new office holders were not happy to abide by what their predecessors had committed to.

No one knows how the situation in Afghanistan will unfold. One thing is clear, though, and that is that in 2022 the DAAD will do everything it can to provide assistance to the country. Suad Shumareye is a senior desk officer at KIWi and one of Julia Linder's colleagues. For her, one thing that can be relied on is the involvement of higher education institutions that have demonstrated great motivation during the initial phase of the support, exploring concrete services for Afghan refugee teachers and students. 'That's what it's all about: putting our heads together and developing ideas about what to do next.'



#### Four-field strategy to support Afghanistan

'After 20 years of development work in Afghanistan, we must not give up on the country and its people,' said DAAD President Prof Joybrato Mukherjee shortly after the evacuations concluded in August 2021. The DAAD has defined four fields of activity to support students and researchers from Afghanistan even after the seizure of power by the Taliban.

- The first is to **strengthen the region** by intensifying development work there. This includes immediate neighbours like Pakistan, Uzbekistan and Iran, and also Turkey. Plans include exploring opportunities for third-party scholarship programmes, as the DAAD successfully implemented in the context of the Syrian civil war in neighbouring Jordan.
- A further major field of activity has been identified to be **expanding funding for particularly vulnerable Afghan students and researchers** in Germany. For example, a special quota has been set aside for Afghanistan in the framework of the *Hilde Domin Programme*, which will make it possible to award additional scholarships.
- In a third step, the DAAD is planning to develop leadership programmes to prepare young Afghans for a post-Taliban era. This concept has already proved worthwhile in funding for refugees from Syria. Safe spaces will allow discussions about the future of Afghan society, complemented by soft skills training in targeted work-related qualifications.
- The fourth field of activity involves maintaining and expanding successfully established programmes for integrating refugees at German higher education institutions. Through this projects such as *Integra* and *Welcome* which are funded by the Federal Ministry of Education and Research (BMBF), are to be used more intensively to make it easier for Afghan refugees to make a start in the German higher education system.



### What next for Erasmus+

Dr Stephan Geifes, director of the Erasmus+ National Agency for EU Higher Education Cooperation at the DAAD, reflects on the new *Erasmus*+ programme generation, boosting diversity in exchange and pathways towards greater sustainability.

#### Dr Geifes, 2021 was the first year of the new *Erasmus*+ 2021–2027 programme generation. What has changed about the EU's oldest education programme?

The new programme generation presents valuable opportunities. The total budget for Erasmus+ has been more than doubled to over 28 billion euros, and the programme addresses the major social challenges facing Europe. There is a strong focus on social inclusion, sustainability and the digital transformation, along with promoting participation in democratic life for young people. At the same time the trend continues to move away from solely providing funding for student mobility. With all the diverse opportunities it offers, Erasmus+ is increasingly becoming a means for higher education institutions to strategically position themselves on a range of levels. Funding for European University Alliances is now firmly embedded in the new programme generation (see pages 70 and 71).

#### What are these new opportunities?

Increased flexibility is of absolutely critical importance. One example of this are the Blended Intensive Programmes (BIP), which are a new addition for the coming years. BIPs offer funding to short, intensive curricula and activities such as summer and winter schools for students and those working in higher education. They combine a short period of in-person group mobility of between 5 and 30 days with a virtual phase. Through Erasmus+ doctoral candidates



Dr Stephan Geifes
Director of the Erasmus+ National Agency for EU Higher
Education Cooperation at the DAAD.

can now receive funding not just as employees of their respective higher education institution, but also gain funding for stays abroad to conduct their research. This opens up new prospects for cooperating between research groups. Another new addition is of vital importance, in that higher education institutions can now use up to 20 per cent of the authorised project budget for global mobility. Erasmus+ isn't just aimed at individual students but also at higher education institutions as strategic stakeholders which forge partnerships to facilitate exchange.

#### What has changed with regard to higher education partnerships?

The Erasmus Mundus Joint Masters (EMJM) excellence study programmes are offered jointly by at least three higher education institutions from three countries, and these remain part of the

Changing lives: promotional materials for the European Commission's #startshere programme marking the start of the new *Erasmus*+ programme generation.

programme. However, there is one key addition, in the form of Erasmus Mundus Design Measures (EMDM), which support the development of these international master's degree courses in Europe and beyond. Erasmus+ Strategic Partnerships have been succeeded by the new Cooperation Partnerships, which offer greater flexibility in terms of duration and budget. The higher education institutions and their cooperation partners can also be awarded additional funds to make their projects more inclusive and sustainable.

Alongside digital transformation, the 2021–2027 *Erasmus*+ programme generation includes horizontal themes such as the environment and combating climate change, participating in democratic life and inclusion and diversity. These themes cut across all aspects of the new programme generation. What plans are there to make *Erasmus*+ more inclusive?

One step is to reduce the minimum length of stay from three months down to two. By doing that we want to accommodate people for whom a longer stay abroad would not be easy to realise. And for those for whom even this length of stay would be too long, for whatever reason, there exists the option of short stays lasting between 5 and 30 days in combination with compulsory virtual elements. We have also made use of the financial leeway in the new Erasmus+ budget to provide specific funding for people with fewer opportunities. The short stays abroad combined with virtual phases offered by the Blended Intensive Programmes I referred to a moment ago provide is a good way of getting into international exchange.

You have referred to how digital options for exchange can help to avoid certain trips and to protect the climate. But not to put too fine a point on it, Is the new Erasmus still the same Erasmus?

In-person exchanges with the various host countries are and will remain part of the essence of the new Erasmus+ programme generation. But at the same time, we want to raise awareness around sustainability and develop associated incentives. If you can

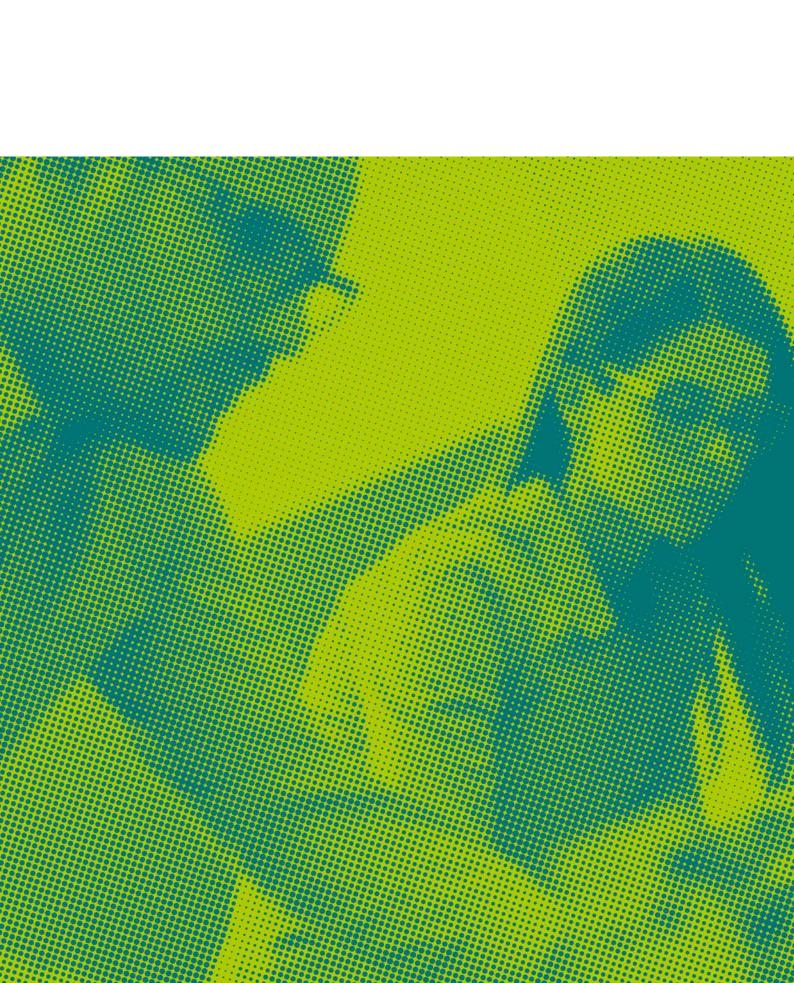


travel sustainably by bus, train, ship or ride-sharing, you can get a 50-euro bonus. You don't even need to worry about losing time because trips take longer, as the funding allows for up to four days for that. As such, physical exchange in forms that protect resources remains a core element of Erasmus+. We are broadly observing a huge amount of awareness of the issue of sustainability, both among the participating higher education institutions and students. But I do have to add that if people belonging to established networks can make do without taking a trip or two, that's a very different matter to demanding that young people miss out on travel. How are they to gather those valuable experiences and create their own networks if they can't encounter other people face to face in other countries?

### You mentioned that the *Erasmus*+ budget has been doubled. What does that say about the significance of the programme?

This level of funding reflects how much EU member states, the European Commission and the European Parliament value Erasmus+. Policymakers understand the great value of the programme and the need to continue and intensify it. In the end it's also about making the European home we share more resilient in what are not easy times. Erasmus+ is the flagship programme that promotes the European ideal through young people's learning, carrying it out into their families and reinforcing it across the generations.





# Our fields of activity

Recognising and supporting potentials worldwide

Providing expertise for international relations

II
Strengthening
the strategic
academic
network



### Recognising and supporting potentials worldwide



### Even in challenging times we found new ways of awarding scholarships

In the second year of the Covid-19 pandemic, the DAAD is deploying a range of digital opportunities and flexible solutions to provide the best possible support for its funding recipients. Interest in academic exchange remains high and new formats for encounters are delivering a benefit to new scholarship holders and alumni alike.



Digital networking is becoming more and more important for the DAAD's funding work.



Dr Birgit Klüsener
Director of the Scholarships department at the DAAD.

'The Covid-19 pandemic made it impossible to fly to Germany and get to know the country at first-hand. But the programme of online seminars was a great opportunity for me. It helped me participate in online conferences without any trouble.' Reine Kevine Touonsi is from Cameroon and took part in an online higher education summer course provided by the University of Mannheim. Her account of her experiences reflects those of many others in 2021. Restrictions due to the pandemic had to be overcome and new digital pathways had to be opened up. But it wasn't just about boosting confidence for individual participants: the DAAD also expanded its digital services for funding recipients (see pages 45 to 51).

#### MAKING THE MOST OF THE DIGITALISATION SURGE

'In 2021 we were able to successfully draw on the surge in digitalisation that the DAAD encountered in the first year of the pandemic in 2020,' says Dr Birgit Klüsener, director of the Scholarships department. New digital opportunities have been used in various ways to provide funding to scholarship holders, with digital elements working in combination with tried-and-tested in-person formats. 'We have worked with our funding providers and higher



Reine Kevine Touonsi participant in an online summer school run by the University of Mannheim.



education institutions to find many flexible solutions,' Klüsener notes. 'But at the same time, it is true that online formats have their limits. So we were delighted to be able to provide funding for in-person academic exchanges so often during 2021.' In 2021 the DAAD showed that even internships can be undertaken virtually through programmes such as *RISE*, which facilitates research internships for scholarship holders from the US, Canada, the UK, Ireland and Germany (see p. 92).

2021 saw a marked upturn in interest in Germany compared to the first year of the pandemic in 2020. The number of applications from the US and Canada for scholarships in Germany rose by around 40 per cent, with applications from those two countries for one-year research scholarships up by 20 per cent.

The number of applications from the UK for master's degree scholarships almost doubled. 'The team at the DAAD's London Regional Office is working hard to promote Germany, particularly through their social media activities, but the link to Brexit is also evident', says Birgit Klüsener. Uncertainty about future post-Brexit relations could be a key factor in the decision by young people from the UK to seize the opportunity to study in Germany under the current conditions.

#### SUSTAINED INTEREST IN EXCHANGE

'Despite the pandemic interest in stays abroad remains high among international and German scholarship holders alike,' Birgit Klüsener stresses. Master's degree scholarships to study in Western European countries are particularly popular among students at German higher education institutions. Applications doubled from the 2020/2021 academic year (688 applications) to the 2021/2022 academic year (1,171 applications) and they consolidated at a high level in autumn 2021 (1,105). However, the Brexit effect is becoming noticeable, with a reduction in applications from the UK.

While it appears that the pandemic was associated with a particularly marked decline in German applications for scholarships in Latin America in 2021, the number of applications for standard programmes for students and early-career academics in Asia remained stable. Japan and China remain the most popular destination countries in the region. However, a clear trend is underway in South Korea, with applications more than doubling from 56 last year to 119. Demand for undergraduate and master's degree scholarships in North America remains high at 378 applications, up 59 per cent compared to 2020.

#### INTERNSHIPS AT INTERNATIONAL INSTITUTIONS

Despite the pandemic, the *Carlo-Schmid-Programm (CSP)*, which arranges internships at international organisations and EU institutions, celebrated its 20th anniversary in 2021. The programme facilitates highly sought-after stays abroad at organisations such as the United Nations. The programme is delivered by the DAAD in cooperation with the Studienstiftung des deutschen Volkes and the Stiftung Mercator, with the majority of its funding coming from the Federal Ministry of Education and Research (BMBF).

Applications to the *Carlo-Schmid-Programm* have continued to rise in recent years. In 2021 the number of applications increased by around 100 compared to the previous year, reaching a new high of 813. Of the 114 scholarships awarded in 2021, only six scholarship holders were unable to undertake their internships in the host country. If travel was not possible at the time of the planned start of the internship, participants were able to make a start online.

The DAAD boosted funding for students at risk by starting the *Hilde Domin Programme* in 2021 (see p. 74). Funding for the programme comes from the Federal Foreign Office. Birgit Klüsener explains the origins of the programme: 'In recent years we have been contacted by more and more students and doctoral candidates who have been put at risk because of their social commitment in their home countries. Our previous funding programme only allowed us to help in occasional cases. Now the *Hilde Domin Programme* provides swift and effective assistance.'

#### **VIRTUAL LANGUAGE COURSES**

There were new elements to the *International Summer Courses* and *International Winter Courses* in 2021. Through the programmes the DAAD awards scholarships to applicants around the world so they can attend language courses in Germany. The Summer Schools were held online for the first time. Scholarship holders valued the opportunity to learn German this way despite



the pandemic, and also to familiarise themselves with online technologies at the same time. It was even possible to maintain the cultural programme of the courses, such as by offering virtual city tours. Nevertheless, ensuring that scholarship holders could participate despite their location in different time zones did prove to be a challenge. 'The course providers also told us that five teaching sessions a day in front of a screen was very demanding,' Birgit Klüsener explains. 'Greater use was made of group work, and self-study phases were also arranged.'

'Essentially it is about finding the best-possible combination of in-person teaching formats and digital opportunities,' Klüsener says, noting that the same is true of scholarship selection meetings. 'Particularly where day-long meetings are concerned, we hope to get back to real meetings for selection committees as soon as possible. However, some digital elements will certainly be very valuable in future.' On this point Klüsener identifies opportunities for scholarship holders who may find travel difficult or disproportionately expensive, and she also notes the potential to support climate protection. 'Last but not least, we will carefully assess which journeys make sense for the selection committee meetings and which don't from an environmental point of view.'



Discussions with mentors at the online orientation seminar for graduates from German Schools Abroad.

Making the most of digital opportunities while maintaining the irreplaceable value of first-hand experiences: these are the key priorities for Birgit Klüsener when she looks at the future of academic exchange. 'To give you an example, one of the critical factors for scholarship holders coming to live with us in Germany is being able to settle down and feel at home in their chosen city. It is not easy to deal with local authorities and find accommodation just through a computer alone.'

#### STUDENTS ARE NOT LEFT ON THEIR OWN

The pandemic represented a particularly challenging situation for the DAAD's latest round of scholarship holders. Since 2001 the DAAD has provided funding to outstanding international graduates from German schools abroad. The funds come from the Federal Foreign Office. As part of the 'Schools: Partners for the Future' (PASCH) initiative, German language diploma schools and PASCH Schools supported by the Goethe-Institut have also been involved in the DAAD's German Schools Abroad programme for several years. The Betreuungsinitiative Deutsche Auslands- und Partnerschulen (BIDS) support initiative for PASCH schools programme was added in 2008. BIDS allows German higher education institutions to network with PASCH schools abroad and support their graduates as they transition to higher education in Germany. This includes an intensive programme of information and support while the students are still at school, activities to prepare them for higher education, advice during the application phase

and support, particularly during their first two semesters in Germany.

Providing support for scholarship holders is also a core activity of the *German Schools Abroad* programme. 'Some of them have only just turned 17 when they come to us and for others it is the first time they have ever stayed in Germany,' says Dr Meltem Göben, head of section for German Schools Abroad, Internships, Summer Schools at the DAAD. 'Faced with the Covid-19 situation, many of them found it difficult to make contacts and get to know other people.'

In response to these challenges the DAAD gave its backing to a range of digital activities. In March 2021, for example, scholarship holders were invited to a 'digital cooking evening', where they not only prepared food but also took advantage of the lively and enthusiastic networking going on. After this they met up for several online games evenings that they organised themselves, and they even set up an online chess tournament.



A 'digital cooking evening' with scholarship holders from the *German Schools Abroad* programme.

'We also held our annual orientation seminar online in 2021,' says Meltem Göben. The seminar allowed funding recipients to access important information on their studies and their stay in Germany. They were also able to meet their mentors for their time in Germany, all of whom were students who had experienced the programme themselves. The scholarship holders used virtual breakout rooms to talk to *German Schools Abroad* programme alumni about their experiences.

### **WORKING WITH ALUMNI ON MANY LEVELS**

Through the DAAD's support for over 160 alumni associations around the world, alumni have the chance to contribute their own knowledge and to benefit from others' experiences. In order to expand the services and support it provides to alumni from Germany, the DAAD conducted a comprehensive needs analysis in 2020. Implementation of its key recommendations was already underway by 2021, including the development of a service-oriented newsletter for alumni from Germany that provides regular updates on what is available to them. A new format was also introduced in the form of a final meeting for German scholarship holders when their funding comes to an end. The meeting allows them to share ideas and experiences and find out about alumni services. Grants for further professional development were met with particular interest. These not only included language courses and training in leadership skills, but also highly specific training such as drone pilots' licensing courses to support archaeological work. The online seminars on science communications on the Alumniportal Deutschland were quickly booked up and the offer of individual virtual career coaching shortly before or after graduating was also well received.

Several EU Ideas Labs played a major role in alumni work during 2021. The programme was initiated in the second half of 2020 under Germany's presidency of the EU Council and six such labs were held in European countries in 2021. The DAAD aims to use the format to promote networking and exchanges between alumni and to increase the visibility of their ideas

and initiatives. The Labs focus on issues that are of particular significance for the future of the European Union, such as the 'European Green Deal', migration and democracy in Europe.

Three Labs in South East Europe started work on issues linked to the 'European Green Deal' in 2021. DAAD alumni from Serbia, Montenegro and Bosnia-Herzegovina gave presentations in Zlatibor in Serbia in September, where they discussed how Europe as a whole and individual people could manage climate change and better protect the environment. An interdisciplinary group of Romanian alumni met in October 2021 to discuss climate change, while Hungarian alumni developed ideas on how to manage the transition to a modern, resource-efficient and competitive economy.



DAAD Alumni & Friends EU Ideas Lab, June 2021.

Against the background of the growing influence of far-right populist parties in Europe, the DAAD Alumni & Friends joined with partners to hold a virtual EU Ideas Lab on the issue of democratic civil society under pressure in the face of rising right-wing populism. The majority of the alumni participating in the Lab came from Germany and Hungary, and across a series of workshops and panel discussions they worked together to develop solutions for how civil society can stand up to this pressure. The participants looked for ideas in the fields of education, higher education institutions, churches, trade unions, culture and media.



2021 saw some ground-breaking innovations in the European Union's education programme. The 2021–2027 *Erasmus*+ programme generation got underway and opened up many new opportunities (see interview on pages 60 and 61). Not only can students choose to stay abroad at a partner university linked to their home institution in one of 33 European countries, but also all around the world. Up to 20 per cent of the funds provided to German higher education institutions by the DAAD's *Erasmus*+ National Agency for EU Higher Education Cooperation can now be used for global exchanges.

In spite of the Covid-19 pandemic, students' interest in *Erasmus*+ showed no signs of letting up. 'In the 2021 summer semester we actually received 4,000 more expressions of interest than in a normal summer semester before the pandemic,' says Dr Stephan Geifes, director of the National Agency for EU Higher Education Cooperation. 'Around 60 per cent of a normal year's students were able to start their studies. And for the 2021/2022 winter semester that figure was back up to over 80 per cent. That shows on the one hand how much interest there is, and on the other hand, how much you can achieve even during a pandemic.'



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

## Europe meets School - 15 years on

A new funding period of an additional four years (2021–2024) has commenced for *Europa macht Schule (EmS – Europe meets School)*. The programme has been facilitating European encounters for the past 15 years, with visiting students from all over Europe giving creative presentations about their countries of origin to schools across Germany. The programme is organised by teams of volunteer students at over 35 higher education institutions in Germany.

They are supported by the Verein Europa macht Schule e. V. and the *Erasmus*+National Agency for EU Higher Education Cooperation at the DAAD. Funding for the programme comes from the Federal Ministry of Education and Research (BMBF).

Just as with *Erasmus*+, exchanges through *EmS* are increasingly global and the programme is now open to students of all nationalities. The new *EmS-Ländlicher Raum* programme got



Europa macht Schule project in the 2020/2021 programme year.

underway in 2021 and focuses on specific regions whose geographical location has thus far prevented them from bringing together students and school classes through the *Europa macht Schule* project. The opportunities are huge. In the programme's 2021 anniversary year, for example, the student Paula Malou Hübner recalled how she volunteered to support *EmS* activities

in Emden in Lower Saxony. 'What I remember most is how easy it was to create links with pupils through interesting approaches to projects and to inspire them about the European project through exciting and interactive activities.'





Members of local *Erasmus*+ initiatives (LEIs): working together for Europe.

# 30 years of local Erasmus+ initiatives

Interest in European exchange is also sustaining local *Erasmus*+ initiatives (LEIs). For 30 years these student organisations have been encouraging students at German higher education institutions to undertake stays abroad. They are supported by the *Erasmus*+ National Agency for EU Higher Education Cooperation at the DAAD with funding from the Federal Ministry of Education and Research (BMBF). The members of the LEIs serve as points of contact to answer their fellow students' questions. They also help international students get to know their new higher education institution and support them as they integrate into their new environments. In the 2021 anniversary year 117 LEIs were active in Germany.

The initiatives provide a diverse range of services, ranging from photography competitions to communal barbecues and even virtual international evenings during the Covid-19 pandemic. 'I am certain that the inspirational work done by these student groups is making a tangible contribution to overcoming the challenges facing

Europe,' said DAAD President Prof Joybrato Mukherjee in his speech celebrating the anniversary of the LEIs.

When asked about what motivates them to volunteer, LEI members point out the richness of intercultural experiences as well as their own personal development gained from making a difference for others. According to Anastasia and Lars from the LEI at the University of Bayreuth, this is 'a fantastic opportunity to step up and help students who aren't from Germany, and to make it as easy as possible to get started in Germany and enjoy a varied time here. Through our volunteering we have had the chance to network with local and international students and to build friendships across national borders.'





A chance to speak directly to Federal Chancellor Merkel was an exceptional experience for the participants.

# Angela Merkel speaks to European students: 'I'm a little envious of you!'

'I consider the *Erasmus*+ programme to be a programme that really has achieved success,' observed the Federal Chancellor in her introductory remarks to the online dialogue held as part of the 'Conference on the Future of Europe', a discussion format run by the EU. Merkel praised the success of the programme in making it possible for young people to get to know each other in Europe, to work together and to learn alongside one another.

One point Angela Merkel stressed was the outlook for the future and the related issue of what needed to be improved. On 28 June 2021 the Federal Chancellor spent 90 minutes talking to ten students from Germany and five other countries about their experiences, perspectives and expectations. For Hannah Nitsch, who had been studying at University College London through *Erasmus* until December 2020, the UK's departure from the European Union meant there was something missing that she felt was distinctive about the 'European spirit', freedom and diversity. 'I'm going to take that away with me, as I'm going to see Prime Minister Boris Johnson on Friday,' promised the Federal Chancellor.

### **EMBRACING EUROPEAN VALUES**

Angela Merkel asked the participants about how learning cultures differ across European countries. In response Stella Kim, who has undertaken her studies in three different countries through the Erasmus Mundus programme, said: 'You always pick up a bit of everything.' She said she always felt very well prepared thanks to the bachelor's degree course she completed in Germany. However, she wanted to see a little more solidarity between the various countries and the many values that Europe stood for being embraced even more strongly. Adrian Alonso agreed with this. Born in Germany to parents of Spanish descent, one of his goals for his semester abroad in Seville was to find out how much of Spain there was in him. He said he would like to see

Ophélie Ranquet was born in France but studied in Strasbourg and Trondheim before completing her doctorate in Munich, Pisa and Karlsruhe. She raised the issue of languages. 'In the midst of this incredible diversity we sometimes use different words and have different outlooks, but in the end we often mean the same thing!' Daniel Sadecki, who is studying at European University Viadrina Frankfurt (Oder), is familiar both with what binds us together and what separates us. He pointed out that, in the 'double city of Frankfurt (Oder)-Słubice' there is 'a joint administration, a cross-border bus line: in fact, there aren't any borders in this city', but he also observed that nationalism was a problem in Poland. For him, one possible response to this would be to boost interest in other countries among very young people through early exchange visits.

### **SEEING DIVERSITY AS AN OPPORTUNITY**

Roberta Bartkute, who comes from Lithuania and studies at the Humboldt University of Berlin, picked up on another aspect of Europe's diversity: 'Diversity means these different nations and cultures staying the way they are.' She felt that western member states of the European Union lacked a degree of understanding for countries in central and eastern Europe.

The lively and wide-ranging discussion prompted 'hope for the future', as moderator Daniel Erk put it at the end of the dialogue, before asking, 'Frau Merkel, what have you taken away from this conversation?' She responded, 'Quite simply what I am taking away is that in one way, we do not need to fear for Europe.' Summing up her impressions, she said she felt Europe was being 'borne up'. In addition, she said she felt 'just as warm towards Erasmus+ at the end of the conversation as at the start. No one complained about it.' In the end, she said she felt 'a little envious' of these young people who could experience 'the diversity of different countries' and not just 'learn foreign languages in school, but also put them to use', something she said was denied to her in her youth.



### **Erasmus+ after Brexit**

Following Brexit the United Kingdom is no longer a part of the new *Erasmus*+ 2021–2027 programme generation. As existing approvals are still valid, funding grants may continue up to and including the 2023 summer semester. After this, exchanges with the United Kingdom may take place through the worldwide opening of *Erasmus*+. 'German higher education institutions will then be able to form partnerships with UK universities and use the funds to make it possible for their students to undertake *Erasmus*+ visits to the

UK,' explains Dr Stephan Geifes, director of the National Agency for EU Higher Education Cooperation (NA DAAD). 'However, the UK partner may not impose tuition fees for the *Erasmus*+ exchange.' Through the new national 'Turing Scheme' programme, UK universities are able to consult with their partner institutions in Germany to promote exchanges from the United Kingdom to Germany.



The DAAD's new programme for students at risk and doctoral candidates is named after Hilde Domin (1909–2006).

# The Hilde Domin Programme: study and research in safety

The new scholarship programme offers a safe academic space for students and doctoral candidates who are at risk in their countries of origin. The programme bears the name of the German poet Hilde Domin who fled from the National Socialists but later returned to Germany.

Campaigning for a better society, democracy, human rights and the rule of law can be dangerous. Young people who are pushing for social change are faced with violence and repression in many states. The DAAD is supporting them through the *Hilde Domin Programme*, which commenced in April 2021 with funding from the Federal Foreign Office. It allows students and doctoral candidates who suffer political persecution or discrimination to continue their studies or research.

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The initiative was prompted by the situation in Belarus, as DAAD programme organisers Philipp Effertz and Antje Steffen explain. 'We have set up the *Hilde Domin Programme* as a global scheme, as in many countries young people who campaign for human rights are denied their right to an education,' Effertz says. 'Until now there has not been a German protection programme in this form especially aimed at students and doctoral candidates. By providing this funding we are filling critical gaps, and we expect the programme to be a long-term fixture.'



DAAD President Prof Joybrato Mukherjee's Welcome Video Message for the start of the Hilde Domin Programme.

"Do not grow weary, but hold out your hand softly towards the miracle, as if it were a little bird." So wrote the German poet Hilde Domin. (...) The miracle of a free society must be protected. With this in mind, the DAAD wishes to reach out to threatened students and doctoral candidates around the world, so that they can arrive at a safe place where they can continue their studies or research without fear of reprisals."

Prof Dr Joybrato Mukherjee, President of the DAAD.



'Stumbling blocks' in the pavement in Cologne recall the expulsion of Hilde Domin's family by the National Socialists.

The initiative is named after the German writer Hilde Domin (1909–2006), who was born Hildegard Dina Löwenstein in Cologne. On account of her Jewish faith she had to flee from the National Socialists. After several stops in Europe, she later settled in the Dominican Republic,

from which she took her name. 'Our scholarship holders will also have had to leave their homes with heavy hearts,' says Steffen. 'But like Hilde Domin, some of them will return home after their education and make contributions to their societies.'

The programme includes an accompanying interdisciplinary qualification and is open to students and doctoral candidates. The DAAD awarded 50 scholarships in the first year of the programme. Funding is available for between two and four years, depending on the type of degree a candidate is working towards. Prior to this German higher education institutions or civil society organisations registered in Germany are required to nominate potential candidates. The first scholarship holders arrived in Germany for the 2021/2022 winter semester.



www.daad.de/hilde-domin-programme

\*Translation: DAAD

Even refugees who hold higher education qualifications often find themselves in poorly paid jobs. Yet at the same time there is a shortage of specialists in many fields. The DAAD's *PROFI* programme is helping to rectify the problem. Higher education institutions are offering teaching courses and short study courses to help participants get off to a good start in the German employment market.



Suna Uluğtürken PROFI programme participant.

Since 2021 Suna Uluğtürken has provided advice at the drop-in family support centre in Kiel. The majority of the people she sees are young women. Some are suffering from panic attacks while others are caught up in family crises. They are all glad that Suna Uluğtürken is supporting them. Suna is 45 and is a Turkish Kurd. She works at the drop-in family support centre in Kiel. She speaks Turkish or Kurdish with her clients and has a long-standing interest in social issues. She studied sociology and set up a women's cooperative in the city of Viranşehir, where she organised cultural and educational events and as mayor campaigned for women's rights. But she was threatened with imprisonment for her political activities. In 2014 she fled to Germany.

It was thanks to the DAAD's *PROFI* programme that she was able to establish a career here. Following the first call for applications for *PROFI* in 2019, 17 higher education institutions were awarded funding, which came from the Federal Ministry of Education and Research. They used the money to set up short study programmes and certificate courses for refugee academics. These additional courses are intended to make it easier for them to find a job that matches their qualifications. In 2020 187 individuals took part in the *PROFI* programme, around a third of whom were women.

Suna Uluğtürken studied education for two semesters at the University of Bremen. Her *PROFI* classmates included people from Syria, Iran and Iraq. They learned about the German educational and social systems, for example, dealing with questions such as: what are the different forms and methods of providing advice? What does professionalism look like in an advice centre?



Kamyar Lotfi *PROFI* programme participant.

Kamyar Lotfi had completed his bachelor's degree in geology while he was still in Iran and spent several years working in the profession. But in 2017, he fled to Germany aged 29. Student support services at the University of Bayreuth advised him to take a certificate course in technology and management under the auspices of the PROFI programme. Lotfi spent six months taking courses alongside other refugees. 'I took subjects like business, physics and heat transfer,' he says. He crammed specialist vocabulary and took Zoom courses to learn how an interview works and how to build up contacts with businesses. The course ended with examinations in all his subjects, and with a successful application, too. Kamyar Lotfi now works at an engineering office. 'We work on environmental problems,' he says. 'It's a job with a future.'



In the past, prospective foreign language and gymnasium teachers made up the majority of student teachers who experienced studying abroad. But all student teachers would benefit from a study visit or an internship in another country. The DAAD has developed a new discussion format that aims to reduce structural hurdles with tailored support for each federal state.



Debora Thonfeld trainee teacher at the University of Potsdam.

'You're standing there in front of a class and you have to focus on the fact that the pupils will not understand a lot of the words you use,' says Debora Thonfeld, who is studying for a teaching degree at the University of Potsdam. In August 2020 she used a DAAD scholarship to undertake a teaching practice semester at the German School in Málaga, Spain. She taught 11 to

16-year-olds, most of whom did not speak German as a first language. There, the 27-year-old learned a lot about teaching methods and practices. She describes how her teaching practice semester abroad prepared her for what would await her as a teacher in Germany: a multicultural classroom with young people with roots in different countries.

'Pupils learn best when teachers are responsive to their individual backgrounds and use examples that fit with their experiences,' confirms Caroline Felske, who coordinates the DAAD's Lehramt.International programme. 'A stay abroad can help future teachers become more aware of linguistic and intercultural barriers.' One of the reasons why many trainee teachers have rejected these opportunities in the past is that their study programmes are so tightly planned and they are urgently needed in the employment

# Funding higher education for refugees from Syria

The special Baden-Wuerttemberg Scholarship
Programme for Refugees from Syria was set up in
2015 as a means of making it easier for Syrian
refugees to access the German labour market.
In addition to activities to help participants
prepare for higher education such as language
courses and financial scholarships, the funding programme also supports annual meetings
for scholarship holders and academic planning
meetings. The first funding line concluded at the
end of 2021 and saw the award of full scholarships to 29 bachelor's degree and state examination students, and 21 master's degree students.
The scholarships are awarded to students currently studying at or due to commence studies

at higher education institutions in the state of Baden-Wuerttemberg. The programme was funded by the Baden-Wuerttemberg Ministry of Science, Research and the Arts. A second funding line, which commenced in 2016, comprises partial scholarships in the form of allowances for 41 gifted and talented students. It will continue until the end of 2022. Funding for the second programme line comes from the Baden-Wuerttemberg Ministry of Science, Research and the Arts and also from funders in the industrial sector in Baden-Wuerttemberg. In order to gather specific data on the later professional and academic careers of the alumni, the DAAD is planning a career survey of both funding lines.

'Looking beyond the limits of your own higher education institution and out into the policies and practices of other federal states seems particularly fruitful to me. In the end it's about starting conversations and winning over our politicians to support the internationalisation of teacher education programmes. There is great potential in this format, and it should definitely be continued.'

Henrike Schön Head of the International Office at Heidelberg University of Education.

market. Some higher education institutions do not recognise the academic qualifications obtained abroad. And in any case, organising a placement or a semester abroad takes a lot of time and effort.

Since 2021 the DAAD has organised a new format entitled Policy Dialogue to promote dialogue between higher education and policymakers. The programme aims to attract more trainee teachers to undertake stays abroad, raise awareness of the issues and network among political stakeholders and policymakers. Each Länderdialog is tailored to a specific federal state and brings together higher education institutions, students, state ministries and local government to discuss the structural and legal environments affecting stays abroad during teacher education programmes. Katrin Fohmann, who leads the Strategic Development and Higher Education Policy at the DAAD, explains: 'Through the political Länderdialog process we want to reflect on structures. What does each federal state envisage for its teacher education programmes? What are the laws around teacher education and public examinations?'

Debora Thonfeld contributed a report of her experiences on her placement abroad to a *Länderdialog* in Brandenburg. Due to the pandemic the dialogue for Baden-Wuerttemberg had to be held online. As an education policy specialist who was recently elected to his federal state parliament, Dennis Birnstock of the Free Democratic Party (FDP) said he benefited from the discussions. He also noted that 'in Baden-Wuerttemberg we have already put in place good conditions for students to undertake stays abroad. What matters now is to make them even better.'

One aspect of the DAAD's work through the *Lehramt.International* is to award scholarships for teaching placements abroad. The DAAD is also promoting model projects in higher education institutions across Germany that aim to make their teacher education programmes more international. For example, Heidelberg University of Education offers future primary school teachers the opportunity to spend their fourth semester at one of five partner institutions in Switzerland, Turkey or the US. Heidelberg University recognises the study achievements earned abroad.



Due to the pandemic there was a great increase in online courses, including courses in the context of international cooperation. From his base in Stuttgart, Prof Markus Vogl taught architecture and urban planning at the University of Buenos Aires (UBA). Eva-Maria Becker is a DAAD lecturer in German as a foreign language at the Nancy regional campus of Sciences Po (Paris). The two academics have developed creative forms of teaching that are well received by their students.



Prof Markus Vogl Visiting full professor at the Walter Gropius Chair at the University of Buenos Aires.



Eva-Maria Becker Lecturer in German as a foreign language at the Nancy regional campus of Sciences Po (Paris).

'Working with former students from our seminars and design studio, I assembled a young team of instructors that allowed teaching to continue at the School of Architecture, Design and Urban Planning at UBA. It meant we could teach the curriculum very effectively to small groups and with twice the contact hours in some cases, particularly during the first year of the pandemic. We also invited colleagues from the UK, the Netherlands and other countries to participate in digital lectures and discussions. The pandemic did do some good for the environment, in that it was relatively easy for us to attract interesting and well-known architects to give lectures and we did not have to fly them halfway around the world to do so. In the performance-based subjects we had to split the shared project elements into smaller individual 'ensayos'. In these, for example, one student taped up the informal living situations of homeless people on the pavements and walls of a well-heeled neighbourhood in Buenos Aires and filmed the reactions and interactions of passers-by. This and other urbanist actions were then discussed in detail in an online seminar with guests from other disciplines.'

Before the pandemic I used to use a lot of movement in my language lessons in Nancy. The advantage of this was being able to motivate even reluctant students to get involved. I would throw balls to them, give them little tasks so they responded spontaneously. Some of these exercises came from drama pedagogy, the main features of which I got to know while I was at university.

For a long time Sciences Po Paris has seen itself as a digital campus. When Covid-19 began they immediately provided us teachers with a range of digital tools and training programmes. That allowed me to continue my playful teaching. For my online course I split the participants into groups of up to four students. Each group goes into a virtual space where they prepare a German text. Afterwards they present it to the others. Or I might explain to the students how to pronounce German words. They practice that at home – using a tongue-twister, for example – and film themselves doing it, then they send me the video. That takes a bit of bravery, but it's worth the effort!'

# Taking a virtual plunge into campus life: how target audiences' expectations are changing

The latest campaigns boast fresh designs, unstaged photos and virtual reality tours of the world of higher education. Dr Ursula Maria Egyptien Gad, head of Marketing and the GATE-Germany office at the DAAD, explains recent developments in education and research marketing.



Dr Ursula Maria Egyptien Gad Head of Marketing and the GATE-Germany office at the DAAD.

2020 was the year when higher education institutions had to transform their processes in the blink of an eye. What were the decisive experiences for education marketing at the DAAD in 2021?

When it comes to the internationalisation of Germany as a higher education location, we are always thinking about two sides of the same coin. On the one hand, there is our Study in Germany – Land of Ideas campaign, which is aimed at international students and doctoral candidates and was completely reconceptualised this year. On the other hand,

our studieren weltweit – ERLEBE ES! initiative aims to send young people from Germany out into the world. For both campaigns we have resharpened and expanded our digital formats. In my view one of our key focuses is addressing the right target audiences. We are making increased use of user-generated content in all our campaigns where we reach out directly to users of our channels to create content. Our target audience have their say, and in the end, they know best which issues their peers are most concerned about.

### Which formats are new?

Since the pandemic broke out we have no longer had the opportunity to speak directly to students or school pupils at education fairs or at school events. So we moved our fairs into the virtual world, developing Insta Live and Info Talks as interactive virtual event formats as part of studieren weltweit. That allows us to compensate for the contact opportunities we have lost. The new services have been very well received. We can also see that user behaviour is changing significantly.





The #FirstImpressions campaign encourages students to come to Germany ...



... as does the #HelloGermany slogan.

Virtual reality environments are being used in international higher education marketing. The image shows the 'Capture Hall' at the Cyber-Valley initiative in Baden-Wuerttemberg, one of Europe's largest artificial intelligence research projects.

### In what way?

Our target audience is better prepared, and students are also much more actively participating by asking questions via chat. Evidently there is a much higher threshold when it comes to raising your hand at an in-person event. The interactive events are recorded and posted online afterwards so you can watch them again later at your leisure. That can be helpful for international students if they face language barriers. One key advantage to digital marketing is that it is easier to evaluate and then use that data as a basis for further optimisation where necessary.

### That sounds like a success story...

Virtual events really do offer a lot of opportunities. We can also greatly increase our reach and sometimes give people a glimpse behind the scenes. We can do this through question-and-answer sessions, for example, where representatives from higher education provide information, or where 'correspondents' join in to report for studieren weltweit. Neither the experts nor the audience have to travel to the event, which protects the environment and reduces costs.

### Are your target audience's expectations changing?

Yes, certain trends are ongoing. Across all our campaigns we are moving away from a text-heavy approach towards a stronger emphasis on visual language and moving images. The relaunch of Study in Germany and its completely new look makes that very clear. It's got a fresh and colourful design with a lot fewer staged photos, and also new testimonials on Instagram and YouTube where users share their first impressions of Germany. What

really matters to us is that this welcoming spirit is particularly accentuated.

# What opportunities do you see for virtual reality in international higher education marketing?

Sharing content is very important. But if you really want to inspire people about something – and we're talking here about a degree in Germany or a study visit here – you have to speak to them on an emotional level. VR formats are a very effective way to create these connections. We created a film project for Study in Germany that lets viewers take the plunge into life on campus through 360° videos and images.

### What are the best channels to reach researchers?

We expanded our LinkedIn presence in 2021. That network is increasingly important for us in the field of research marketing. It allows us to reach research marketing stakeholders in Germany and international target audiences as well. It is where experts talk to experts, so there is a greater density of information. Nevertheless, using images and powerful headlines to appeal to users is still a critical factor on LinkedIn.

# Among all the opportunities offered by digital formats, where do you see the limits?

Personal interaction is valuable in itself, and a virtual event - no matter how polished - would never be able to replace it. Preparing for either format is particularly hard work, and you save neither time nor money. So in future we will closely scrutinise where it is necessary and worthwhile to offer events in person (taking aspects of sustainability into account as well) and where we can switch into the virtual domain. One hybrid event format was recently introduced as part of Study in Germany, for example, and it has shown how the two formats can be combined in a way that makes sense. At the China Education Expo in Beijing and Shanghai, our colleagues from the network were on site and set up remote advice centres. Questions from visitors to the expos were forwarded to specially selected higher education representatives in Germany who then joined the call to provide one-to-one advice. We can see this having a lot of potential.





Alumniportal Deutschland reinforces links between international alumni and their former host country.

## The platform for alumni

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### How Alumniportal Deutschland is supporting the work of alumni associations and networks.

The Covid-19 pandemic has demanded greater flexibility from everyone. And the DAAD Alumni & Friends were no exception. To mark Germany's turn at holding the European Council presidency in 2020, the association organised an 'Ideas Lab' on the theme of far-right populism. The event was originally planned to take place in person, but it was ultimately held virtually in summer 2021. Thanks to the support of the Alumniportal Deutschland, this change of plans was handled very effectively. The Portal team assembled information for the Lab on a dedicated website for the use of those involved in the event, the Programme staff and the speakers. The team also promoted the event.

The support for the 'Ideas Lab' is just one of many examples of how alumni associations and networks can benefit from the Alumniportal Deutschland. The Alumniportal is Germany's service provider for networking and knowledge exchange among Germany alumni, companies, higher education institutions and organisations. It is a joint collaborative project between the DAAD, the Alexander von Humboldt Foundation and the Goethe-Institut, with funding coming from the Federal Foreign Office. The platform allows Germany alumni around the world to contact each other, and also to communicate with institutions and businesses. 'Through the Alumniportal we want to strengthen our alumni's links with Germany and to expand the community,' explains Nathalie Baum, project leader for the Alumniportal. Through newsletters, email and other information channels the Alumniportal Deutschland reaches over 145,000 people who have spent time studying, working or researching in Germany. 'Thanks to our expertise we were able to lend a helping hand with their work in a range of different ways,' explains Nathalie Baum.

One example of the support provided by the Alumniportal team is how they help plan and deliver virtual events. The team doesn't just help promote the events, but they also assist with finding guest speakers. The portal makes it easy to manage participants such as by putting

Nathalie Baum Alumniportal project manager.

together mailings for specific target groups. The Alumniportal team can also look after the technical implementation of online events.

This service made it possible for an alumni conference to be held in Accra in Ghana, for example, organised by alumni of the DAAD's Helmut-Schmidt-Programme (PPGG). 'The discussions and networking would have been impossible without the support of the Alumniportal,' says Fortune Agbele, an alumna. The assistance of the Alumniportal team made it possible to livestream the event and allow alumni from Ghana, Germany and Ethiopia to take part. In addition to this a discussion involving representatives from alumni associations from four continents took place on the platform in the summer. 'Particularly in times of a pandemic when events are only possible in a limited form, this is a major source of support for the associations to be able to share views and ideas,' says Christina Schaar, head of the DAAD's Alumni team.

The associations and networks also receive valuable assistance with their community management work. If they want to start or develop a group, they can access advice from the Alumniportal team. They can find out how best to bring members to the platform, for example, or what the important issues are, and how often to provide updates. 'We know from experience what works well,' says Nathalie Baum, who leads the project.

The platform also allows the associations and networks to enhance their public relations activities. In addition to publishing and sharing their own posts with the community, they can also post project application opportunities and job advertisements, for example. In addition to this, the so-called 'Miniwebs' allow associations and networks to create their own websites with relatively little effort. Using a modular design principle they can construct their own alumni websites and manage the contents themselves. 'That way they achieve a wider reach and are easier to find online,' explains Nathalie Baum.

The Alumniportal also offers a range of free training opportunities for its members. Alumni can access career coaching or take part in seminars on science communication, for example. In these seminars participants learn skills such as writing for a wider audience, giving presentations and appearing on camera. 'This isn't just an opportunity for alumni to develop themselves,' says Dr Heidi Wedel, head of the DAAD's Alumni section. 'The seminars also help them to make a wider impact on society with their ideas.'

Working with the Alumniportal's online magazine also offers opportunities for personal development. As members of the editorial team, alumni work alongside experienced journalists and can familiarise themselves with editorial processes while acquiring skills in areas such as visual language and photo research. Above all, though, they are writing about issues from the alumni community for the alumni community itself.



www.alumniportal-deutschland.org www.daad.de/ppgg-programme www.daad.de/weltweites-alumninetzwerk

# 'My dreams have come true'

The poet Don Mee Choi became the *DAAD Picador Guest Professor of Literature* in Leipzig in 2021.

Before taking up that post, her time with the *Artists-in-Berlin Program* made a great impression on her.



Don Mee Choi presented her book 'DMZ Colony' in an exhibition at the daadgalerie in March 2020.

'When I visited Berlin in 2017 I felt like I was entranced. As I walked past the stones that recall the Berlin Wall, I had the sense I had reached the future of South and North Korea,' explains the poet Don Mee Choi. Born in South Korea, Don Mee Choi was on her first visit to Germany's capital for a reading of contemporary poetry. 'Berlin had something to tell me, so I decided to apply for a scholarship with the DAAD's *Artists-in-Berlin Program*.'

At the time Don Mee Choi was living in Seattle in the US. She had already been honoured with several literary awards for her brilliant translations into English of the works of modern Korean female poets and had also published her own poems. She applied with her book 'Hardly War', which was published in 2016. She was immediately awarded the scholarship which allowed her to return to Berlin in March 2019.

# NATIONAL BOOK AWARD AND MACARTHUR FELLOWSHIP

During her scholarship Don Mee Choi completed her next book, 'DMZ Colony'. It follows 'Hardly War' as the second volume in a trilogy in which she reflects on the devastation caused by the US-backed military dictatorship in South Korea (1961–1987). The title of the collection is a play on the Demilitarized Zone (DMZ) between North and South Korea. While holding her scholarship, Choi took an unusual approach to presenting her work when it came out in early 2020: she put on an exhibition for her book. For Don Mee Choi doesn't just work with words but with drawings and photos as well. She studied visual arts in the US and her books are lyrical essays and fascinating artworks that combine different forms and media in which she creates three-dimensional figures. In 2020 she was awarded the major US National Book Award for Poetry for 'DMZ Colony'. A year later she was presented with a scholarship from the US-based John Simon Guggenheim Memorial Foundation (unofficially called a 'genius grant') for exceptional originality.

Her time as a scholarship holder in Berlin also meant Choi had time to research the third book in her trilogy. Moving between shifting perspectives, her reflections keep returning to the Gwangju massacre of May 1980 in which some 2,000 South Korean demonstrators were killed. The massacre was covered up for many years and remains a trauma for Korean society.



Don Mee Choi (right) in conversation at the exhibition's opening ceremony.



The opening event included a performance with the composer David Moss.

Although her family had left South Korea in 1972, her father was a journalist and witnessed the atrocities in Gwangju over the course of several days. In her first book Choi imagined the view through his camera lens, but now she was finding traces of her father in Berlin. 'He was among the journalists who was allowed to observe the exchanges of agents on the Glienicke Bridge at the end of the 1960s', she recalls. From the archive of the broadcaster rbb, she obtained frames from film clips showing her father.

# 'THE ARTISTS-IN-BERLIN PROGRAM HAS CHANGED MY LIFE'

While in Berlin she also carried out research into the film by Jürgen Hinzpeter, a journalist with ARD. He made the only recording of the massacre and smuggled it out of the country. It is thanks to him that the Korean population ever found out about the brutal events. 'In Berlin I was able to make a lot of connections to Korean history and to family experiences,' Choi says.



Don Mee Choi works with more than just words.

Now these connections are the focus of her artistic process. 'The *Artists-in-Berlin Program* really did change my life.' For Choi, this is chiefly bound up with the experience of artistic freedom and being recognised as an artist in an international context. 'My time in Berlin has helped me, strengthened me and made me bolder.'

The most recent recognition of Choi's resolutely individual and sensitive artistry came when she was made Picador Guest Professor of Literature at Leipzig. The chair was established jointly between the DAAD, Leipzig University and the event forum of the George von Holtzbrinck Publishing Group at the Institute for American Studies. The visiting professorship was set up to promote the teaching of Anglo-American literature. Don Mee Choi is teaching creative writing and Asian-American poetry in its historical context in the 2021/2022 winter semester. She has learned a lot from her curious, committed students, the poet says. At the end of the semester she returns to Berlin to complete her trilogy. It is what she was intending to do before the Covid-19 pandemic caused her hurried departure from the community of the Artists-in-Berlin Program. The MacArthur scholarship also gives her the freedom to cultivate the contacts she made during her time in the German capital with the Artists-in-Berlin Program. 'My dreams have come true.'



A great many students but too few well-trained higher education teachers: this is one of the challenges facing developing countries. The DAAD is helping them respond by offering scholarships to master's degree students and doctoral candidates in Sub-Saharan Africa, South and Central America, South and East Asia and the Middle East through the *In-Country /In-Region Programme* with funding from the Federal Ministry for Economic Cooperation and Development (BMZ). The value of this investment in future academics and leaders has been shown by an evaluation of the programme's work in the Sub-Saharan Africa region.

High quality higher education institutions are essential for economic success, but that is not yet a given in many countries in the Global South. Through the *In-Country /In-Region Programme* the DAAD is helping future teachers and early career academics and scientists gain qualifications in disciplines connected to development, with a particular focus on women and disadvantaged groups. 'What makes this initiative

special is that the funding recipients aren't studying in Germany but at higher education institutions in their home country or region of origin,' says Mareike Khaskeia, head of section for Scholarship Programmes Africa. 'That means they stay where their expertise will be put to use. It also reduces the risk of brain drain – the emigration of highly qualified talent.'

# Leadership for Africa: new prospects for refugees

The DAAD's Leadership for Africa programme, which is funded by the Federal Foreign Office, is opening up valuable opportunities. Bachelor's degree graduates from African countries can apply for master's programmes in Germany and gain the chance to start a professional career after they complete their studies. The call for applications in 2021 was aimed at graduates from Ivory Coast, Cameroon and Senegal, as well as Ethiopia, Kenya, Tanzania and South Sudan. Graduates from those countries and those with official refugee status there are eligible to apply. The programme is accompanied by courses in understanding democracy and the rule of law, and sustainable economic and social development. The DAAD is setting an example here. A study by the UNHCR praised

Leadership for Africa as an exemplary means of opening up alternative routes towards inclusion for refugees, who gain long-term prospects for remaining in Germany.



The great success of the programme in Sub-Saharan Africa is evident from the latest evaluation. 'The DAAD is achieving high numbers of funding recipients from non-academic educational backgrounds. Half of them would not have been able to complete their studies without a scholarship or would have had to work alongside their studies,' explains Khaskeia. 'Another point to emphasise is that almost 50 per cent of the alumni are women.' Looking at the further careers of the scholarship holders shows how effective the initiative has been, with almost 90 per cent of the alumni who are in employment working as higher education teachers or researchers. Over 95 per cent have remained in their home or host countries. 'The level of satisfaction among the funding recipients is also very high,' says Khaskeia. '91 per cent report an improvement in their professional or academic position.'



Dr Yves Ndayikunda Rector and Vice Chancellor of Université Lumière de Bujumbura in Burundi.

This finding is true of Dr Yves Ndayikunda, who completed a doctorate in strategic and political communication at Daystar University in Kenya between 2015 and 2019, where he held a DAAD *In-Country /In-Region Programme* scholarship. 'As a French speaker I was looking for a challenge at the time, so I decided to study in an English-speaking system,' he recalls. It was a milestone in his career. Today as rector and vice chancellor he is the head of Université Lumière de Bujumbura in his homeland of Burundi, where he serves on the executive committee

of the Inter-University Council for East Africa (IUCEA) and is contributing to the local education system. In future he wants to use his expertise in matters of communication to reduce the dropout rate by offering information events and coaching for DAAD scholarship holders, for example. 'It is a great loss when students leave university without a degree.'



Prof Dr Wilkister N. Moturi holder of the chair of environmental health at Egerton University in Kenya.

Prof Wilkister N. Moturi, a professor of environmental health at Egerton University in Kenya, also used her DAAD funding from 2005 to 2008 as a springboard for her career and as an opportunity to balance her family and professional obligations. 'Thanks to the scholarship I was able to complete my PhD at Egerton University, which allowed me to stay close to my children,' she says. Moturi worked on a longitudinal analysis which included laboratory analyses of water samples from wells and households. 'It was very expensive and I would not have been able to do the research without the DAAD scholarship. I also got to participate in several workshops and improve my publication results.' Now her education is benefiting her homeland. As the patron of the Egerton University Environment Association, Moturi is working with a range of community and mentoring programmes to campaign for environmental sustainability in Kenya.



Through its 'Falling Walls Lab' and 'Innovation Week' formats, the DAAD is committed to inspiring top international early-career researchers to develop their careers in Germany. This was a success, even in 2021.



Soulaima Ben Lkima, winner of 'Falling Walls Lab Tunisia', with Dr Renate Dieterich, head of the DAAD Regional Office in Tunis

In early November 2021 the young engineer Soulaima Ben Lkima travelled to Berlin, a move which represented the high point of her career so far. Ben Lkima is a specialist in digital solutions at Aymax, a business consultancy in Tunisia. As a participant in the final of 'Falling Walls Lab', she got to present her work on innovative concepts in the field of storage logistics to an international jury. The 'Falling Walls Science Summit' conference gathered together the winners of individual Lab competitions around the world for the final in Berlin. Ben Lkima was there as the winner of 'Falling Walls Lab Tunisia', one of the 75 Lab winners from 58 countries who were competing for first place in the 'Emerging Talents' category.

'The experience of making my pitch was unique and inspiring for me,' Ben Lkima recalls. 'It was a real challenge to present an idea in just three minutes and to do it in a compelling way. But it allowed me to have conversations, particularly with potential investors, academics and business leaders.' And it turned out well for Ben Lkima, who won the 'Emerging Talents' audience prize with her presentation. She can now well imagine forging a professional career in Germany in future.

The DAAD has supported the 'Falling Walls Labs' since 2016 through its global network. On average it now organises at least half of the events, with funding from the Federal Foreign Office. A total of 71 Labs took place around the world in 2021, with the DAAD involved as the main organiser for 38 of them. These included 'Falling Walls Lab Tunisia', which gave Soulaima Ben Lkima the chance to go to Berlin. The Labs are organised by the DAAD Regional Offices, DAAD Information Centres and DAAD lecturers, together with the German Centres for Research



At the 2021 'Innovation Week', Dana Pousty was awarded first prize for her outstanding pitch on 'Purifying water for everyone – everywhere. UV-LED disinfection network for rural areas.'

# TOP TALENT WITH AN EYE TO SETTING UP COMPANIES

In 2019 the 'Falling Walls Labs' were followed by 'Innovation Week', a new format developed in partnership with the TU9 Alliance of universities of technology in Germany. The idea was for 'Falling Walls Labs' finalists who were interested in setting up their own companies to be given the opportunity immediately after the final in Berlin to take part in coaching and networking sessions to prepare themselves for a career in start-ups in Germany. A total of 13 places were awarded to selected Labs winners in 2021, with 2 additional places awarded by the DWIHs in New Delhi and São Paulo. 'Innovation Week' is held as part of the Research in Germany initiative, with funding from the Federal Ministry of Education and Research.

The 2021 participants were supported by TU9 universities, in particular TU Darmstadt, Dresden University of Technology and Leibniz University Hanover. Each of these universities runs its own centre supporting founders of startups. The individual support allowed the startup founders to make key initial contacts and go on to submit applications. It also gave them the chance to steadily gain access to the German and European start-up ecosystem, which is enjoying increasing popularity around the world, particularly in the STEM field.

This popularity was evident in the example of Humberto Martínez Barrón, who participated in 'Innovation Week' in 2020. The young founder from Mexico is working on an infrared sensor for nutrient supply in plants. He got on so well with his coach at RWTH Aachen that his coach encouraged him to apply for the start-up



In 2020 Humberto Martínez Barrón took the opportunity to present his own ideas.

programme there. Barrón was successful and was able to continue refining his idea through a so-called 'ideation' process.

This was followed by an incubator programme that also took place at RWTH Aachen, with networking and ultimately guidance from his coach on how to find a co-founder for his project through the university network, which would improve the chances of finding early-stage funding. In this regard Germany is in a strong position, even when compared to international competitors. Most recently Barrón has applied for an EXIST founder scholarship. This funding programme by the Federal Ministry for Economic Affairs and Climate Action (BMWi) is specifically aimed at higher education graduates. 'It takes you a while to look through all the requirements and regulations', the founder explains. His first attempt didn't come off, but he thinks his chances now are good. 'It's worth sticking at it.'



### Germany Close Up: an invitation to Jewish students and professionals

Germany Close Up - North American Jews Meet Modern Germany offers the chance to experience the many different facets of Germany. The DAAD has run the transatlantic programme since March 2021. It is aimed at Jewish students and young professionals from North America aged 18 to 39 who want to form their own impressions of Germany's past and present. Participants in the programme must be US or Canadian citizens. With a visit to a former concentration camp, the Memorial to the Murdered Jews of Europe and the Jewish Museum Berlin, the nine-day trip explores the Holocaust, the era of National Socialism and Germany's culture of remembrance. Other activities in Berlin and other cities across Germany present the reunified and modern Germany, and also invite participants to engage in active dialogue with representatives from academia, politics and the Jewish community. The programme is funded by the European Recovery Programme (ERP) and is managed by the Federal Ministry for Economic Affairs and Climate Action.



# German colonial rule: new programme probes Germany's colonial history

Cameroon, Namibia, Tanzania and Papua New Guinea are just a few of the countries whose histories are entwined with German colonialism. Up to the First World War the German Reich presided over the third-largest empire by area in the world. Although the events that took place then still shape the lives of people today in these former colonies and have left deep marks behind, they are only slowly finding their way into public consciousness in Germany. A DAAD scholarship programme funded by the Federal Foreign Office now aims to change that. Since December 2021 German Colonial Rule has provided nine doctoral scholarships to re-evaluate this area of history. Applications were open to early career researchers from Burundi, Cameroon, Namibia, Rwanda, Tanzania and the Philippines. The successful applicants are now researching at Humboldt University of Berlin and the universities of Bonn, Düsseldorf, Giessen, Kassel and Cologne. Their research focuses on the political activities of the responsible government agencies in the German Reich and the political, economic and cultural impacts on the countries concerned. The programme will also form the basis for the development of future academic partnerships, as the doctoral candidates are being supervised jointly by universities in the Global South and in Germany.





Participants in *Germany Close Up* visit the 'Shalekhet' installation at the Jewish Museum
Berlin.



In-person event for *TheMuseumsLab* at the Museum für Naturkunde Berlin.

# TheMuseumsLab: pilot project for African and German museum specialists

The Museums Lab is developing the way museums work, taking a future-oriented approach that brings together African and German perspectives. The project has been set up by the DAAD in partnership with the Museum für Naturkunde, HTW Berlin University of Applied Sciences and 'The Advisors', an African advisory group, along with several other museums and cultural institutions. The platform is funded by the Federal Foreign Office and began work in May 2021. Its aims are to promote joint learning for specialists from German and African museums and to offer opportunities for training and networking. The programme also aims to contribute to the reappraisal of colonial history and promote professionalism in how collections are handled. Through three online modules the participants have been engaging with issues of digitalisation, decolonialisation and current concepts in museum management. Experts from Africa and Europe have provided specialist input. The participants also had the opportunity to share ideas and views in person at events in Berlin in October 2021 and a three-week work-shadowing programme in German museums. Further in-person phases are planned for 2022 with projects in Cape Town and work-shadowing programmes in European museums.

# New Kibbutz: internships in the start-up nation Israel

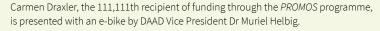
Innovative, dynamic and at the digital cutting edge, Israel is known around the world for its entrepreneurial and start-up scene. Israeli businesses are enjoying international success, particularly in biotechnology, artificial intelligence and other high-tech fields, putting them at the forefront of digitalisation. The DAAD has created a new programme entitled New Kibbutz, through which German students from across all types of higher education institutions can experience Israel and the breadth of its creative ideas. The initiative is funded by the Federal Ministry of Education and Research (BMBF) and supports internships with Israeli start-ups, with placements organised by the Israeli-German Chamber of Industry & Commerce in Tel Aviv. The internships range in length from two to six months, which aligns with the requirements of the practical semesters that students at universities of applied science must complete. 'We see this as a great opportunity to strengthen our links with Israel and to inspire students to set up their own businesses in Germany,' says DAAD President Prof Joybrato Mukherjee.





Field trip to the CityZone incubator in Tel Aviv as part of the *New Kibbutz* programme.





# PROMOS Bernardo attanamento feating londs PROMOS Beweggt In human feating londs Promos for the promotion of the promotio

'PROMOS bewegt!' was one of four poster slogans promoting the programme.

A QR code linked directly to the report on the programme's anniversary.

# PROMOS: mobile students and doctoral candidates

PROMOS is flourishing. Since its creation in 2010, the PROMOS initiative, which promotes mobility for students at German higher education institutions, has funded stays abroad for over 110,000 students and doctoral candidates. The programme is funded by the Federal Ministry of Education and Research (BMBF), with the DAAD distributing around 130 million euros each year to over 300 higher education institutions that take part annually to support their internationalisation strategies. Due to the pandemic the DAAD delayed celebrating the programme's tenth anniversary until 2021 when the celebrations included an online report entitled 'PROMOS bewegt!'. Through text, videos and audio recordings, funding recipients describe their stays abroad. A series of interviews, including a conversation with DAAD President Prof Joybrato Mukherjee, provides background information on the programme. In addition to this DAAD Vice President Dr Muriel Helbig awarded a prize to the 111,111th recipient of PROMOS funding in October 2021.



# RISE: internships abroad while working from home

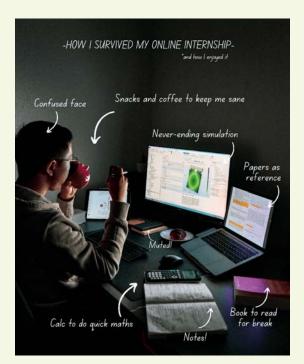
Can you undertake an internship abroad during the Covid-19 pandemic? The DAAD made it possible for the first time in 2021 through RISE and WISE. And it was a great success. The scholarship holders on the WISE programme, which is aimed at Indian bachelor's degree students of engineering and the natural sciences, completed their research internships at German higher education institutions and research institutions online. The interns got to experience more than just day-to-day work. In a programme entitled WISE Virtual Summer Academy, the DAAD Regional Office in New Delhi worked closely with DAAD headquarters in Bonn to offer virtual German language courses, seminars on academic writing, application training and expert discussions with supervisors, stakeholders and alumni of the programme.

The RISE Germany and RISE Professional programmes arrange research internships for students from the US, Canada, the UK and Ireland, and just over 30 per cent of participants opted to complete their internships online. The RISE Worldwide scholarship holders are German students of natural sciences, life sciences and engineering. Of

these, around 45 per cent completed their internships virtually. Nearly 550 *RISE* internships took place in 2021, of which 200 were virtual, representing a substantial proportion of the funding. In order to support this new form of learning, the DAAD worked with an expert to offer workshops for the organisations offering places. Through regular 'Coffee Breaks' on the Alumniportal Deutschland, *RISE* interns were able to discuss ideas and experiences and share tips with one another. The DAAD developed guidelines for all virtual internships, tailored to the target groups and the organisations providing the internships.

As of 2022 online internships will become part of the DAAD's standard provision. However, personal contact and immediate experience of spending time in Germany or abroad are vital for the funding recipients, so online internships will not replace internships in person, but will serve to enhance them.





*RISE* intern Stefanus Renaldi Wijaya, who studies nanotechnology at the University of Hanover, working on his virtual internship at the University of Western Australia, Perth.



### Germany and Canada: 50 years of cooperation on science and technology

Half a century on and still going strong. In 2021 Germany and Canada celebrated the 50th anniversary of their cooperation on science and technology (WTZ). The agreement reached between the two countries in the summer of 1971 was the starting shot for a range of joint projects that have driven forward bilateral progress on innovative solutions such as Industry 4.0, green biotechnology and artificial intelligence. The DAAD's cooperation with Mitacs, a non-profit organisation, represents another investment in the future of the two countries. Since 2016 the partnership, run under the aegis of the DAAD's RISE programme, has supported student mobility between Canada and Germany in the fields of the natural sciences and engineering. Each country accepts up to 100 highly qualified bachelor's degree students each year to take part in research internships. The agreement also ensures that Germany and Canada have access to major internship databases.



# Strengthening the strategic academic network



# Global solutions to global problems

International exchange is one of the key drivers of scientific progress. And it is urgently needed to overcome the challenges of today. Through their work with partners around the world, German higher education institutions are building networks that take multi-perspective approaches to solving complex problems.



Networking has many different aspects, from human contacts to the opportunities offered by artificial intelligence.

Prof Pao-Yu Oei teaches and researches as head of the CoalExit research group at Europa-Universität Flensburg and Technische Universität Berlin (TU Berlin). For years he has been grappling with the question of how we can phase out coal as an energy source at a global level. In order to find an answer, he networks with scientists and researchers around the world. He also wants to share the lessons Germany has learned as it seeks to transition to new sources of energy. 'Unfortunately, though, one argument always comes up quickly: "Oh, that might work in Germany, but it won't work here. We haven't got the money or the structures".'

Prof Dr Pao-Yu Oei Head of the CoalExit research group at Europa-Universität Flensburg and TU Berlin.

Oei is convinced there is a need for new forms of networking in order to tackle global challenges such as climate change. Instead of focusing solely on bilateral knowledge transfer between industrialised and developing countries, he believes it is much more important to bring countries in the Global South together so they can share ideas and experiences. 'By doing that, they can learn an incredible amount from each other – all you have to do is create the right framework.'

### **IMPROVING NETWORKING QUALITY**

This is exactly what the *Transnational Centre for Just Transitions in Energy, Climate & Sustainability* (TRAJECTS) project, which Pao-Yu Oei coordinates, seeks to achieve. It serves as a networking hub for South Africa and Columbia, which is also where the centre is based. Germany is providing support with teaching and research as well as providing funds to expand capacities. 'We want to give these countries the opportunity to work out their commonalities and differences and then to take the next step and develop suitable local solutions with our help,' Oei explains.

Director of the Projects Department at the DAAD.

TRAJECTS is one of eight Global Centres that the DAAD will be setting up between now and 2025 with around 22 million euros of funding from the Federal Foreign Office. Four centres will conduct research into climate issues and another four will research and provide instruction on healthcare issues and pandemics. The Centres represent a new strategic direction for the DAAD. Dr Klaus Birk, head of the DAAD's Projects Department sums them up: 'What everyone is saying now is right: global problems need global solutions. So we thought about how we can use our resources to make a contribution.'

Like Oei, Birk is convinced of the need to elevate thinking about networking to a new level in order to meet future challenges. This approach was a factor right from the application phase, in which a group of pre-selected applicants met in a video conference where they presented

their project ideas to each other. 'On the one hand that certainly was a little unusual, as the individual stakeholders were competing against each other,' Birk explains. On the other, he says it led to many universities actually linking up through this idea-sharing process and ultimately submitting a joint proposal. 'The idea was to integrate networking from the very outset rather than establish it later in what is sometimes a tedious process.'

By doing this, the aim is not only to promote exchange within each centre, such as the cooperation between two countries from the Global South in the TRAJECTS project. Rather, the goal is to create networks between the centres and then expand beyond that by involving projects from other funding programmes. Nina Salden was head of section for Transnational Education Projects in the Middle East, Africa and Latin America until December 2021. For her, it is precisely this aspect that is critical to the improved quality of networking that takes place through the Global Centres. 'There is nothing new about funding networking activities at the programme level. What makes the Global Centres different is that they are places where projects from different programmes can be connected together. These connections might take the form of a joint lecture series or sharing researchers. This also takes the work of the Alexander von Humboldt Foundation research hubs in Africa into account.'



Europa-Universität Flensburg is taking advantage of opportunities for strategic international networking.



A wind turbine and a coal power station – how can change be brought about?

Nina Salden stresses the aim to provide more theme-related support in future rather than focusing on specific programmes. As Klaus Birk adds, this can help create stronger networks within the DAAD. 'Until now the strands of project support have often all run through a single section specific to a given region. With the *Global Centres*, we have broken up this structure. So if one *Global Centre* is organising an event on climate, for example, we could invite members of the *SDG Graduate Schools* that share a similar focus. It makes no difference which funding line or region they come from. What matters much more to us is trying to significantly increase the level of academic networking.'

This form of strategic networking is relatively new to the DAAD, but for Klaus Birk it is the result of a development that has been taking shape for some time. 'In the eyes of many people we are an organisation that awards scholarships to individual students and researchers. That was indeed our primary focus for a long time, but supporting higher education cooperation has also grown to become one of the key pillars of our work. For us the next step is to transition from bilateral to multilateral higher education networking.'

# NETWORKING HIGHER EDUCATION INSTITUTIONS AS A WHOLE

At first individual higher education institutions began joining forces to create formats for exchange, such as a German university working with a partner abroad to offer a joint degree. By and by the number of partner programmes rose to the point where each university could boast hundreds of cooperation projects. However, when considered individually, the networking structure of each was relatively simple and generally bilateral in form. At some point, this led to the realisation that it would be much more sensible to work towards long-term structural sustainability instead of all these individual partnerships which all depended on individual stakeholders.

The DAAD took up this momentum from the world of higher education, setting up a new programme in 2012: 'Strategic Partnerships and Thematic Networks'. The aim was to support higher education institutions as they build up high-quality, sustainable partnerships with selected partners on an inter-institutional and interdisciplinary level. 'In concrete terms, what that meant was that we were no longer trying just to network within individual subjects but between higher education institutions as a whole,' Birk explains. 'Up till then a professor would have said, "I'm looking for a partner who fits on an academic level, regardless of which university he teaches at." However, it then became an effort to find partners at a higher education institution where other colleagues had already initiated joint projects. That yielded a new quality of networking.'

In Birk's view, this trend towards networking whole higher education institutions rather than just subject areas ultimately led to the large-scale *Erasmus*+ initiative of European Universities. The DAAD supports this initiative through the *European University Networks – National Initiative* accompanying professional development programme, with funding from the Federal Ministry of Education and Research (BMBF). 35 German higher education institutions will receive 32 million euros for 41 European University Alliances until the end of 2023 in addition to their regular EU funding. 'The stated objective of the European Commission is for institutions to merge ever more closely,' Birk says.

Klaus Birk is particularly pleased to see the realignment of existing bilateral partnerships into joint EU projects working so well. 'These higher education institutions already have strategic partners in the US, China and Israel, for example. They didn't necessarily have to make additional networking within Europe a priority. But that is precisely what has worked so very well.' And, it should be noted that it has served to promote positive identity formation. 'We are now seeing the same effect in the European University Alliances as we saw in the TU9 Alliance of leading universities of technology. Observers abroad increasingly identify it as a badge of quality. And that of course is a great motivation for individual higher education institutions to continue to be active members of the network,' Birk says.

### **VIRTUAL EXCHANGE FORMATS**

Virtual exchange formats are an important aspect of the European University Alliances. These formats strengthen the international networks between students and those working in higher education, and elevate the networks to a new level of quality. For example, these formats will make it increasingly easy in future to offer individual events in cooperation with international partners, rather than just full study programmes. There will also be a strong digital element to the new formats.

In order to support higher education institutions with developing virtual exchange formats, the DAAD has designed the *International Virtual Academic Collaboration (IVAC)* funding programme, which particularly focuses on facilitating cross-border partnerships using digital tools. Since 2020 funding has been awarded to 61 projects in a network of 165 international partner universities from 56 countries around the world. The second round will see a further 60 projects funded by the end of 2022. The ideas and approaches are diverse, but they all come down to developing intra-campus collaborative teaching and learning scenarios.

One particularly interesting trend is the growth in active virtual settings that facilitate interactive and creative exchange between the participants. 'It would not do justice to the opportunities we have at our disposal if users simply consumed content in the digital domain,' Klaus Birk says. 'It is now possible to create real spaces for encounters in the virtual world. This represents a valuable intercultural experience, particularly for those students who are less mobile.' One such example is the use of virtual meeting platforms that give participants the opportunity to share views and ideas using flexible group video spaces.

Digital formats are also gaining more and more importance in the field of higher education marketing. One example of this is the biannual series of online talks in the framework of the Research in Germany initiative. In this discussion series, international early-career researchers talk about general aspects of the research landscape in Germany. In addition to these, Monthly Research Talks have been held since October 2021, where the research and funding provision of a single organisation is put in the spotlight, along with information on how to apply. Research in Germany also devised a virtual careers fair, which was held for the first time in mid-October 2021. Here, German universities of applied science were able to present themselves at their own stand.

# RAISING THE STANDARD OF STRATEGIC NETWORKING

Klaus Birk sees the development of the funding programmes described above developing along two tracks. On the one hand, there is closer institutional integration that would, ideally, lead to the creation of cross-border European Universities. 'And on the other hand, there is the development of thematic networking which says, we need to keep looking for more good partners – not bilaterally but multilaterally. That's something which is very clear in the *Global Centres*.'

What connects these two tracks is a stronger focus on the internationalisation of networking activities, both structurally and thematically. The Konrad Zuse Schools of Excellence in Artificial Intelligence programme, which recently started work, further raises the standard of strategic networking. The DAAD funding programme aims to establish up to three centres for research-based training to master's degree and doctoral levels, engaging with specific subsections of the field of artificial intelligence (AI). The schools are to be funded from mid-2022 by the Federal Ministry of Education and Research (BMBF), and will be delivered by German higher education institutions working in collaboration with non-university research institutions and representatives from industry. 'This isn't just about international cooperation, which is the priority in many of our programmes. What matters here is networking with a national focus,' Birk says. 'We want to boost knowledge and expertise around AI research in Germany and

thereby help raise the international profile of particularly innovative clusters.'

One unique feature of the schools is the opportunity to involve individual researchers as fellows. 'That gives applicants the freedom to involve colleagues from other higher education institutions and even from industry,' says Birgit Siebe-Herbig, head of section for Research and Internationalisation, University Networks at the DAAD. 'Ultimately, the goal is for the best international researchers working in AI to be working together in high-performance teams. In addition to the network of higher education institutions and fellows, other key unique features of the schools are the involvement of industry and a student support concept that extends beyond single locations.'

The programme design combines a range of perspectives and agility, and is even bringing about change within the DAAD itself. 'Internally we are working in a more and more networked way, bringing together colleagues from different divisions and departments to work on one topic or an interdepartmental programme,' Klaus Birk explains.



www.daad.de/trajects-project www.daad.de/sdg-partnerships www.daad.de/strategic-partnerships www.daad.de/eun www.research-in-germany.org www.daad.de/zuse-schools

## **Universities for Europe**

The EU's European University initiative got underway with two pilot calls for applications in 2019 and 2020. In the second stage the European Commission introduced a 'co-creation' process in 2021, which set the course for the future of the *Erasmus*+ funding programme.

What does it take to set fundamental change in motion? To start with, you need a vision that inspires as many people as possible. But after that, it takes the patience and perseverance to bring these new ideas to fruition through discussion and exchange with all involved. The EU European Universities initiative is a fine example of this. The idea of European Universities has gained huge momentum since it was first mentioned by French President Emmanuel Macron in a passionate speech in 2017 and the pilot call for three-year tenders by the European Commission in 2019 and 2020. 'Everyone was really excited by it,' recalls Beate Körner, head of section for Erasmus+ Partnerships and Cooperation Projects at the DAAD.

But it soon became clear that this was just the beginning. If the optimism felt by higher education institutions was to be translated into a Europe-wide process of structural change, it would need to be backed by wider measures such as national supporting initiatives. The DAAD took on this responsibility for Germany and set up the European University Networks – national initiative (EUN) with funding from the Federal Ministry of Education and Research (BMBF). The aim is to provide funding and support for German higher education institutions in establishing European University Alliances.

# POLICY DIALOGUE IN THE NATIONAL FUNDING PROGRAMME

This also involves adopting new ideas from higher education institutions and entering into dialogue with policymakers. One example of this dialogue took the form of a virtual round table in September 2021. The aim here was to bring together German higher education institutions involved in European University Alliances, the BMBF and the federal states to discuss challenges and opportunities, and their visions for the future. Through this, national policy dialogue is supporting the co-creation process set in motion in March 2021 by the European Commission. The process brings together representatives from EU member states with participants from European University Alliances and higher education organisations to discuss the future content and timescale of the initiative.

One of the points that became clear through these national-level discussions is how important it is for German higher education institutions to preserve the bottom-up approach of the initiative and to be able to work flexibly within their alliances. Dr Simone Schwanitz, director of the Baden-Wuerttemberg Ministry for Science, Research and Art and representative of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK), was among those who made this point at the European Commission's

ad-hoc working group on European Universities. Dr Schwanitz stressed that the European Commission should not insist on too much 'streamlining' with regards to the size of an alliance and the range of issues it focuses on. There were also calls to concentrate on existing University Alliances and intensifying their cooperation before worrying about acquiring new partners.

Creating synergies was identified as one of the core challenges. The participants stressed that one of the strengths of German higher education institutions is the unity of teaching and research. Correspondingly, they felt that teaching and research should be also considered as "two sides of one coin" in European University Alliances. They identified a need for more flexibility around laws governing numbers of students that higher education institutions can enrol and incentives systems to attract researchers and academics to participate in cross-border collaborative projects. Another point that was raised concerned the medium and long-term objective of continuous improvement to the quality of the cooperation between individual higher education institutions. On this, the participants felt it would be worthwhile to standardise the funding regulations for different programmes.

The discussion also focused on shared views of restrictive regulatory environments in a national context and potential solutions. 'The status of students involved in virtual mobility and the lack of access to infrastructure and services, including IT, are concrete barriers to the day-to-day studies of students in European Alliances. There is an urgent need to find solutions that are free from unnecessary bureaucracy,' says Birgit Siebe-Herbig, head of section for Research and Internationalisation, University Networks at the DAAD, who is responsible for the national accompanying programme.

# 1.1 BILLION EUROS FROM 2021 TO 2027 THROUGH ERASMUS+

In this, the points brought up in the virtual discussion from September 2021 reflected a discussion in Germany and Europe that had been prompted back in May when the Commission's

plans were announced. For example, 25 existing alliances issued a statement criticising a condition put forward by the Commission that funding increases would only be approved to expand alliances. The alliances noted that huge sums had already been invested in bringing together the participating institutions in a 'bottom-up approach' through in-depth cooperation and networking their institutional communities.

The outcome of the co-creation process was that the European Commission presented a revised plan in September 2021 which allocated around 1.1 billion euros to continue the initiative from 2021 to 2027. Of this, 272 million euros are allocated to the 2022 call for applications which was published on 30 November. A large portion of funding (225.6 million euros) is to be used to intensify the work of existing University Alliances from the 2019 initial pilot tender. If the Alliances achieve a positive evaluation they are to be awarded between two and four years of additional funding. Up to 46.4 million euros are available to fund between two and four new alliances from the 2022 call for applications.

One key element for the long-term success of the initiative will be the extent to which the alliances can take on pioneering roles for other higher education institutions. Among other things, the EU Commission is aiming for this in its 'European Strategy for Universities' which is to be published in early 2022. 'There are almost 4,000 higher education institutions in the EU but right now only around 5 per cent of them are represented in University Alliances,' Beate Körner says. However she also notes that the European Commission resolution states that the aim is to increase this to 10 per cent. 'Ultimately, though, it is still important to give the remaining 90 per cent the chance to benefit from the idea and the outcomes of European Universities.'



A reconstruction of Konrad Zuse's pioneering Z1 computer, which he developed in 1937. A new funding programme for artificial intelligence is named in Zuse's honour.

# **Excellent teaching and learning formats for international AI talent**

Experts in machine learning, robotics and data science are in demand around the world. As part of the Federal Government's AI strategy, Germany is investing in training future leaders, including a new and innovative funding programme set up by the DAAD.

The Konrad Zuse Schools of Excellence in Artificial Intelligence are named after Konrad Zuse (1910–1995), who invented the modern computer. The schools are financed by the Federal Ministry of Education and Research (BMBF) and aim to provide trans-institutional, excellent teaching and learning formats for outstanding early career researchers in the field of artificial intelligence (AI).

'The US and China currently dominate competition in the AI sector and Germany needs to catch up,' says Birgit Siebe-Herbig, head of the DAAD Section for Research and Internationalisation, University Networks, which is responsible for the programme. 'The Konrad Zuse Schools enrich Germany as a research location in the field of key technologies and strengthen its position for the future.'



Birgit Siebe-Herbig Head of Research and Internationalisation Section, University Networks at the DAAD.

# 'ATTRACTING THE BEST OF THE NEXT GENERATION OF AI EXPERTS'

Each AI School is to be sponsored by a German higher education institution, which will work with businesses and other higher education and non-university research institutions

to forge a joint network to train German and foreign master's and PhD students. And all at the highest level: 'Through this programme we aim to attract the best of the next generation of AI experts, and the DAAD is exceptionally well-positioned to recruit international talent,' Siebe-Herbig explains. One of the special features of the Schools is that continuous support will be available from master's degree through to doctorate level. 'By involving businesses, the initiative also opens up career prospects. That way we can forge long-term links to Germany for future AI experts.'

The Konrad Zuse Schools will start offering their first courses in summer 2022. 'From the 18 plans submitted to us in autumn 2021, we expect to select 3 for funding by early summer 2022,' says Siebe-Herbig. One key element in the tender is a sustainable, interdisciplinary and research-based approach that brings together knowledge from society and technical science. But for Siebe-Herbig, it does not matter whether applicants propose a newly-designed study programme or a revised curriculum: 'In the end, it is up to the higher education institutions themselves to decide the specifics of how to train students and doctoral candidates,' she says.



# Broad range of programmes for the next generation of AI experts

Artificial intelligence requires networks. That is true in a technological sense, but also of exchange between AI experts around the world. Through the Postdoctoral Networking Tour in Artificial Intelligence (Postdoc-NeT-AI), the DAAD is using a combination of virtual and in-person events to speak to top early-career researchers from around the world, providing specific points of contact within the German AI landscape. The changing selection of topics and host institutions is a boost to the whole of Germany as an AI research location. Applications were received from 326 individuals in 50 countries and 61 particularly well-qualified researchers were selected to take part in the two 'virtual tours' that were offered in 2021. In addition to virtual services, the funding includes 'follow-up visits' in person, some of which have already been completed. The DAAD is also providing targeted

support for German future AI research experts. Through the *International Research Stays for Computer Scientists (IFI)* programme, which is funded by the BMBF, the DAAD finances stays abroad for German postdocs, PhD and master's students from the fields of AI, computer science and related disciplines. In its work with postdocs, the IFI is cooperating with a selection of high-calibre partner institutions.





Germany: a compelling and attractive AI location.

**GATE-Germany: marketing** conference successful virtual premiere

For 20 years GATE-Germany has been supporting German higher education institutions to position themselves globally and attract international students. The consortium's head office is located within the DAAD and its portfolio includes the 'GATE-Germany' marketing conference. This is held every two years (alternating with the DAAD Networking Conference) and provides information on developments and trends in international higher education and research marketing. In July 2021 the event for representatives of German higher education institutions was staged virtually for the first time and bore witness to the quality of cooperation with Research in Germany. The initiative presents Germany as a research location on the international stage and, again this year, was united around one theme, offering sessions on issues such as a step-by-step approach to successful video strategies and international research marketing in politically volatile times. The impact of the Covid-19 pandemic on international higher education marketing and virtual mobility for students and lecturers were the principal focuses at the conference. Marketing experts joined the heads of the DAAD's offices worldwide to take a range of perspectives on issues such as how international students started their studies in times of Covid-19. Participants also had the opportunity to head to a virtual lounge during the coffee breaks to chat with each other.



www.gate-germany.de/marketingkongress

### **MOPGA-GRI: boosting climate research**

A win for Germany's science landscape. In March 2021 Prof Helmuth Thomas took over the leadership of the new Institute of Carbon Cycles at the Helmholtz-Zentrum Hereon in Geesthacht (HZH). This was made possible in part by the BMBF's Make Our Planet Great Again - German Research Initiative (MOPGA-GRI) funding initiative, through which Thomas returned to Germany as a research group leader from Dalhousie University in Canada in 2019. His project on oceanic alkalinity is based at HZH and is supported by the DAAD through MOPGA-GRI. It explores the function of oceans in controlling atmospheric carbon dioxide levels.



Digital exchange: German higher education institutions took part in the China Education Expo in hybrid form in October 2021.



One of the *Centres for German*and European Studies is
located at the Universidade
Federal do Rio Grande do Sul
in Porto Alegre, Brazil.



Prof Helmuth Thomas was appointed Professor for Marine Alkalinity at the University of Oldenburg on 1 January 2022.

Working in cooperation with the universities of Oldenburg, Hamburg and Exeter (UK), along with the Alfred Wegener Institute for Polar and Marine Research, he is investigating the acid-binding capacity and carbon cycle of the oceans in connection with climate change. Within a short time, Prof Thomas has already established important priorities in coastal and climate research at HZH and expanded the field of 'carbon cycles and decarbonisation'. The *MOPGA* programme traces its roots back to an initiative by President Emmanuel Macron of France. Through the associated national initiatives, France and Germany are funding scientific contributions towards achieving the goals of the Paris Agreement and combating climate change.



#### Centres for German and European Studies: a network of expertise on Germany that spans the globe

Promoting outstanding expertise for over 30 years. The 20 Centres for German and European Studies are financed by the DAAD with funds from the Federal Foreign Office. They teach master's degree and doctoral candidates in twelve countries as future specialists on Germany. A major element of the concept includes interdisciplinary and multilateral research and promoting the German language. The Centres are located at prestigious higher education institutions and each has its own distinct focus. These include historical, political, legal and sociological issues alongside topics from German studies and philosophy. What unites the academics and researchers from a wide range of fields of study is their interest in Germany and its role in Europe, and the impact of that role on the public and political spheres. By holding events, debates and discussions, the Centres share information on the latest developments in Germany with partner countries. The next international Centres conference is planned to be held in Israel at the end of 2022, where it will address the issue of 'Germany and Europe in the world: perspectives from inside and outside'.



#### **PANORAMA**



Invitation to the DWIH 'Go global with your start-ups' event.

### New format for the DWIH: around the world in 60 minutes

'Go global with your start-ups' - to Brazil, India, Japan, Russia and the USA. With this call, the German Centres for Research and Innovation (DWIH) invited young, science-based German start-ups and stakeholders in the field of entrepreneurship to an online panel discussion on 28 October 2021. In 60 minutes the target audience got to know the key aspects of the innovation ecosystems in these five different countries. They also learned more from the DWIH representatives about the services and support offered by the Centres in Moscow, New Delhi, New York, São Paulo and Tokyo. 'Our approach of giving a joint presentation on the topic of start-ups won over more than 100 people interested in the topic,' explains Dr Katja Lasch, director of DWIH New Delhi, who moderated the online panel discussion. 'For young German startups it is vital that they think about international connections right from the start. They should also identify their own opportunities in the global marketplace and find out what support is available to meet these challenges.'

Start-ups must make themselves compellingly to the global marketplace in only a few minutes, so the five DWIH participants 'pitched' the entrepreneurship and start-up system in their respective countries in two minutes. 'This first input as a compressed, comparative world tour was very well received,' says Katja Lasch.

The format was also a premiere for the DWIH itself, as this was the first time that all the Centres from continents around the globe appeared together in the same event. 'If one of you has to get up at six and the others are still awake at midnight, then it works!' remarks the director of DWIH New Delhi with a smile. 'Nevertheless, the decisive factor is that all DWIHs joined together to provide a joint service to a target group that operates internationally.' Lasch notes that they have been working towards this for a long time and can now deliver it as a digital event.

It wasn't just the target audience, who were able to pose questions in the chat and who learned a lot in 60 minutes; the DWIHs learned from each other through this cooperation. Katja Lasch stresses that, 'We want to repeat this inspiring collaboration and set ourselves the challenge of offering an internationally unifying topic once each year.'



### Asia-Europe dialogue: ASEM education strategy adopted

In December 2021 the new education strategy of the Asia-Europe Meeting (ASEM) was adopted at the conference of education ministers of ASEM countries in Bangkok. The DAAD's Erasmus+ National Agency for EU Higher Education Cooperation (NA DAAD) works in partnership with the Federal Ministry of Education and Research (BMBF) to coordinate Germany's participation in the education policy forum. It also provided substantial support for the virtual 'Senior Officials Meeting' in September 2021, where the 'ASEM Education Strategy 2030' was presented and discussed. The strategy aims to develop a shared, long-term vision for

Graphic recording of the ASEM Education Senior Officials Meeting, 14 and 15 September 2021.

the ASEM education process, to promote exchange and cooperation between Asia and Europe and to contribute to achieving the UN's sustainable development goals (SDGs). 'The strategy's focus on inclusive mobility also fits very well with the DAAD's aims,' says Nina Knops, senior desk officer for the ASEM education process within the National Agency. 'The strategy also emphasises another point that reflects our work, which is that virtual exchange is growing in importance and makes it possible to facilitate access to international exchange for new target groups.'



### German-Chinese alumni networks: trust and stability

With funding from the Federal Ministry of Education and Research (BMBF), seven China-related alumni networks received support between 2017 and 2021 from the DAAD's DCHAN accompanying project. This helped to boost academic networking

and to consolidate German-Chinese cooperation. The DCHAN project came to an end with an online concluding conference in March 2021 and the publication of 'innovative & sustainable' ('innovative & nachhaltig'), which offered insights into the practice of specialist academic cooperation between German and Chinese alumni.

'We were able to bring about interdisciplinary conversations and discussions in the alumni network,' explains Dr Heidi Wedel, head of the DCHAN accompanying project at the DAAD, who stresses that there has been a deepening of mutual trust with a view to future cooperative ventures. She also notes that a major role in this fell to the alumni, who opened doors, built bridges and facilitated intercultural communication. 'It was also a special success for the academic network, in that they were able to transfer their academic expertise to practical applications such as in business or clinical practice.' The concluding conference also facilitated dialogue with other experts on China from outside the specialist alumni networks, underlining the great interest in exchange that will endure even after the accompanying project has ended.



There is great interest in internationalisation in India and other South Asian countries.

### Interactive internationalisation: at the 'Connecting Germany and South Asia' conference

The future of higher education and research cooperation was at the top of the agenda for the five-day 'Connecting Germany and South Asia' digital conference. The event, which ran from 18 to 22 October 2021, was organised by the DAAD's New Delhi Regional Office and funded through the BMBF's *A New Passage to India* special programme. The New Delhi Regional Office is not only responsible for India but for the whole of South Asia, which is why 240 academic institutions and funding organisations from India, Bangladesh, Bhutan, Nepal, Sri Lanka and Germany were represented at the conference, with over 500 people attending.

'This was the first time we had ever made a call for papers across our whole network, asking for people to register to give talks on pre-selected topics,' reports Dr Katja Lasch, head of the DAAD's New Delhi regional office, as she reflects on the 'Connecting Germany and South Asia' conference. The new approach was a complete success. Over 80 proposals were submitted, from which the Regional Office team and their event partner, the Association of Indian Universities, selected numerous incisive proposals that enriched the conference.

A keynote address on the first day laid the groundwork with a stimulating discussion of the democratisation of international higher education in India. The following thematic sessions addressed issues such as the chances and opportunities of mobility, the role of alumni work and internationalisation, particularly during a pandemic. The focus of the second day turned to the region itself. In a panel discussion participants explored internationalisation in Bangladesh, Bhutan, Nepal and Sri Lanka, while a keynote address considered trends in student mobility with a focus on South Asia. The director of the New Delhi Regional Office reflects that, 'Going beyond German-Indian relations to involve the South Asian region was very special and it was particularly important to us.' The conference concluded with a high-calibre panel discussion that included DAAD President Prof Joybrato Mukherjee, where the speakers engaged with the significance of networks, digitalisation and sustainable mobility for the future of internationalisation in higher education.

Screenshot from the platform on which experts from Germany and South Asia shared views and ideas.

The recent realignment of Indian education policy, which was adopted in 2020, formed the background to the conference's focus on issues of higher education and research partnerships. The official document, entitled 'New Education Policy of India' (NEP), first took up the issue of internationalisation. For Katja Lasch, this was the right moment to position the DAAD as a point of contact in discussions around the issue. 'In this conference we took up an issue that is dominating higher education policy in India and South Asia at the moment, working in cooperation with the Association of Indian Universities (India's equivalent of the German Rectors' Conference).

A NEW LEVEL OF DIGITAL EXCHANGE

What made this conference different was the chance to participate and network actively. Over the three remaining days, attendees were able to network through one-to-one conversations, and over 300 people took advantage of the opportunity. The DAAD employed a digital matchmaking tool to arrange appointments, allowing participants to request meetings with people

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they wished to speak to. If the partner was also interested in a conversation, the two participants could have a 20-minute video call via the platform. The primary motivation for these conversations was making general contacts for potential collaboration and interests in funding opportunities.

Summing up, Katja Lasch says, 'The chance to contribute to talks 'from the bottom up' and interactively engage in person-to-person discussions hugely enriched the digital conference and was correspondingly well received. We went through a steep learning curve in dealing with digital formats in 2020,' she goes on, 'but we put our services on a new level.' Lasch stresses that a web talk alone would hardly attract any viewers, so you have to set yourself apart from the competition by offering specific and interesting services. The DAAD's New Delhi Regional Office has achieved just this, not least in the form of the moderation, which was live-streamed professionally. The Regional Office set up a small streaming studio in order to achieve high-quality images and sound which would itself emphasise the quality of the service, says Katja Lasch. 'The approach was successful in every way, and it's one that we will expand to other areas as well.'



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The organisers of the online conference (I-r): Apoorv Mahendru (marketing officer), Dr Katja Lasch (Regional Office director), Shikha Sinha and Kanchi Arora from the DAAD's New Delhi Regional Office.

To mark 20 years of *Dialogue on Innovative Higher Education Strategies (DIES)*, the programme held an anniversary conference on the theme of 'sustainable higher education development'.



Yvonne Visarius,
Team leader for Higher Education Management in Development Cooperation at the DAAD.

The quest for sustainability is driving societies around the world. What is the role of universities and higher education institutions in this context? How can professional higher education management contribute to developing sustainable higher education institutions? Questions such as these were at the heart of the 'Higher Education Management for Sustainable Universities' online anniversary conference, which marked 20 years of work by the Dialogue on Innovative Higher Education Strategies (DIES) programme, held on 9 and 10 November 2021. Over 300 people from more than 40 countries attended the conference. 'The response to the conference invitations was remarkable, as was the stable number of participants in a virtual event over the course of two days,' says Yvonne Visarius, team leader for Higher Education Management in Development Cooperation at the DAAD.

Since 2001 higher education institutions in the Global South have been supported by the *DIES* programme, which is delivered jointly by the DAAD and the German Rectors' Conference (HRK). The programme assists institutions with the professionalisation of their institutional management processes, aligning study programmes with international quality standards, and expanding their research capacities. Some of this support takes the form of opportunities to gain additional qualifications in cooperation with German higher education institutions in the *DIES* programme.

#### **DIES - A SUCCESS STORY**

The programme is funded by the Federal Ministry for Economic Cooperation and Development (BMZ), and over the past 20 years, more 40 million euros have been channelled into the programme, the majority of which has gone to the higher education institutions involved. Thus far around 7,000 people working in higher education from 51 countries have been able to develop their skills in the field of higher education management by participating in *DIES* training courses. Institutional change processes have also been initiated at the participating higher



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Welcome to the DIES Anniversary Conference organised by the DAAD

and the HRK

Heike

Kuhn

Yanine

Chan Blanco

The DIES anniversary conference underscored the unique value of the programme.

education institutions. In addition the programme has provided information on current issues in higher education management to 1,500 higher education managers in the target regions and policymakers from politics and academia.

Peter-André

María Luisa

de Boehm

However, there is no let-up in the demands made of modern higher education management. 'Higher education institutions worldwide have been impacted by the Covid-19 pandemic. Now they are having to cope with transformational challenges in digitalisation, higher education management and the further development of research and teaching, all at a pace they have never seen before. Reliable partners are required to successfully shape such upheavals,' said DAAD President Prof Joybrato Mukherjee at the opening of the conference. DIES is one such partner for the development of the higher education sectors in countries in Africa, Latin America and South East Asia. The president of the HRK, Prof Peter-André Alt also stressed the value of the DIES programme in improving the 'performance and autonomy of teaching and learning' and emphasised the crucial 'importance of delivering programmes such as this for the long term.'

Many questions around sustainability in the higher education sectors are closely linked to professional higher education management and touch on issues such as internationalisation, leadership and quality assurance. For this reason the three well-attended workshops on the second day of the anniversary conference addressed these topics. Many examples of feedback from participants underlined the view that the conference's key focus on sustainable higher education management was very much in line with their current ideas and concerns. 'This is an issue of growing significance for many higher education managers in different regions,' points out Tobias Wolf, the DAAD's head of section for Development Cooperation: Partnership Programmes, Alumni Projects and Higher Education Management. 'The participants were glad to take away fresh new thinking for the discussions in their home countries in this way.'



The DAAD is responding to international challenges by providing new funding for *Global Centres* for climate and health research. Eight *Global Centres* are receiving funding: four for climate and environment and four for health and pandemic preparedness.

Time is short. Whether to protect the climate or combat the pandemic, the need for international cooperation is greater than ever, and where ideas can be developed, rapid implementation is particularly valuable. The DAAD's new programmes to fund Global Centres for climate and the environment and for health and pandemic preparedness have come at just the right time. Eight German higher education institutions qualified to undertake the construction of one centre each, working in close cooperation with German and international partners. The centres are to be established in the countries of the Global South, and while the issues they address are not new to the DAAD's programme work, the chosen format for applications was brought underway with remarkable speed.

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As she looks back on the project, Hanna Cornelius, senior desk officer in the DAAD's Transnational Education Projects in the Middle East, Africa, Latin America section, reflects that 'the Covid-19 pandemic and the increasingly pressing issues of climate protection were the reasons why we coordinated our programme proposal directly with the Federal Foreign Office, rather than waiting for the new legislative period. The German Federal Foreign Office is providing funding of some 22 million euros until 2025 for the establishment of the centres. A number of staff in the project department collated their ideas and concepts and worked to coordinate rapidly with experts from higher education institutions and the Federal Foreign Office. The specific plans for the core elements of the programme were developed quickly to decide what would be funded through the Global Centres. Funding will go to scholarships, visiting professorships and short-term lectures, the development of master's degree and PhD programmes, the development of digital formats for teaching and research, and promoting the transfer of research findings into practical applications.

Hanna Cornelius is keen to stress that, 'Right from the outset we placed great importance on networking for the *Global Centres* – both at an interdisciplinary level and beyond the field of higher education. The centres for climate research will also involve disciplines such as engineering, science and the social sciences. Engagement with national and international agencies for disease prevention will play a major role for the centres for health, as will sharing ideas with the pharmaceutical and medical technology industries.

The DAAD concluded the call for applications in the spring of 2021 and continues to observe how the centres are growing. As Cornelius explains: 'Early on we established an impact-oriented monitoring system for the programme, and the centres will report regularly to us on their progress.'

#### **HEALTH AND PANDEMIC PREPAREDNESS**

When Prof Thirumalaisamy P. Velavan from the University of Tübingen's Institute for Tropical Medicine speaks about his exchange with Vietnam, he conveys his ideas in images – of grain, roots and blossom. Indeed the network of the Vietnamese-German Center for Medical Research



# The other Global Centres for Health and Pandemic Preparedness receiving funding are:

The Central African Infectious Disease and Epidemics Research Alliance (CAIDERA) is based at the Centre de Recherches Médicales de Lambaréné in Gabun with the University of Tübingen as its German project partner.



Opening ceremony of the German-West African Centre for Global Health and Pandemic Prevention (G-WAC).

The German-West African Centre for Global Health and Pandemic Prevention (G-WAC) at the Kwame Nkrumah University of Science and Technology Kumasi, Ghana, is coordinated by the Berlin School of Public Health and the University of Bonn and works on resilient healthcare systems.



The German-Latin American Centre of Infection & Epidemiology Research & Training (GLACIER) team.

### The German-Latin American Centre of Infection & Epidemiology Research & Training (GLACIER)

brings experts in the fields of virology and immunology together and is based at the Universidad Nacional Autónoma de México (UNAM) and the Universidad de la Habana. The institutions responsible for the project are Charité Berlin and Martin Luther University Halle-Wittenberg.

(VH-CARE) based in Hanoi is undergoing a new phase of strong growth. The centre and its network were set up in 2015 and are funded by the DAAD with resources from the Federal Ministry for Economic Cooperation and Development (BMZ). Plans are in place to expand it to become PAN ASEAN Coalition for Epidemic and Outbreak Preparedness (PACE-UP) with the support of the DAAD and funding from the Federal Foreign Office. PACE-UP is one of four alliances selected to be funded as Global Centres for Health and Pandemic Preparedness.

'We want to disseminate our capacities and research results not only to our partners from Vietnam and Germany, but also to other institutions and countries in the region, so that they can achieve lasting impact,' says Velavan. A total of 28 partner institutions from Asia, Africa and Europe are involved in *PACE-UP*.

VG-CARE's objectives are now being pursued on an even larger scale: continuous training and further education of expert medical personnel, clinical research on infectious diseases, and improvements to the healthcare situation in terms of diagnosis and treatment. PACE-UP will make internships and scholarships available to promote exchange between its members in the Global South as well as for the North-South cooperation. In addition to this, joint master's degree modules and a PhD programme

in experimental medicine are to be set up. 'We share the vision of an equal partnership,' is how Velavan describes the cooperation with Prof Dr Le Huu Song from the 108 Military Central Hospital in Hanoi, with whom he runs VG-CARE and is now pushing forward the cooperation on an equal footing with *PACE-UP*.

'If a network genuinely wants to operate sustainably, everyone involved needs to have a responsibility with equal rights.' Velavan stresses, explaining his vision for how to meet the challenges of current and future pandemics: 'We are pooling our resources so as to be able to respond quickly to emergency situations and also to take advantage of the period in between pandemics to build up capacities effectively.'

#### **CLIMATE AND ENVIRONMENT**

While the geographical focus of the African Climate and Environment Centre - Future African Savannas (AFAS) is evident from its name, its influence reaches much further. 'AFAS brings us all together', emphasises Prof Souleymane Konaté from the Université Félix Houphouët-Boigny in Abidjan. In saying this the renowned expert on biodiversity is not only referring to the significance of interdisciplinary work at the new Global Centre for Climate and Environment, but also to the Centre's international diversity. 'The University of Cologne is contributing its expertise in the social sciences, the University of Nairobi its strengths in climate research. With its Center for Development Research (ZEF), the University of Bonn boasts exceptional competence in science policy - and we have been able at the Université Félix Houphouët-Boigny to establish a centre of excellence for climate change, biodiversity and sustainable agriculture.'

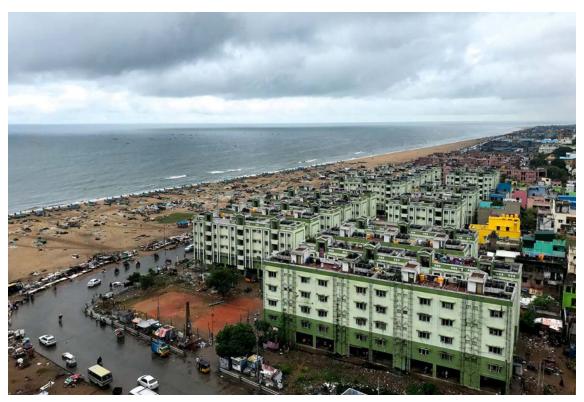
# The other Global Centres for Climate and Environment receiving funding are:

The *Global Water and Climate Adaptation Centre* (ABCD-Centre) is coordinated by TU Dresden and RWTH Aachen University and is specialised in water security. Its main base is at the Indian Institute of Technology (IIT) in Chennai and it has a satellite at the Asian Institute of Technology (AIT) in Bangkok.

Funding for the *Regional Centre for Sustainable Adaptation to Global Change in the Middle East (SAGE-Centre)* at the University of Jordan began in 2021 to work on climate and land use adaptations for the Jordan River basin. Its German partner is the University of Tübingen.

The *Transnational Centre for Just Transitions* in Energy, Climate & Sustainability (TRAJECTS), which is coordinated by the TU Berlin and has its main base at the Universidad Nacional de Colombia plus a satellite at the University of Cape Town in South Africa, is supervising the phaseout of coal and changes in land management.





The coastal city of Chennai in South India is an example of an Asian megacity that must adapt to climate change.

AFAS will be based at two African universities in Côte d'Ivoire and Kenya, which will allow it to make a significant contribution to intra-African exchange, Souleymane Konaté says. 'Partly because of the language barrier between francophone countries of West Africa and anglophone East Africa, there are still too few points of scientific contact between the two regions. This is also something we are changing with AFAS.' This is all the more important as the African savannah offers exceptional opportunities to investigate the impact of climate change and adaptation strategies. 'We will also be working together to find nature-based solutions for sustainable development as a response to climate change,' says Prof Christian Borgemeister, director of the ZEF in Bonn. Economic growth while preserving natural resources is one focus of the new Global Centre, considerable importance being attached to the transfer of research findings to policymakers and business.

Young researchers are specifically supported with scholarships and internships, and the project partners are developing a joint master's programme in the management of interfaces between science, policy and practice. The programme will have a pronounced virtual element. Borgemeister explains: 'We will also be building many digital bridges within the framework of AFAS, thereby advancing cross-border exchange on questions of climate change.'



# **Building structures through centres**









2021

programme starts

3.2 million

2021 budget:
1.6 million euros
each for climate and
health research

4 centres each

for climate and health research

Centres of Excellence in Africa

2008

programme starts

3.6 million

2021 budget

12

projects receiving funding

Centres of Excellence

2009

programme starts

1.32 million

2021 budget

5

projects receiving funding

**Centres for German and European Studies** 







1990 programme starts 3.68 million

2021 budget

projects receiving funding

exceed academic excellence in development cooperation

programme starts

5.55 million 12

2021 budget

projects receiving funding

**SDG Graduate Schools** 

2016

programme starts

 $3.15_{\text{million}}$  7

2021 budget

projects receiving funding





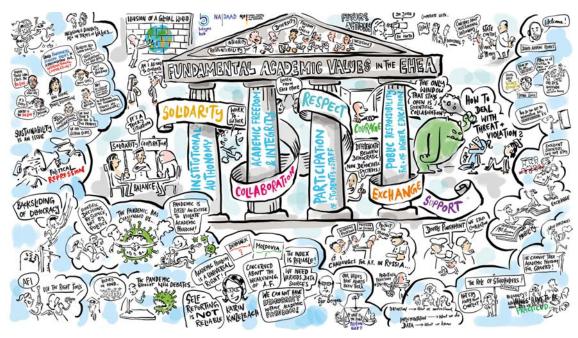


# Providing expertise for international relations



# Fresh new thinking on international exchange: taking positions, shouldering responsibility, boosting innovation

Assume global responsibility and contribute to development and peace: This is one of the three goals of the DAAD's Strategy 2025. It may have seemed abstract when it was adopted in 2020. But the geopolitical situation of 2021 has shown how challenging it has become for stakeholders involved in international academic cooperation to stand up for their values. First and foremost, it means helping those in distress. And to achieve anything in countries beset by crisis, a policy of small steps is required. Our society must change its mindset, too, becoming more open and more courageous.



Graphic recording from the 'Fundamental Academic Values in the European Higher Education Area: Strengthening Cooperation through Fundamental Academic Values?' virtual conference, held on 28 October 2021. The conference took place in the context of the 'bologna hub' project, which is funded by the Federal Ministry of Education and Research (BMBF).

For anyone involved in academic exchanges with Afghanistan, 2021 was a particularly troubling year. Following 20 years of academic rebuilding, the withdrawal of international forces has led to disastrous conditions at higher education institutions, and the lives of many university employees are now in danger since the Taliban seized power. According to Christiane Schmeken, director of strategy at the DAAD, what makes this situation different from other crises around the world is that, 'had they not received funding from us, these people would probably not be in danger.' Over the past few months many Afghan cooperation partners have got in touch with the DAAD, asking for help with escaping from their home country. 'We were telling people – and women in particular – that they didn't have to be afraid anymore, that they could study and become professors,' Schmeken says. Now they fear for their lives because they were in contact with the DAAD. This is deeply shocking, and something that has never happened before in the history of the DAAD.'

#### SCHOLARSHIPS FOR STUDENTS AT RISK

The DAAD responded swiftly to their immediate plight and set up a central contact point for Afghanistan in the Centre for International Academic Collaboration (KIWi), established in



Christiane Schmeken DAAD Director of Strategy.

2019. German higher education institutions can access information and advice from the centre on how to support Afghan refugees. 'In the immediate circumstances we can only try to bring people working in academia to Germany or third countries, in order to offer the prospect of continuing their academic work,' says Schmeken. In the form of the Hilde Domin Programme, the DAAD has a new tool that has already proven its effectiveness in developing crisis situations. In 2021 it made it possible to award numerous scholarships to Afghan refugees, among others. 'Around the world we increasingly have to work with 'failed states' which present completely new challenges to our work,' Schmeken says. 'Cooperation is often impossible in the conventional sense of the word. What we need are new ideas for maintaining contacts in exile and preparing refugees for the possibility of returning.' (p. 56)

Panel discussion on 09 June 2021 in Berlin as part of the 'Academic cooperation from "anything goes" to red lines: academic cooperation in complex legal, political and regulatory environments.' (l-r: Prof Dr Julia von Blumenthal, President of European University Viadrina in Frankfurt (Oder), Thomas May, Secretary General of the German Council of Science and Humanities, Prof Dr Andreas Zaby President of Berlin School of Economics and Law).



Working with higher education partners in 'challenging contexts' is a key focus for KIWi, which has stated its aim of never laying down red lines for international cooperation, even in complex legal, political and regulatory environments. This approach must now be expanded and applied to fragile states. State governance has largely collapsed in such states, rendering triedand-tested instruments such as scholarships and higher education partnerships ineffective. KIWi offers a suitable format when it comes to finding new approaches to these challenges. 'Policy Talks' have been offered since 2020, for example, on the occassion of Brexit and the inauguration of Joe Biden, and as invitation-only expert discussions on sensitive topics.

### FOREIGN ACADEMIC POLICY: PRAGMATISM AND PRUDENCE

These are volatile times that are marked by shifts of power and changing alliances. As such, the fundamental significance of foreign academic policy is enhanced if it is shaped by expertise and sound analysis. 'Thanks to our own practical experience and the region-specific expertise of the DAAD Network and the external academic sources we consult, we are able to provide higher education institutions and partner organisations with robust assessments of the chances and risks of international higher education cooperation projects,' Schmeken says, noting that

politicians are also making increasing use of the DAAD's expertise. As an intermediary organisation, the DAAD acknowledges its duty to consider the interests of German higher education institutions, funding recipients and cooperation partners abroad, Schmeken says. The DAAD director also emphasises that a pragmatic approach to foreign academic policy embedded in a global community of shared responsibilities operates in a contested space between our value systems and those of partner countries. Schmeken makes the case for 'science diplomacy', which would apply scientific insights to diplomatic discourse. Science diplomacy would also support Germany's diplomatic missions in their work abroad, while always keeping their own agenda in sight. 'Both now and in future, our role is to generate momentum and move things forward wherever it is possible to undertake worthwhile scientific activities of some kind.'

For example, in countries like Egypt, Turkey and Russia, there are still more or less large niches where people can work together productively and for the benefit of the younger generation. As an independent stakeholder, the DAAD is making an impact on its own level in these countries, through students, researchers and partnerships. 'I see it as our core mission to keep these small spaces intact as places where academic freedom can thrive,' Schmeken stresses.

#### **RECOGNISING MIGRATION AS AN OPPORTUNITY**

The dynamic changes in the DAAD's dialogue with policymakers are not limited to other countries. As a study and research location, Germany must also work to remove obstacles which impede the progress of internationalisation. One example of this is the dialogue with policymakers that is taking place in connection with the *Lehramt.International* programme. Because teacher education in Germany is the responsibility of the individual federal states, the DAAD is systematically bringing together representatives from higher education institutions, the responsible state ministries and elected representatives. The aim is to negotiate flexible provision and generous means of recognising academic

achievement so that aspiring teachers dare to take the plunge into a stay abroad. (p. 77)

'Recognising what students achieve abroad remains a challenge on many levels in Germany,' says Christiane Schmeken. 'We will need to change our mindset if we want to effectively counter the shortage of trained teachers in Germany.' Alongside recognising the time German students spend abroad, another priority is providing access to higher education for potential international students. For many graduates from major countries of origin such as China and Russia, the path to a higher education entrance qualification leads through a one-year preparatory course in Germany. However, these do not guarantee a place at a higher education

#### 'Fundamental academic values'

Fundamental academic values have increasingly become a focus of higher education policy debates in the European Higher Education Area (EHEA). Among the goals of the *bologna hub* of the DAAD's *Erasmus*+ National Agency for EU Higher Education Cooperation is promoting defined fundamental values such as academic freedom, institutional autonomy in higher education and the participation of teachers and students in leading higher education institutions at a European level, and also to boost the sharing of experience.

The BMBF-funded *bologna hubs* focused on fundamental academic values in higher education in 2021. The DAAD's *Erasmus*+ section Key Action 3 – Policy Support organised two events on the topic. As part of the 'Fundamental Academic Values in the European Higher Education Area – From a Student Perspective' workshop, representatives of various European student organisations discussed past activities, current obstacles, the impact of the Covid-19 crisis and potential for the future. Around 100 participants exchanged ideas at the 'Fundamental Academic

Values in the European Higher Education Area: Strengthening Cooperation through Fundamental Academic Values?' conference, held in October 2021. The conference focused on lectures and panel discussions by policymakers, representatives of higher education, students and experts, who explored the significance of fundamental academic values for European higher education policy.



Panel discussion as part of the BMBF-funded 'bologna hub' project, 28 October 2021.



Lehramt.International scholarship holder, Annabelle Brand, stands outside the Deutsche Schule Budapest, where she completed a work placement.

institution. For potential students, this entails high costs and considerable risks. The DAAD is therefore actively involved in the field of digital higher education preparation. Of special note here is the *VORsprung* project. It offers a digital course through which prospective students who speak good German can prepare for higher education in Germany while still in their home countries. Following a pilot phase with participants from Egypt, India and Mexico, the service is to be rolled out worldwide.

There is also room for improvement in supporting early-career researchers in the academic system. 'There is currently much discussion about the "leaky pipeline", through which the German academic system is losing early-career researchers and academics,' Schmeken explains. 'In our view, the same applies to international students and whether or not they remain within the German academic system in the long run.' The DAAD is planning to produce a study on this and will contribute its findings to the discourse on higher education.

#### **DARING TO BE MORE INNOVATIVE**

In order to secure Germany's future as a study and research location, there is a need to attract talented students and early career researchers in particularly significant fields. This will be a major challenge. In highly competitive international fields such as artificial intelligence, German higher education institutions are competing with elite locations in countries like the US and China. With regard to attracting highly qualified specialists, the DAAD has put down an important marker in its Konrad Zuse Schools of Excellence in Artificial Intelligence programme, which opened for applications in 2021. From mid-2022 onwards, the programme will fund the training of outstanding German and international AI talents at a master's and doctoral degree level, thereby boosting Germany as a location for artificial intelligence. (p. 102)

The project is funded by the Federal Ministry of Education and Research (BMBF) and will employ innovative approaches to supporting students. Interdisciplinary hubs will offer students and graduates from a wide range of AI-related disciplines opportunities to share ideas. The hubs will also facilitate partnerships with researchers at a range of higher education and non-university research institutions. Experts from commercial R&D departments will also be represented at the schools and open up new perspectives.

**Digital Leaders Conference 2021** 

The 'International Office Leaders Conference' ('Leaders Conference', for short) is the key forum for expert discussions and programmatic exchange on the issue of internationalisation in German higher education institutions. The event, which was organised by the DAAD, took place for the second time in November 2021. In his keynote address, the science writer Ranga Yogeshwar emphasised the opportunities that digitalisation can offer in terms of greater sustainability.

Some 400 participants followed the two-day Leaders Conference. A range of issues were discussed across the eight sessions, from 'Erasmus without paper' to 'Academic freedom' and 'Internationalisation – A task that applies to all in higher education'. The results of the DAAD study on study outcomes of international students (SeSaBa) were also presented. Eleven theme-based stalls in the 'Opportunities Market' provided a forum for exchanging ideas. Lively discussions were prompted by information about the Competence Centre for International Academic Collaboration (KIWi), the training offered by the International DAAD Academy (iDA) and the work of student bodies in the area of internationalisation.



Panel discussion at the Digital Leaders Conference (I-r): Armin Himmelrath (moderator), Dr Antonia Gohr (Hanover University of Music, Drama and Media Hannover) DAAD Secretary General Dr Kai Sicks and Prof Dr David Kaldewey (University of Bonn).

'This is a deluxe programme of the kind usually found in the UK or the USA,' says Christiane Schmeken. She sees this concept as a blueprint for future programmes to attract leading researchers in increasingly competitive fields such as climate, energy and health. 'An academically robust commitment to solving global problems, daring to formulate key research questions for yourself, and putting interdisciplinary perspectives into practice: these are all key competencies for future generations,' Schmeken says.

'Novel funding formats can also contribute to this by placing academic exchange and longterm networking in the spotlight.'



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# 'Policy Talks' – new KIWi format sets key priorities for foreign academic policy

Whether online or onstage, the Centre for International Academic Collaboration (KIWi) engages higher education institutions in dialogue and facilitates opportunities for cooperation.



Dr Andreas Görgen, then head of the Directorate-General for Culture and Communication at the Federal Foreign Office, during a panel discussion on 'Academic cooperation between "anything goes" and red lines: academic cooperation in complex legal, political and regulatory environments', Berlin, 9 June 2021.

The challenges of the 21st century can only be solved through mutual and international action. In this context, academic exchange has a major role to play, but it must also take shape in increasingly challenging legal, political and regulatory environments. The Centre for International Academic Collaboration (KIWi) supports higher education and academic institutions with initiating, activating and intensifying their international partnerships in a world that is marked by rapid change and crises at both global and regional levels. KIWi consolidates knowledge from the DAAD's international network, processes information and uses its expertise to advise German academic institutions. This approach draws on the experience and expertise of Germany's higher education and research institutions in a targeted way.

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subject of lively debates in the German academic landscape,' says DAAD Secretary General Dr Kai Sicks. One particularly prominent example was the 'Academic cooperation between "anything goes" and "red lines", which was held in Berlin in June 2021 and achieved a high level of public attention. The conference included three digital workshops and a concluding high-level panel discussion. It made a visible contribution to the debate around the interests and values of international cooperation, particularly with partners that in some cases act on the basis of different fundamental values.

Through its 'Policy Talks', KIWi responds to the recent developments in a range of countries, particularly in volatile contexts. 'Through our philosophy of responsible foreign academic policy, we are using the KIWi 'Policy Talks' to set key priorities and take up issues that are the

The conference in Berlin combined two different event formats which KIWi had established in 2021. In addition to the public policy discussions, the 'KIWi Connect' practical workshops focused on peer-to-peer sharing of experience among higher education institutions. These workshops allowed representatives to discuss their experiences regarding their activities across the full spectrum of issues that KIWi addresses. The discussions included how the rule



In February 2022 Prof Dr Julia von Blumenthal was elected president of the Humboldt University of Berlin.

Ready for lively discussions: Dr Kai Sicks, DAAD Secretary General.

of law and socio-political issues shape legal, political and regulatory environments, issues of risk management and how to deal with restrictions of academic freedom. The conference culminated with a live-streamed hybrid panel discussion. The discussion was moderated by the science journalist Dr Jan-Martin Wiarda, with high-ranking representatives of politics and academia grappling with 'red lines' in the context of international cooperation. Situation reports from the DAAD's regional offices in Cairo, Moscow and Beijing were delivered via video link and further stimulated the discussions. 'In what was a highly visible event, we not only continued an important debate, but also took the opportunity to present our work to a wider public. There was great interest in KIWi and we were delighted with the feedback we received,' says Marc Wilde, the DAAD's 2021 project manager for the Competence Centre.

Dr Claudia Nospickel, joint head of the DAAD section responsible for KIWi along with Marc Wilde, underlines this view. 'Our "Policy Talks" were very well received right from the outset." Nospickel draws particular attention to the country-specific expert discussions that are held in German or English depending on the region concerned. The series got underway in 2021 with a talk following the US presidential elections. Shortly after Joe Biden's victory, DAAD President Prof Joybrato Mukherjee welcomed a group of German and US experts to a discussion of their expectations for the new administration and the prospects for bilateral academic cooperation. In March more than 750 people took

part in an English-language debate on the 'new normal' after Brexit. This issue clearly caught the mood with more than 150 representatives of UK higher education institutions registering for the event. The online debate on the impact of the UK's departure from the EU brought together renowned academics and experts from the Universities UK umbrella group and the Higher Education Policy Institute (HEPI) think tank. 'The virtual format of the "Policy Talks" allows us to reach a very wide audience,' Nospickel observes. Demand was high and discussions were intense. 'Our monitoring showed that hardly anyone dropped out at short notice and almost all participants stayed until the end.'

The aim of the DAAD's Competence Centre is to draw attention to current trends in international academic cooperation for German higher education institutions and to bring those institutions closer to new partner countries. On 4 November, KIWi held a policy talk on the Federal Government's Indo-Pacific guidelines and new opportunities for academic partnerships. This marked the start of a new series of KIWi events with a stronger focus on academic cooperation with and in Asia for 2022. A series of country-specific 'KIWi Connect Workshops' are linked to the 'Policy Talks', starting with South Korea and Japan. Further events are planned for China and India. 'The "Policy Talks" allow us to respond swiftly and flexibly to emerging crises or upheavals,' says Christoph Hansert, who led the division responsible for KIWi within the DAAD's Strategy Department until December 2021. 'That said, we also want to pick up on positive developments and show where there are opportunities and potential.'



# HSI-Monitor: A flexible tool to support internationalisation at higher education institutions



The DAAD team behind HSI-Monitor, who provide tailored support for internationalisation at higher education institutions. (I-r) Diandra Dachtera (DAAD), William Dinkel (DFG), Marijke Wahlers (HRK), Dr Christian Schäfer (DAAD), Axel Karpenstein (DAAD), Dr Martina May (AvH).

Where are German higher education institutions when it comes to internationalisation? Where is there potential for individual institutions to develop? The *HSI-Monitor*, a service run jointly by the DAAD, the Alexander von Humboldt Foundation (AvH), the German Rectors Conference (HRK) and the German Research Foundation (DFG), provides information on these topic areas.

For the past two years, the online *HSI-Monitor* portal has offered users a comprehensive overview and targeted insights into the internationalisation of higher education, based on the latest data and presented in interactive diagrams. Since 2009, the *Profildatenprojekt* [Profile Data Project] has provided annual high-level reports and dossiers for individual institutions in order to support their progress with internationalisation. The portal is continuing this work, but in digital form. In June 2021, higher education institutions were given personalised access to the portal. This allows them to monitor key data about their own institutions and facilitates the strategic planning of internationalisation activities.

'With the *HSI-Monitor* we are putting a multi-functional tool into the hands of higher education institutions,' says Axel Karpenstein, head of the joint office at the DAAD. 'They can measure the extent of their internationalisation and plan and review strategies. They can also benchmark themselves against other institutions and discover areas of potential development.'

For the comparative analyses the higher education institutions are divided into seven groups: art and music academies; small, medium and large universities; and small, medium and large universities of applied science. 'The various types of higher education institutions have different requirements, focuses and resources. Grouping them into clusters helps them learn better from each other. However, using the digital portal allows them to define the clusters for themselves,' Karpenstein explains.

The service is of particular benefit to higher education institution leaders and International Offices, along with other work areas within the institutions and any interested members of the public. With just one click, users can access data on international students and staff, Erasmus+ mobility and DAAD funding, international higher education partnerships and the internationalisation of research are accessible with a click. The new HSI-Wissen+ short analyses provide insights into selected issues such as 'Gender and Higher Education Internationalisation'. For users who want to take a deeper dive into the analysis of the data, they can compile their own data and diagrams or take part in training courses. 'We offer workshops and seminars where potential users can familiarise themselves with working with HSI-Monitor and in which they can find answers to their specific questions,' Karpenstein says.



# Wissenschaft weltoffen 2021: Competitive advantage for Germany as a study location

Wissenschaft weltoffen is a joint project run by the DAAD and the Deutsches Zentrum für Hochschul- und Wissenschaftsforschung (DZHW). It is the key source of information in Germany about outgoing and incoming student and researcher mobility. For over twenty years the annual publication has provided an empirical assessment of the situation around academic mobility. The 2021 edition puts the spotlight on the latest effects of the Covid-19 pandemic. The redesigned website now offers barrier-free access to the wide range of information collected for the publication.



How attractive is Germany as a location for study and research? Which are the favourite host countries for German students? What are the countries of origin for international students coming to Germany? Wissenschaft weltoffen has the figures to answer these questions. The publication is funded by the Federal Ministry of Education and Research (BMBF) and the Federal Foreign Office (AA). It presents key data on the internationalisation of German higher education institutions and academic systems and also explores global mobility trends.

'By putting Germany in an international context, it is easier to understand its significance as a country of origin and a host country for international students and researchers,' says Dr Jan Kercher, who leads the project for the DAAD.

The DAAD and DZHW team included bibliometric data in their analysis for the 2021 edition for the first time, drawing on the Scopus database of international academic publications. They found that Germany is the third most important country of origin (after the US and the UK) and the fourth most important destination country (after the US, the UK and China) for globally mobile academics.



Wissenschaft weltoffen now also provides clear information online.

#### New, enhanced website

Alongside the publication of the latest report, the new *Wissenschaft weltoffen* website went online in early October 2021. It gives users more targeted access to the comprehensive portal. In the 'Data' section, for example, users can now select individual editions and chapters of *Wissenschaft weltoffen* in German or English. The illustrations can also be downloaded as images or Excel tables under Creative Commons licences. 'This makes it easy to further process the data or use it in presentations,' says the DAAD's Dr Jan Kercher. The bonus tables which extend beyond the original publication in which they appeared are an added benefit, as is barrier-free access to the information.

'We have created a description for each and every illustration, making it possible for blind or visually impaired people to use screen readers to read the content to them.' The DAAD and DZHW team have also set up a service point that provides tailored evaluation of the data free of charge for academic purposes. 'Higher education institutions might be interested in knowing how students from a certain country are distributed by subject group across Germany, for example,' explains Kercher.



The statistics also show that Germany remains in fourth place, behind the USA, Australia and the UK, as the most popular study locations around the world, despite Covid-19. 'We used three spotlights to explore the effects of Covid-19, going beyond the analysis we conduct as standard,' Kercher says. The final balance was surprising: 'With around 325,000 international students at German higher education institutions in the 2020/2021 winter semester, there was no dramatic slump,' says Kercher. Indeed, the opposite was true. 'Compared to the previous year, the figure actually rose by 2 per cent.' Chinese students made up the largest group

enrolled at German higher education institutions in 2020, with around 41,000 students. India was the second-most prominent country of origin (25,000), followed by Syria (15,000), Austria (12,000) and Russia (10,500).

#### 'INCREASING ATTRACTIVENESS'

'Thus far, Germany has come out well from the pandemic and, with the exception of the first lockdown in the spring of 2020, remained open to international students throughout', Kercher explains. Germany's attractiveness to foreign early-career researchers has increased as a result. 'A high-quality healthcare system, a high level of safety and the affordability of study are major factors that give Germany a competitive edge.'

However, German higher education institutions did record a 20 per cent reduction in international students commencing their studies, which was due to Covid-19. In addition, some first-year students took the chance to attend lectures and seminars from abroad, if only for a limited period. 'This figure rose from 14 per cent in 2019 to 24 now,' Kercher says. 'Students from China and India were particularly likely to take up the offer of starting a semester digitally.' There was also a 60 per cent increase in the number of international distance learning students who complete the whole of their degree abroad. 'They may only be a small minority overall, but we have never seen an increase of this size,' says the DAAD's expert. 'There was evidently a marked Covid-19 effect here as well.'

The consequences of the Covid-19 pandemic (such as travel restrictions) are also reflected in the international mobility of German students. As Kercher explains, 'We do not yet have all the data needed for a final analysis of this area. It can take up to two years for all figures for enrolments at foreign host universities to be reported to us,' However, reference to the EU's Erasmus+ education programme (which the DAAD supervises as Germany's National Agency) shows there has been a change. Since the Bologna Reforms began, the number of Erasmusvisits has almost trebled, with around 42,000 students receiving funding in 2019. However in 2020 only around half as many individuals travelled to a European higher education institution through Erasmus+. The majority of temporary study-related mobility measures (or 'credit mobility') is undertaken through the Erasmus programme. It seems to have been hit significantly harder by Covid-19 than 'degree mobility', or mobility for the purposes of completing a degree abroad.

'Covid-19 has had a particularly severe effect on *Erasmus* visits, as students tend to be more willing to postpone or cancel an individual semester abroad than a whole degree abroad,' Kercher says. When it comes to longer visits, students will put up with quarantine rules and Covid-19

#### International higher education benchmarking: BintHo project

The DAAD's Benchmark internationale Hochschule (BintHo) (benchmarking international higher education) project commenced in the 2020/2021 winter semester with an online survey. It offers support for higher education internationalisation that is both data-driven and practice-oriented. Around 100,000 domestic and 20,000 international students at 74 German higher education institutions took part in the survey. They answered questions on the internationalisation of their studies, barriers to international mobility and factors in choosing a host university, amongst others. They also assessed

their own institution's services and the support offered to international students. Higher education institutions can compare themselves to other institutions of their choice, which makes it easier to contextualise the findings. The plan is to administer the survey on a regular basis so as to provide a reliable monitoring tool. An overall report on the results will appear in the spring of 2022. Selected initial findings have already been published in *Wissenschaft weltoffen* 2021.



Despite the Covid-19 pandemic, the number of international students in Germany continued to rise in the 2020/21 winter semester.

restrictions. 'In addition, some students were already abroad when the pandemic began. In many cases it made little sense to break off their studies due to Covid-19,' the DAAD expert says. 'For that reason I assume that, in terms of the total international mobility of German students, Covid-19 will have a much more pronounced effect on credit mobility than on degree mobility.'



# DAAD election observers tour: at the very heart of German democracy

From joining the campaign trail with leading politicians to holding meetings with high-ranking researchers, the week-long election observer tour for the Federal Government elections was packed full of variety. Due to Covid-19 only nine participants could take part this time, but they still enjoyed the intensive exchange of ideas within the small group.



For over 60 years the DAAD has invited international experts to the Federal Government elections. In the early days of the Federal Republic, visitors to the post-war elections observed whether they were being run democratically. Now, by contrast, the DAAD aims to offer electoral observers a more diverse insight into elections in Germany. This is so that observers can experience the party landscape and mood in the country at first-hand and have the chance to discuss these aspects within the group. Through an extensive programme of activities, the observers immersed themselves in the final sprint of the campaign. 'There was an incredible amount of input in a very short time on this tour', says Kirsten Habbich, head of section for Events at the DAAD, which was responsible for planning and conducting the tour.

Previous electoral observer tours had numbered around 20 participants, but due to the pandemic, it did not become clear for a long time if and in what form the tour would actually take place. Several of the guests had to decline their invitations. In the end the group of nine participants

was much smaller than usual. The distinguished experts on Germany came from Brazil, France, the United Kingdom, Israel, Japan, Mexico, Poland and the US. For the first time, the academics were joined by three journalists who reported live on the tour to their home countries. While contributing different perspectives, both groups represent major and opinion-forming multipliers who conveyed their experiences and impressions to many people in their home countries. The reports by members of the media were particularly important for achieving a considerable reach abroad.

#### Day 1: Tuesday, 21 September ARRIVAL

The DAAD's Christian Müller and Dr Michael Harms officially welcomed the visitors to the Berlin-Brandenburg Academy of Sciences and Humanities in Berlin. Prof Ulrich Eith, a political scientist and specialist in Germany's system of government, then prepared the visitors for the final phase of the election campaign. He also accompanied the delegation throughout their tour to answer all their questions. 'I think we're in for a historic experience,' said Dr Luicy Pedroza Espinosa, who teaches at the Colegio de



Prof Dr Ulrich Eith speaks at the opening evening.

Mexico. Piotr Buras, director of the European Council on Foreign Relations in Poland, hoped that the tour would allow him to learn more about 'where the Germans are as they come to the end of the Merkel era'. Prof Corine Defrance, a historian from Sorbonne University in Paris, was looking forward to the chance to experience the election live for herself: 'The principle of inviting foreigners to observe the elections as a means of better understanding the current challenges in Germany and sharing ideas with stakeholders is a fascinating idea.'

### Day 2: Wednesday, 22 September MEETING WITH CANDIDATES IN HALLE

The second day of the DAAD's election observers tour began with SPD member of the Bundestag and DAAD alumnus Dr Karamba Diaby receiving the visitors in his constituency office in Halle (Saale). After this Yana Mark, a candidate for the Freie Demokratische Partei (FDP), spoke about the distinctive characteristics of the election campaign in eastern Germany. Two of the international participants then accompanied Christlich Demokratische Union (CDU) candidate Christoph Bernstiel as he spoke to voters on the doorstep. The other observers held discussions with the direct candidate of the Green Party, Dr Inés Brock. The second day also included visits to the Leibniz Institute for Economic Research and the National Academy of Sciences Leopoldina, where the guests gained insights

into Germany's economic development and science-led policy advice.

### Day 3: Thursday, 23 September MAJOR ISSUES AND AN INTERIM CONCLUSION

The programme for the third day included events featuring discussions of the key issues of equality, integration and digitalisation. There was also time to deliver an interim conclusion at a virtual press conference. DAAD President Prof Joybrato Mukherjee stressed that the international experts were helping understand how Germany is viewed from abroad.

The US historian Prof Hope M. Harrison explained: 'In the US the media focus on Germany's role as the most significant NATO partner within the EU.' The British journalist and author John Kampfner said he did not know of any other country where people gave so much thought to what foreigners think about their politics as Germany. He added, 'There's a seriousness here, a maturity and a detailed analysis by ordinary people of their policy, which I find impressive.'

The Brazilian TV journalist Leila Sterenberg wanted to use her reports to give her fellow Brazilians a clearer sense of healthy democracies. She explained that Brazilians today associate Germany with precision, seriousness and economic strength. 'For most Brazilians (despite that 7–1 in the 2014 World Cup semi-final),



Opening evening for the DAAD election observers tour at the Berlin-Brandenburg Academy of Sciences and Humanities. (I-r): Christian Müller (DAAD), Leila Sterenberg, Dr. Luicy Pe-

(I-I): Crinistian Muller (DAAD), Leila Sterenberg, Dr Luicy Pedroza Espinosa, Prof Kristina Spohr, Dr Hope M. Harrison, Piotr Buras, Prof Dr Gisela Dachs, John Kampfner, Assoc. Prof Atsuko Kawakita, Dr Michael Harms (DAAD), Prof Dr Corine Defrance. Leila Sterenberg reports for the Brazilian GloboNews TV station from the Greens' election night event.

the image they hold of Germany is a very positive one.' That evening the group visited the Reichstag.

# Day 4: Friday, 24 September CLIMATE DEMONSTRATION, MARATHON AND THE FINAL SPRINT IN THE ELECTION CAMPAIGN

Alongside the Federal Government elections, the election weekend in Berlin included other major events, with the election of the Berlin House of Representatives, an assembly of delegates from Berlin's administrative districts and a referendum. In addition to this, some streets were closed on Friday ahead of the Berlin Marathon, while on others, demonstrators were unfurling their banners for the 'Fridays for Future' march. The agenda for the election observers included a visit to the Institute for Advanced Sustainability Studies in Potsdam. The environmental transformation of business and society was the theme of the morning.



Campaign event at Berlin's Neptunbrunnen.



That afternoon they joined campaign events held by Die Linke (The Left) and the FDP. Die Linke's lead candidate, Janine Wissler, took time for a long discussion with the delegation. Prof Gisela Dachs from the DAAD Center for German Studies at the Hebrew University of Jerusalem described the contrast between the two parties' events as 'fascinating'. 'The differences between the audiences alone shed a good deal of light on the breadth of German society as a whole,' she said. The day ended with a joint dinner and a lively discussion with a writer from 'Der Spiegel', the current affairs magazine.

'I enjoyed everything about this tour. It was wonderfully organised and the mix of politicians and experts from academia and civil society organisations was perfect. What surprised me most was the quiet Monday with everyone waiting patiently for the results of the election.'

Dr Luicy Pedroza Espinosa, Mexico.



Meeting with Prof Dr Karl-Rudolf Korte (third from left).

### Day 5: Saturday, 25 September GERMAN FOREIGN POLICY

On the day before the Federal Government elections, the political scientist Prof Thorsten Faas provided some fascinating insights into election research and answered questions on complex issues of German election law. The group then walked to the Federal Foreign Office where the international guests at last had the chance to explore an issue they had missed so far: German foreign policy. 'I felt this was really lacking from the three-way debate between the leading candidates,' said Prof Kristina Spohr from the London School of Economics and Political Science. After a podium discussion with high-profile guests including Reinhard Bütikofer, who represents the Greens at the European Parliament, and DAAD President Prof Joybrato Mukherjee, the election observers visited the International Club in the Federal Foreign Office, where they discussed Germany's role in the world while looking out over the rooftops of Berlin.

#### Day 6: Sunday, 26 September EXCITEMENT ON ELECTION DAY

Having made their way through the road closures for the Berlin Marathon, the DAAD's guests visited Nico Fried, head of the parliamentary desk for the 'Süddeutsche Zeitung'. Sunday morning also afforded an opportunity for a probing discussion with Karl-Rudolf Korte, a high-profile political scientist, whom they saw on TV again in the evening as an election commentator. Leila Sterenberg reported live for GloboNews, a Brazilian broadcaster, while the British journalist John Kampfner reported for the 'Financial Times' and the 'New European'.

Leila Sterenberg, John Kampfner and Luicy Pedroza also attended an election-night party held by the Greens. Early estimates suggested the



Prof Dr Hope Harrison and Piotr Buras talk to Nico Fried (centre), head of the parliamentary desk for the 'Süddeutsche Zeitung'.

'Having an international context in combination with different areas of expertise on Germany was very stimulating and held up Germany for comparison against the rest of the world. My colleagues posed interesting questions that might not necessarily be asked that way in Germany.'

Prof Dr Gisela Dachs, Israel. 'The highlights for me were the meeting with the direct candidates in Halle and the FDP and Die Linke rallies. It was not easy to reconcile the needs of academics and journalists, but it worked out well. Our group was very harmonious and I am sure that some professional contacts will emerge from it.'

John Kampfner, United Kingdom.

Greens were the winners in the elections to Berlin's House of Representatives. 'That was a very special moment,' Pedroza recalls, even though the SPD took the lead later on. The Mexican political scientist was later invited to the Instituto Cervantes where she contributed her expertise to a podcast and helped to familiarise the Spanish-speaking world with the German Federal Government elections. On the way back to the hotel, she saw Olaf Scholz leaving the TV studios following the 'Elefantenrunde' televised debate. She also saw votes being counted at a polling station. 'I can't believe I experienced all that in a single day,' Pedroza says. She had previously lived in Berlin for seven years, but had never got as close to politics as she did in that moment.

DAAD head of section Kirsten Habbich saw how the personal impressions and individual experiences of the election campaign created a unique excitement about the tour for the other participants as well.

### Day 7: Monday, 27 September CONCLUSION AND FEEDBACK

The DAAD's 2021 electoral observers tour concluded with a discussion of what the election results meant and a round of feedback.

Prof Atsuko Kawakita, director of the Centers for German and European Studies at the University of Tokyo, enjoyed the combination of direct contact with federal election candidates and analysis offered by experts. She greatly appreciated discussions with other members of the group. 'It was very interesting to see how they understand politics and democracy in their respective countries of origin,' she said. 'We will certainly stay in touch with each other and with the DAAD, too,' stressed Corine Defrance, a French historian. Her US colleague Hope M. Harrison added, 'What I learned from the others was just fantastic.' According to Kirsten Habbich, it was the same for the Germans who took the time to speak to the election observers. 'The meetings were enriching for both sides,' she says, adding that many German interview partners were greatly impressed by the visitors.



Panel discussion with (l-r), Tanja Samrotzki (moderator), Thomas Kleine-Brockhoff, Prof Dr Kristina Spohr, Reinhard Bütikofer, Dr Stefan Meister and Prof Dr Joybrato Mukherjee.





The Reichstag in Berlin.

#### **How the world sees Germany**

A study carried out by the DAAD, GIZ and the Goethe-Institut investigated international views of Germany – and produced exciting results.

Germany is firmly rooted in the European Union. It has a lively cultural and higher education landscape and a strong economy. How does the world see Germany today, now that over 30 years have gone by since reunification? What does the world expect of it? Where can it see strengths? Where are the weaknesses? How does it assess Germany's crisis management during the pandemic? The 'Außenblick – International perspectives on Germany in times of the Covid-19 pandemic' study, which came about through cooperation between the DAAD, the Goethe-Institut and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) explored these and other questions.

Some 600 experts from 37 countries were surveyed online between January and April 2021 and a further 48 depth interviews were carried out to understand these issues. 'What is special about our approach is the choice of respondents,' explains the DAAD's Dr Michael Harms, who coordinated the study. 'Only experts on Germany took part. While they have connections with our country, they are also able to trace its development

from within and without with a clear-eyed critical perspective. They held up a mirror to us that can help Germany to reflect on itself and take up an appropriate place in the world.'

The survey yielded fascinating insights and a largely positive image of Germany. In their joint foreword, the heads of the three institutions write: 'People hold our country in high regard, we are valued, appreciated and respected, they have high expectations of us.' They go on to say that Germany is viewed as a stable democracy with principles grounded in the rule of law,



Federal Chancellor Angela Merkel's video message to the expert discussion of the results from the 'Außenblick' study, 8 July 2021.

DAAD Secretary General Dr Kai Sicks and moderator Katie Gallus at the expert discussion on 8 July 2021.

where the interaction of different interest groups works well. They also note that Germany is considered a leading economic power in the European Union – 'Made in Germany' still stands for the highest level of quality.

Respondents rated access to schools and universities and the analytical approach to specialist topics as key strengths of the German education system. Research institutions are attractive because of their interdisciplinary character and practical orientation. Cultural programmes in Germany are also highly valued and accessible to a wide range of people. Germany is also recognised around the world for how it has dealt with its National Socialist past and how it takes in refugees. Lastly, the respondents praised Germany's healthcare system, which provides a high quality of care, and comprehensive health insurance. In the respondents' view, these were in no small part responsible for Germany getting through the first wave of the pandemic well. However, this was in sharp contrast to how the interviewees saw the problems of the second wave, which they suspected were due to Germany's federal structure and cumbersome bureaucracy. Nevertheless, it was noted as a positive in this context that one of the key vaccines against the virus was developed in Germany.

In short, Germany is respected for its hard work, efficiency and reliability, its culture and education system. There is also an expectation for Germany to take on more responsibility internationally. The respondents want to see Germany take on a moderating role and remain firmly anchored in the European Union. Overall, the respondents want an open country with 'open

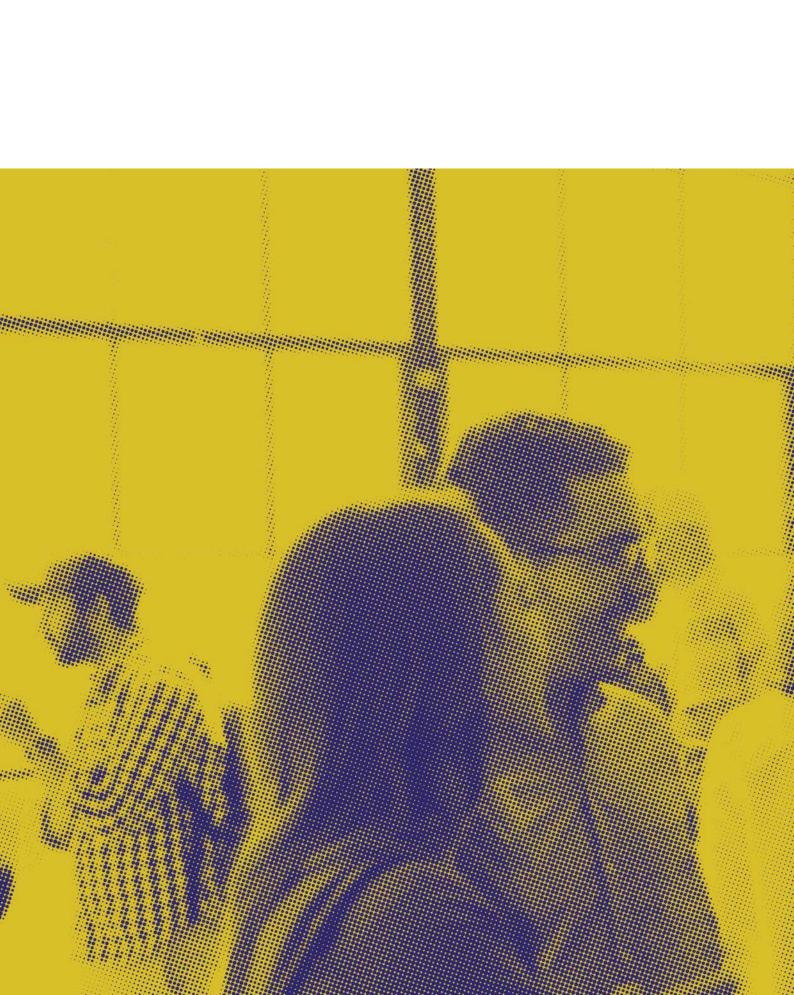
hearts' that works as a partner among equals to shape the world of tomorrow.

That said, there were also points of criticism, particularly with regard to bureaucratic obstacles and a lack of flexibility, both in Germany itself and in how it deals with foreign students. According to the respondents, Germans are 'often over-cautious and over-critical', which prevents them from making the most of their abilities and creates unnecessary barriers in academia. The respondents also identified an urgent need to make up ground in digitalisation, but they also noted that Germans saw more risks than opportunities in this regard. It was now about rapidly expanding the digital infrastructure and improving the legal and regulatory environment for entrepreneurial innovation. The respondents noted how these weaknesses had become particularly apparent during the pandemic, such as in the sluggish procurement of masks and later scepticism among many Germans towards the Covid-19 app.

People abroad are also concerned about populist and extremist trends in Germany. 'What really hurts is that over 20 per cent of the online respondents no longer feel safe in Germany,' says Michael Harms. The assumption abroad is that these tendencies are the result of deep-seated anxieties and social tensions in Germany, such as the fear of losing one's job or identity. The respondents were unanimous in their desire to see a tolerant Germany that stands for diversity.

There are high expectations of Germany, but these are bound up with a warning against appearing too domineering. The respondents urge Germany to strike a balance, with more responsibility, an active readiness to shape the future and campaigning strongly for the values of democracy and human rights on the one hand, and a humble attitude on the other. From the perspective of the rest of the world, walking this tightrope will be at once a great feat and a particular challenge for Germany in the years to come.





## 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 7,278 France 6,153 United Kingdom 4,702 Italy 3,769 Sweden 2,807



**Turkey 4,303**Italy 1,332
Poland 1,009
France 931
Spain 668

142

Table 1
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015			2018			2021
	Α	D	Total	Α	D	Total	Α	D	Total
Individual funding	3327	2828	6155	3044	2829	5873	3106	2459	5565
Project funding	7307	6896	14203	7352	7332	14684	10610	3922	14532
EU mobility funding	69	36298	36367	769	46718	47487	711	43444	44155
Total funding	10703	46022	56725	11165	56879	68044	14427	49825	64252

Figure 2
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine 322 / 2,206

Engineering 1,359 / 6,097

Art, Music and Sports Science 701 / 3,088

Mathematics and Natural Sciences 1,285 / 5,183

Law, Economics and Social Sciences 2,218 / 20,670

Language and Cultural Studies 2,463 / 9,307

Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology 159 / 1,094

Interdisciplinary/other subjects 5,920 / 2,180

<sup>\*</sup> Includes all funding areas (individual funding, project funding, EU mobility funding)

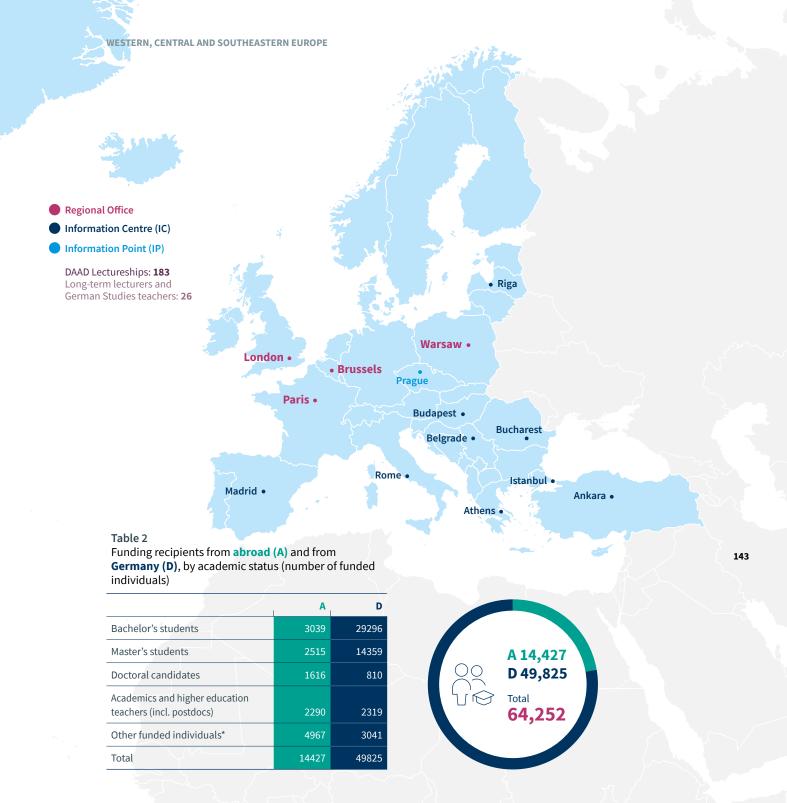


Figure 3
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



<sup>\*</sup>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 2021 Western, Central and Southeastern Europe

A = Funding recipients from abroad D = Funding recipients from Germany		Albania	Andorra	Belgium	Bosnia and Herzegovina	Bulgaria	Denmark	Estonia	Finland	France	Greece	Ireland	Iceland	Italy	Kosovo	Croatia	Latvia	::-
. Individual funding – total	A D	40 17		12 52	32 22	71 6	11 79	18 16	28 38	291 269	126 17	46 63	6	387 258	38 17	35 15	19 3	
By status		-11		JZ	22	•	13	10	30	203	- 11	03		230		13	, J	
Bachelor's students	A L	3 <sub>1</sub>		3 <sub> </sub>	13	53 <sub> </sub>	2 <sub> </sub>	10	5 18	75 67	8	35 28	2	71 71	6 <sub> </sub>	15 <sub>1</sub>	8 <sub>1</sub>	
Master's students	Α	31		1	13	12		5	1	55	50	4	ı	54	27	10	8	
Doctoral candidates	D A	5		37 <sub> </sub>	4	1	42 <sub>1</sub>	4 1	14 2	91 77	3 <sub>1</sub>	17 2	1	39 124	1 <sub> </sub> 5 <sub> </sub>	3 5 <sub>1</sub>	2	
	D	1		2	1	E	13	1	4	28	1	2	2	100		E	1	
Academics and higher education teachers (incl. postdocs)	A L	1		2 <sub>1</sub>	3	5 <sub>1</sub>	3 <sub>1</sub> 5 <sub>1</sub>	2 <sub>1</sub> 3 <sub>1</sub>	20 2	84 83	9 <sub>1</sub> 5 <sub>1</sub>	5 16	1	138 48	1	5 10	2	
2. By duration of funding																		
< 1 month	A	2 <sub>1</sub>	1	1	9 17	14 <sub> </sub>	4 <sub>1</sub>	4	22	135	19 <sub> </sub>	34 5	3 ,	180 37	3 <sub>1</sub>	8	7	
	Α ,	15		6 1	1,	6 1	1	2 1	3	74	20	7		81	15	8	1,	
1–6 months	D	2		23	1	1	25	9	21	90	9	28	1	64		3	1	
> 6 months (long-term funding)	Α	38		4	22	51	6	12	3	82	87	5	i	126	35	19	11	
	D	2		28	4	3	51	7	16	164	7	30	2	157	2	8	2	
I. Project funding – total	A D	142 28	1	91 80	142 15	219 13	63 104	42 32	108 81	638 302	289 169	43 87	10 6	942 579	92 13	98 50	73 36	
. By status																		
Bachelor's students	Α	29		12	38	90	19	4	22	97	63	7	6	117	17	9	9	
Buchelor 3 students	D	23		38	1	6	82	15	41	81	40	49	6	260	2	4	31	
Master's students	A	57 <sub> </sub>	1	17 <sub> </sub>	18	43 <sub> </sub>	12 <sub> </sub>	13	20	112	62 <sub> </sub>	5 32	1	211	32 <sub> </sub>	23	15 <sub> </sub>	
Destruction of the con-	A	4		10	10	11	4	10	30	56	44	7		206	<u> </u>	17		
Doctoral candidates	D			4	2	1		1	6	49	27			17	i	13	2	
Academics and higher education teachers (incl. postdocs)	A	12		20 <sub> </sub>	26 <sub> </sub>	31	17 4	12	24	67	75 <sub> </sub>	7 5		101	4	39	11	
· · ·	, A ,	40		32	50	44	11	9	12	306	45	17	3	307	39	10	38	
Other funded individuals*	D			4	2		1			10	5	1		9	2			
2. By duration of funding																		
<1 month	Α	53	1	69	109	76	38	28	97	245	165	23	2	496	40	69 <sub> </sub>	46	
	D	25		68	10	9	80	20	66	243	155	6		460	8	42	30	
1–6 months	A	74 <sub> </sub>		17 <sub> </sub>	19 <sub> </sub> 5 <sub> </sub>	100	24	10	15	310 <sub> </sub>	87 <sub> </sub>	10 69	6 <sub>1</sub>	336 <sub> </sub>	41 <sub> </sub> 5 <sub> </sub>	25 <sub> </sub>	20 <sub>1</sub>	
> 6 months (long-term funding)	Α	15		5	14	43	1	7	2	83	37	10	2		11	4	7	
> 6 months (long-term runding)	D			6		3		2		6		12		79		1		
II. EU mobility programmes – total	A D	149 51		1 1152	91 25	3 149	1 1107	399	1 2339	2 5582	583	1488	174	3 2932	116 19	247	414	2
. Mobility with programme countries																		
Erasmus student mobility (study abroad)	Α		1							1		I	I	ı	1	L		
1. Erasinas stadent mobility (stady abroad)	D			695		92	817	342	2032	4596	453	1137	140	2427		208	353	
2. Erasmus student mobility (internships abroad)	A			392		33	257	22	94	758	91	244	25	337		18	16	2
3. Erasmus staff mobility (lecturers, other staff)	A			1		3	1		1	2	31	211	23	3		10	10	
•	D			65		24	33	35	213	228	39	107	9	168		21	45	_
. Mobility with partner countries		10-																
1. Erasmus student mobility (study abroad)	A	108			59 <sub> </sub>										85 <sub> </sub>			
	, A ,	41			32										31 ,			
2. Erasmus staff mobility (lecturers, other staff)	D	34			14										16			
otal DAAD funding (I + II + III)	A	331	1	104	265	293	75	60	137	931	415	89	10	1332	246	133	92	
	D	96		1284	62	168	1290	447	2458	6153	769	1638	186	3769	49	312	453	2

 $<sup>{}^{\</sup>star} \text{Individuals in preparatory courses and higher education staff supervising projects}$ 

Lithuania	Luxembourg	Malta	Montenegro	Netherlands	Northern Mace- donia	Norway	Austria	Poland	Portugal	Romania	Sweden	Switzerland	Serbia	Slovakia	Slovenia	Spain	Czech Republic	Turkey	Hungary	United Kingdom	Cyprus	Total
18 14	5	3 6	18 1	29 123	31 4	9 49	13 57	291 41	67 75	131 19	22 126	15 214	119 9	34 9	22 5	199 199	102 51	482 57	92 37	251 475	4 5	3106 2459
6		3	5 <sub>I</sub>	ı	6	5 <sub>1</sub>	7	116 <sub>I</sub>	46	58 <sub> </sub>	9	6	29	22	10	73 <sub> </sub>	54	132	30 <sub> </sub>	119	I	1079
11 8	3	4	10 ,	14 <sub> </sub>	14	18	13	9 <sub>1</sub>	27 <sub>1</sub>	39	39	41	58 1	4 ,	2 <sub>1</sub>	110 <sub> </sub>	9 <sub>1</sub>	231	12 <sub> </sub>	98 <sub> </sub>	3 1	712 837
1		1		76		21	29	7	26	6	63	144	2	1	2	52	10	6	12	279		990
3	1	1	3	13 <sub> </sub>	6	7	4 <sub>1</sub>	72 <sub>1</sub>	3 <sub>1</sub>	17	5 <sub>1</sub>	3 <sub>1</sub>	23	5 <sub>1</sub>	1	48 <sub>1</sub>	18 <sub>1</sub>	94	14	38 <sub> </sub>	2	633 295
1	1			10	5	4	1	48	11	17	6	6	9	3	5	44	14	25	12	58	1	557
2	1		1	18	2	3	9	24	7	10	11	12	5	5	1	17	23	40	12	73	1	462
4			5	8	3	3	1	155	49	37	7	5	26	14	10	75 <sub> </sub>	57	137	20	145	1	1205
1		3		14 <sub> </sub> 5 <sub> </sub>	7 1	3 1	3 <sub>1</sub>	48	13	25	9	8	20 1	2 <sub> </sub> 5 <sub> </sub>	2	13 <sub> </sub>	7 <sub>1</sub>	24 .	13	7 <sub>1</sub>	2	207 518
2	5	4		24	1	23	24	9	29	3	46	78	1	3	1	127	12	8	12	123	2	811
13			13	16	21	3	6	88	11	69	8	2	73	15 <sub> </sub>	10	66 <sub>I</sub>	36 <sub>L</sub>	321	59	49	3	1383
152	13	5	1 19	85 <sub> </sub>	4 65	26 70	30 175	31 <sub> </sub> 718	33 <sub> </sub>	16 <sub> </sub>	71 45	128	183	7 65	3 54	59 <sub> </sub>	32 <sub> </sub>	49 3821	24 358	345 366	18	1441 10610
9	7	22	1	199	1	96	130	267	85	26	89	292	39	16	38	247	200	153	89	319	1	3922
12	2	4	9 ,	49	4	8 ,	14	188	44	96 ,	3 ,	20	21	9 ,	20	112	44	334	140	25	5 1	1702
2	2	17	1	92		38	30	48	39	12	23	108			13	115	65	37	18	110	1	1451
19	3	4	4	31 <sub> </sub>	17	13 <sub>1</sub>	29 <sub> </sub>	108	22	22 <sub> </sub>	64 <sub>1</sub>	13	45 <sub> </sub>	3 <sub>1</sub>	2	74 <sub> </sub>	105 <sub> </sub>	238	80 <sub> </sub>	34 <sub> </sub>		1514 1445
13	1	•	1	10	15	5	38	73	20	50	14	13	45	10	9	32	35	44	35	93	4	970
22	1		2 ,	6	1	7	3	27	8	42	1	6	3	3	9	3 <sub> </sub>	23	170	19	29	2	273
32	1	1	2	51 <sub> </sub>	6	16 <sub>1</sub>	61 <sub> </sub>	243 <sub> </sub> 73 <sub> </sub>	15 <sub> </sub>	42 <sub> </sub>	1	33 <sub> </sub>	37 <sub> </sub>	33 <sub> </sub>	14	75 <sub> </sub>	32	179 <sub> </sub>	59 <sub> </sub>	118 <sub> </sub> 50 <sub> </sub>	2	1582 622
76	5		3	41	23	28	33	106	12	64	15	41	35	10	7	173	30	3026	44	96	7	4842
				3		5	9	14		1		5				4	3	38	4	11		131
78	7	4	11	87	23	31	120	485	61	112	34	90	88	47	33	207	198	503	120	163	4	4064
1	6	20		132		46	93	213	66	19	42	97	33	16	36	110	160	49	73	43		2478
50	5 <sub> </sub>	2	6 <sub>1</sub>	76 <sub> </sub>	31	29 <sub>1</sub> 50 <sub>1</sub>	33	162 <sub> </sub>	43 <sub> </sub>	129 <sub> </sub> 5 <sub> </sub>	5 <sub> </sub> 27 <sub> </sub>	20 <sub> </sub>	68 <sub> </sub>	15	13 <sub> </sub>	209 <sub> </sub>	106	1677 <sub> </sub>	208 <sub> </sub>	136	10	4032 955
24	1		2	19	11	10	22	71	20	33	6	10	27	3	8	50	19	1641	30	152	4	2514
		1	29	24 <sub> </sub>	1	2	6 <sub> </sub>	27		2	20		261			60 <sub> </sub>	25	72	3	140		489 711
334	237	193	4		28	2006	2036	1220	1344	238	2592		83	115	335	6832	901	1220	917	3908	88	43444
290	49	55		1393	3	1790	954	1020	1129	148	2150		4	88	304	5621	703	1069	805	2856	65	33790
15	104	47		633	20 1	158	925	76	136	25	370		13	14	20	962	106	116	54 .	847	19	7062
15	184	1		42	20	2	5	70	130	35	370		13	14	20	302	100	110	J4	1	13	7062 65
29	4	91		99	5	58	157	124	79	55	72		3	13	11	249	92	35	58	205	4	2430
			22	1		1				1	1		161		1		1	1			1	435
													37									68
			7 <sub> </sub>										26				1					211 94
170	13	9	66	253	96	81	193	1009	191	405	67	135	563	99	76	668	425	4303	450	618	22	14427
357	249	221	6	2447	33	2151	2223	1528	1504	283	2807	506	131	140	378	7278	1152	1430	1043	4702	94	49825
527	262	230	72	2700	129	2232	2416	2537	1695	688	2874	641	694	239	454	7946	1577	5733	1493	5320	116	64252

# Eastern Europe, Central Asia and South Caucasus

## Figure 4

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



## **Russian Federation 708**

Ukraine 256 Georgia 124 Kazakhstan 72 Belarus 53



## **Russian Federation 3,122**

Ukraine 2,248 Kazakhstan 1,089 Georgia 597 Kyrgyzstan 385

Table 4
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015	l		2018	I		2021
	Α	D	Total	Α	D	Total	Α	D	Total
Individual funding	2520	767	3287	2136	705	2841	1903	425	2328
Project funding	6858	2161	9019	5704	2067	7771	6021	591	6612
EU mobility funding	21	4344	4365	1134	354	1488	1064	378	1442
Total funding	9399	7272	16671	8974	3126	12100	8988	1394	10382

Figure 5
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine 189 / 2

Engineering **990 / 153** 

Art, Music and Sports Science 132 / 12

Mathematics and Natural Sciences 1,252 / 140

Law, Economics and Social Sciences 2,570 / 395

Language and Cultural Studies 1,382 / 380

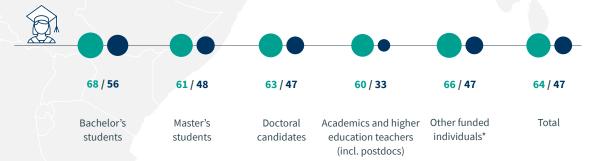
Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology 287 / 46

Interdisciplinary/other subjects 2,186 / 266

<sup>\*</sup> Includes all funding areas (individual funding, project funding, EU mobility funding)



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



<sup>\*</sup>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 2021 Eastern Europe, Central Asia and South Caucasus

A = Funding recipients from abroad D = Funding recipients from Germany		Armenia	Azerbaijan	Belarus	Georgia
I. Individual funding – total	A D	89 14	132 18	145 12	167 16
1. By status	U	14	10	12	10
Bachelor's students	Α	37	40	87	56
	D	38 1	68	5 <sub> </sub>	53
Master's students	L ^ L	30	1	45	1
Doctoral candidates	Α	9	20	7	32
	D				
Academics and higher education teachers (incl. postdocs)	_ A _	2	3	6 <sub>1</sub>	26 7
2. By duration of funding	0	2	3	'	'
<1 month	Α	35	43	74	50
· I monui	D	10	14	6	2
1–6 months	_ A _	9 <sub>1</sub>	3	5	25
	A .	45 .	86 ,	66	92
> 6 months (long-term funding)	D	3	4	6	9
II. Project funding – total	Α	192	155	103	280
	D	24		3	69
1. By status	Α ,	13	26 ,	30	57
Bachelor's students	D	5	-	1	33
Master's students	А	35	28	25	65
	D	4		1	21
Doctoral candidates	_ A _	10 <sub> </sub> 5 <sub> </sub>	6	1	31
	Α ,	40	24 ,	24	40
Academics and higher education teachers (incl. postdocs)	D	8		1	12
Other funded individuals*	Α	94	71	20	87
	D	2	1	I	2
2. By duration of funding				07	100
<1 month	_ A _	110	38	37	103 32
	A	43	67	44	130
1–6 months	D	3			35
> 6 months (long-term funding)	Α	39	50 <sub> </sub>	22	47
	D	31	7	118	2 150
III. EU mobility programmes – total	A D	7	, 5	38	39
1. Mobility with partner countries					
Erasmus student mobility (study/internship abroad)	Α	25	6	81	117
7 / 20	D	3	5	7	18
2. Erasmus staff mobility (lecturers, other staff)	_ A _	6 <sub> </sub>	1	37	33 21
T. 1505 C. P. (6.11.11)	A	312	294	366	597
Total DAAD funding (I + II + III)	D	45	23	53	124
Total DAAD funding – funded individuals A and D		357	317	419	721

<sup>\*</sup>Individuals in preparatory courses and higher education staff supervising projects

Kazakhstan	Kyrgyzstan	Moldova	Russian Federation	Tajikistan	Turkmenistan	Ukraine	Uzbekistan	Total
147	89	37	697	52	35	190	123	1903
10	34	13	223	5	4	54	22	425
71	25	24	207	27	0	F0	F2	705
71	35 <sub> </sub>	12	207 <sub> </sub>	27 <sub> </sub>	9	59 <sub> </sub>	53 <sub> </sub> 18 <sub> </sub>	705 272
64	38 1	9	263	23	20	74	62	757
1	3	3	29	23	20	4	1	40
10	12	4	132	2	6	28	3	265
10	3	•	6	2	•	20	<u> </u>	9
2	4		95			29	5	176
9	6	1	42	1	3	20	3	104
		l			l l			
65	31	19	197	13	9	52 <sub> </sub>	41	629
	20	11	107	1	i	27	16	214
2	3	1	109	1		24	5	187
	3		12	2		2	2	27
80	55	17	391	38	26	114	77	1087
10	11	2	104	2	4	25	4	184
879	267	41	2130	56	6	1722	190	6021
51	3	1	323	3		105	9	591
=					_			
714	144	9	409	6	2	380	90	1880
4	27	1 <sub>1</sub>	162	10		21	20	226
51	21	5	93	18 <sub> </sub>		287 <sub> </sub>	30 <sub> </sub>	1005 142
24	15	1,	116	3		77	14	298
1	13	-	13			12	1	34
54	48	8	317	11		646	13	1225
40	3	-	49			46	6	165
36	33	18	854	21	4	332	43	1613
4			6			9	1	24
			'	'				
82	33	10	1044	4 1		1023	117	2601
41	1	-	95	1		82	6	275
80	54	19	686	15	3	457	52	1650
10	2	1	202	2		10	1	266
717	180	12	400	37	3	242	21	1770
			26			13	2	50
63	29	10	295	8	4	336	13	1064
11	8	1	162		3	97	7	378
37	22	7	209	6	2	214	6	732
			91			22		146
26	7	3	86	2	2	122	7	332
11	8	1	71	116	3	75	7	232
1089 72	385 45	88 15	3122 708	116 8	45 7	2248 256	326 38	8988 1394
12	<del></del>						36	1334
1161	430	103	3830	124	52	2504	364	10382

## **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 2,304 Canada 649



USA 1,501 Canada 267

150

Table 7
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015	l		2018	l		2021
	Α	D	Total	Α	D	Total	Α	D	Total
Individual funding	851	2208	3059	854	1911	2765	731	811	1542
Project funding	1055	3837	4892	1146	3556	4702	977	2084	3061
EU mobility funding				96	81	177	60	58	118
Total funding	1906	6045	7951	2096	5548	7644	1768	2953	4721

Figure 8
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine 30 / 96

Engineering 190 / 352

Art, Music and Sports Science 127 / 123

Mathematics and Natural Sciences 268 / 393

Law, Economics and Social Sciences 315 / 1,288

Language and Cultural Studies 466 / 369

Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology 39 / 40

Interdisciplinary/other subjects 333 / 292

<sup>\*</sup> Includes all funding areas (individual funding, project funding, EU mobility funding)

Information Point (IP)

German Centres for Research and Innovation (DWIH)

DAAD Lectureships: 2 Long-term lecturers and German Studies teachers: 17

Toronto •

New York

151

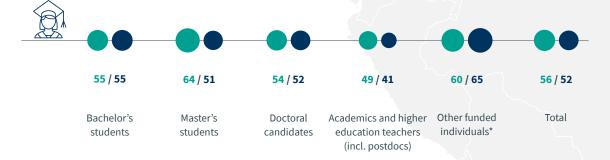
## San Francisco

Table 8
Funding recipients from **abroad (A)** and from **Germany (D)**, by academic status (number of funded individuals)

	Α	D
Bachelor's students	376	1409
Master's students	395	994
Doctoral candidates	240	216
Academics and higher education teachers (incl. postdocs)	461	257
Other funded individuals*	296	77
Total	1768	2953



Figure 9
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



<sup>\*</sup>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 2021 North America

A = Funding recipients from abroad D = Funding recipients from Germany		Canada	USA	Total
I. Individual funding – total	A	126	605	731
1. By status	D	185	626	81:
Bachelor's students	A	38	175	213
Dacrietor 3 Students	D	111	189	300
Master's students	A	21	159 <sub> </sub>	202
	A .	17	125	142
Doctoral candidates	D	29	115	144
Academics and higher education teachers (incl. postdocs)	Α	28	146	174
2. By duration of funding	D	24	101	12!
	Α .	27	138	16
<1 month	D	20	66	86
1–6 months	A	60 <sub> </sub>	248	308
2 0 110 1110	D	120	258	378
> 6 months (long-term funding)	_ A _	39 <sub> </sub>	219	258
	A	120	302 <sub> </sub> 857	347 977
II. Project funding - total	D	441	1643	2084
1. By status				
Bachelor's students	_ A _	24	122	146
		252 <sub> </sub>	839 <sub> </sub>	1091
Master's students	D	143	598	741
Doctoral candidates	Α	8	84	92
Doctoral Cariolidates	D	21	45	66
Academics and higher education teachers (incl. postdocs)	_ A _	44	233	27
	D	21 <sub> </sub>	270	285
Other funded individuals*		4	58	62
2. By duration of funding			<u> </u>	
<1 month	A	48	377	425
STIMORUI	D	38	296	334
1–6 months	_ A _	46	293	339
	D	378 <sub> </sub>	1241	1619 213
> 6 months (long-term funding)		25	106	131
III. EU mobility programmes – total	А	21	39	60
1. Mobility with partner countries	D	23	35	58
Erasmus student mobility (study/internship abroad)	A	19	20	39
1. Erasınus student mobility (study/internsinp abroad)	D	10	25	35
2. Erasmus staff mobility (lecturers, other staff)	_ A _	2	19	21
	D A	267	10 1501	23 1768
Total DAAD funding (I + II + III)	D	649	2304	2953
Total DAAD funding – funded individuals A and D		916	3805	472

 $<sup>{}^{\</sup>star} Individuals \ in \ preparatory \ courses \ and \ higher \ education \ staff \ supervising \ projects$ 

NORTH AMERICA 153



## **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 382 Colombia 248 Brazil 195 Argentina 178 Chile 136



Colombia 2,021
Brazil 1,161
Mexico 1,061
Argentina 590
Peru 450

Table 10
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015	l		2018			2021
	Α	D	Total	Α	D	Total	Α	D	Total
Individual funding	6961	854	7815	2984	946	3930	2350	317	2667
Project funding	2878	2453	5331	3375	2732	6107	4635	1074	5709
EU mobility funding				138	48	186	85	33	118
Total funding	9839	3307	13146	6497	3726	10223	7070	1424	8494

Figure 11
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Funding recipients from abroad and from Germany, by subject group (number of funded individual Medicine 201 / 58

Engineering 1,393 / 181

Art, Music and Sports Science 230 / 41

Mathematics and Natural Sciences 946 / 128

Law, Economics and Social Sciences 1,895 / 603

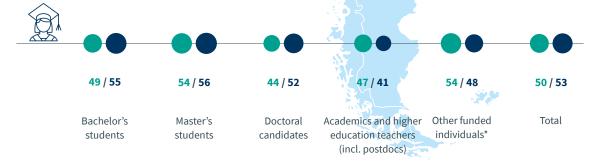
Language and Cultural Studies 655 / 223

Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology 434 / 50

Interdisciplinary/other subjects 1,316 / 140

<sup>\*</sup> Includes all funding areas (individual funding, project funding, EU mobility funding)

Figure 12
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)



<sup>\*</sup>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 2021 Latin America

	205 29 47   8   27   13   82   149   8   16   16   16   16   16   16   16			4	27 5 5   1   15   15   16   17   17   18   18   18   18   18   18	108   35   126   21   202   2   47   12   139   23   275   35   668   123   110   25	175 30 18   12   21   8   123   3   13   7   15   15   11   151   18   248   94	50 15 2   9   20   3   27   3   1   1   1   1   1   1   1   1   1		10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	47   8   27   13   82   49   8   16     108   24   382   37   134   134	1		4	5   1   15   2   2   5   2   1   6   2   19   2   93   11   6   4   4	108   35   126   21   202   2   47   12   139   23   275   35   668   123   110	18   12   21   8   123   3   13   7   15   15   15   18   248   94   93	2   9   20   3   27   3   1	1 1 3	10 1 1 1 36 6 6 3
	8   27   13   82   149   103   37   134	1		4	1   15   2   2   5   2   1   6   2   19   2   93   11   6   4	35   126   21   202   2   47   12   139   23   275   35   668   123   110	12   21   8   123   3   13   7   15   15   15   18   248   94   93	9   20   3   27   3   1   1   2   1   3   12   45   2   136   65   17	1 1 3	10 136 6
	27   13   82   49   8   16   108   24   382   149   103   37   134	1		4	15   2   2   5   2   1   6   2   19   2   93   11   6   4   4	126   21   202   2   47   12   12   139   23   275   35   668   123   110	21   8   123   3   13   7   15   15   15   18   248   94   93	20   3   27   3   1   1   2   1   3   12   45   2   136   65   17	1 1 3	10 136 6
	13   82   49   8   16   103   37   134	1		4	2   2   5   2   1   6   2   19   2   93   11   6   4	21   202   2   47   12   69   12   139   23   275   35   668   123   110	8   123   3   13   7   15   11   151   18   248   94   93	3   27   3   1   1   1   1   1   1   1   1   1	1 1 3	10 136 6
	82   49   8   16   16   16   17   17   17   17   17	1		4	2   5   2   2   1   6   2   1   9   3   1   6   4   4	202   2   47   12   12   139   23   275   35   668   123   110	123   3   13   7   9   1   15   11   151   18   248   94   93	27   3   1   1   2   1   3   1   2   45   2   136   65   17	1 1 3	10 1 36 6 3
	81   16   81   5   108   24   49   103   37   134	1	1	4	2   5   2   2   1   6   2   1   9   3   1   6   4   4	2   47   12   12   139   23   275   35   668   123   110	3   13   7   9   1   15   11   151   18   248   94   93	3   1   2   1   3   12   45   2   136   65   17	1 1 3	10 1 36 6 3
	8   16   81   5   108   24   382   149   103   37   134	1	1	4	5   2   2   1   6   2   93   11   6   4	47   12   12   139   23   275   35   668   123   110	13   7   7   9   1   15   11   151   18   248   94   93	1   2   1   3   12   45   2   136   65   17	1 3	10 1 36 6 3
	16   81   5   108   24   382   149   103   37   134	1	1	4	2   1   6   2   19   19   2   93   11   6   4	69   12   139   23   275   35   668   123	9   1   15   11   151   18   248   94	1   3   12   45   2   136   65   17	1 3	10 1 36 6 3
	81   5   108   24   382   149   103   37   134	1	1	4	1   6   2   19   2   93   11   6   4	12   139   23   275   35   668 123	1   15   11   151   18   248   94   93	1   3   12   45   2   136   65   17	1 3	1 36 6
	81   5   108   24   382   149   103   37   134	1	1	4	1   6   2   19   2   93   11   6   4	12   139   23   275   35   668 123	1   15   11   151   18   248   94   93	1   3   12   45   2   136   65   17	1 3	1 36 6
3 1 1 1 1	5   108   24   382   149   103   37   134	1	1	4	6   2   19   2   93   11   6   4	139   23   275   35   668   123	15   11   151   18   248   94	3   12   45   2   136   65   17	1 3	1 36 6
3 1 1 1 1	5   108   24   382   149   103   37   134	1	1	4	2   19   2   93   11   6   4	23   275   35   668   123	11   151   18   248   94	12   45   2   136   65	1 3	1 36 6
1 1 1	108   24   382   149   103   37   134	1	1	4	19   2   93   11   6   4	275 35 668 123	151 18 248 94	45   2   136   65   17	1 3	1 36 6
1 1 1	24   382   149   103   37   134	1	i	4	2 93 11 6	35 668 123	18 248 94	2 136 65	1 3	1 36 6
1 1	382 149 103   37   134	1	5		93 11 6	668 123 110	248 94 93	136 65 17	3	36 6
	103 <sub> </sub> 37 <sub> </sub> 134 <sub> </sub>	l I			6 <sub> </sub>	110	93	17		3
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1	37 <sub> </sub> 134 <sub> </sub>	1			4				3	
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		1	1			400				4.0
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	16				2	27 <sub> </sub>	11	4		
1	14				-	24	1			
	94		4		46	127	51	60		14
	20				3	47	10	18		
	35	1	1	3	19	144	31	31	1	9
	4									
_	83	1	4	1	27	297	84	59	1	7
_	_									2.4
			1	3					2	24 <sub> </sub>
									2	5
								8	1	
	3				2	10	20	2		
					3	2	12	1		
	3				2	8	17	2		
						2				
					3 .			1 .		
	590	1	6	8					2	46
		1	1			195	136	81	3	7
		32   207   74   92   43   3	32   207   1   74   1   92   43   3   3   3   590   1	32   1   1   1   1   74   1   92   43   3   3   3   590   1   6	32	32 3 58 590 1 6 8 122	32 3 65 309 3 65 309 74 1 1 3 58 309 8 54 54 54 54 54 55 62 55 62 62 62 62 62 62 62 62 62 62 62 62 62	32     3     65     6       207     1     1     3     58     309     137       74     1     8     54     78       92     8     62     27       43     4     10       3     2     10     20       3     2     12       3     2     8     17       4     4       2     3     2     8       3     2     8     17       3     2     8     2       3     2     8       590     1     6     8     122     1161     443	32	32     3     65     6     14       207     1     1     3     58     309     137     63       74     1     8     54     78     43     2       92     8     62     27     14       43     4     10     8     1       3     2     10     20     2       3     2     12     1       3     2     8     17     2       3     2     8     17     2       4     4       4     4       590     1     6     8     122     1161     443     188     2

<sup>\*</sup>Individuals in preparatory courses and higher education staff supervising projects

LATIN AMERICA 157

	Ecuador 87	El Salvador	Cuatemala	Haiti 2	Honduras 45	ω Jamaica	Colombia	Cuba	Mexico	6 Nicaragua	Banama 12	11 Paraguay	89 Peru	Saint Lucia	Trinidad and Tobago	81 Uruguay	Venezuela	Total
	13	3	6		1		42	7	70	3	4	3	9			5		317
	0	4					126	13	101		,	E	E			4	,	548
	9	3	3		1		136 <sub> </sub>	13	191 <sub> </sub> 45 <sub> </sub>	2	2	5 <sub>1</sub>	5 <sub> </sub>			3	1	169
	30	18	15	2,	39		213	4	171	23	91	61	38			1,	2	795
	1		1				6	1	11		2	-	2					70
	30	5	6	1	6	3	113	12	125	5	2	1	23			11	13	792
	2						3	1	1				3		1			20
	10		i	i	i		55	4	16	1	j	5	2		i	2	5	215
	1		2				3	4	13	1		1	1			2		58
	8			1			68	13	21			10	3				2	224
	5 <sub>1</sub>	1	1				44	7	18	1			7			4	3	336
	7	2	2		1		27	3	33	2	2	1	5			2	3	141
	62	27	21	1,	45	3	405	13	464	28	12	7	58		1	14	16	1790
	1		3				14	4	33	1	2	2	4			3		149
	306	27	29	1	23	43	1495	54	544	28	16	21	382	1	1	12	78	4635
	37	1	3				204	18	304	3	6	2	32		5	6	1	1074
	56	8	4		3	1	440	5	190	3		10	75			2	9	1138
	13	1					114	5	211	1	1	2	21		5	5	1	545
	61 <sub> </sub>	2	3		7	8	365 <sub> </sub>	2 <sub> </sub>	129 <sub> </sub>	12	1	4	8			2 <sub> </sub>	10	309
	18	1	2		1,	1	98	14	12	1,	- 1		22			1,		298
	1	-	-		-		8	1	1	-	2		1			-		53
	98	2	8	1	2	2	178	21	89	1	9	1	111	1	1	4	7	932
	10						16	11	14	1	2		2					154
	73	14	12		10	31	414	12	124	11	5	6	67	i		3	52	1109
	1						7		1									13
	174	9	11	1	11	32	562	25	169	11	6	5	238	1	1	5	12	1836
	5						28	8	20	1	5		3					190
	99	11	14		6	2	817	27	291	13	9	4	87			6	33	2222
	29	1	3		6	9	144	9 <sub>1</sub>	266 <sub> </sub>	2	1	12	24 <sub> </sub> 57 <sub> </sub>		5	6	33	757 577
	33	7	4		6	3	116 <sub> </sub>	1	18	4	1	2	5			1	33	127
							9	8	14	7		10	3					85
							2	5	8									33
							4	4	8	6		9						63
									2									6
							5	4	6	1		1						22
	384	54	50	3	68	46	2021	5 95	1061	64	28	48	450	1	1	30	99	7070
	50 50	4	9		1	-10	2021	30	382	6	10	5	41		5	30 11	1	1424
l																		
	434	58	59	3	69	46	2269	125	1443	70	38	53	491	1	6	41	100	8494

## **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**.\*



Jordan 363 Egypt 332 Tunisia 98 Lebanon 73 Egypt 5,265 Syria 4,831 Jordan 2,985 Iran 2,018 Tunisia 1,356

Table 13
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015	l		2018			2021
	Α	D	Total	Α	D	Total	Α	D	Total
Individual funding	2894	368	3262	2779	369	3148	2180	264	2444
Project funding	4847	1828	6675	16718	1758	18476	18663	986	19649
EU mobility funding				602	299	901	641	400	1041
Total funding	7741	2196	9937	20099	2426	22525	21484	1650	23134

Figure 14
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine 517 / 29

Engineering 4,577 / 329

Art, Music and Sports Science 596 / 186

Mathematics and Natural Sciences 1,871 / 128

Law, Economics and Social Sciences 1,896 / 381

Language and Cultural Studies 1,456 / 353

Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology 331 / 16

Interdisciplinary/other subjects, not assigned\* 10,240 / 228

<sup>\*</sup> Includes all funding areas (individual funding, project funding, EU mobility funding)

<sup>\*</sup> It is not possible to assign these to a single discipline as these figures mainly refer to funding recipients on higher education preparation programmes.



Table 14
Funding recipients from **abroad (A)** and from **Germany (D)**, by academic status (number of funded individuals)

	Α	D
Bachelor's students	6901	558
Master's students	2813	493
Doctoral candidates	1478	101
Academics and higher education teachers (incl. postdocs)	2135	361
Other funded individuals*	8157	137
Total	21484	1650

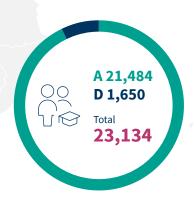
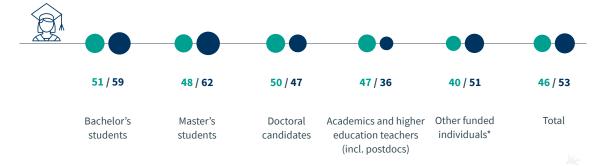


Figure 15
Proportion of women among funded individuals from abroad and from Germany by academic status (in %)



<sup>\*</sup>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 2021 Middle East, North Africa

A = Funding recipients from abroad D = Funding recipients from Germany		Afghanistan	Egypt	Algeria	Bahrain	Iraq	Iran	Israel	Yemen
I. Individual funding – total	A D	100	456 31	20 1		50 2	160 15	36 123	88
1. By status	J		31	-		2	13	123	
Bachelor's students	Α	3	188	6	1	1	6	2	
	D		8			1	12	76	
Master's students	_ A	64	54	4		1	17	19	70
	D	31	92 1	8,		47	120	29 <sub> </sub>	18
Doctoral candidates	D	31	1				120	7	10
Academics and higher education teachers (incl. postdocs)	Α	2	122	2		2	17	5	
Academics and nigher education teachers (incl. postdocs)	D	İ	16	1		1	3	11	
2. By duration of funding									
< 1 month	_ A	1	274	9		1	6	10	
	D A		12	1,		1,	17	3	1
1–6 months	_ A _		6	1		1	8	53	1
	Α .	99	163	10		48	137	23	87
> 6 months (long-term funding)	D		13	1		1	7	67	
II. Project funding – total	Α	588	4694	71	6	740	1823	155	307
	D	3	229	1		38	34	189	
1. By status		•••							
Bachelor's students	_ A _	49	2960 <sub> </sub>	3	1	80 <sub> </sub>	60	38 <sub> </sub>	17
	D	32	522	17	2	28	258	50	15
Master's students	D .	1	92	11		8	15	82	15
	Α	14	211	9		64	157	16	
Doctoral candidates	D		28			3	3	5	
Academics and higher education teachers (incl. postdocs)	Α	23	669	16		146	30	29	11
	D		37			11	12	6	
Other funded individuals*	Α	470	332	26	3	422	1318	22	264
2 De desertion of femalian	l D	1	12			5			
2. By duration of funding		22	1255	20		200	202	40	1.0
<1 month	_ A _	33	1355	38		299 <sub> </sub>	302 <sub> </sub>	49 <sub> </sub>	16
	, A	307	3129	19	3 ,	204	933	33	116
1–6 months	D		59	1		3	9	134	
> 6 months (long-term funding)	Α	248	210	14	3	237	588	73	175
>6 months (long-term runding)	D	3	2			2	5	9	
III. EU mobility programmes – total	Α		115	4		23	35	181	
	D		72			2	4	186	
1. Mobility with partner countries	Λ		68	3		12	າວ	106	
1. Erasmus student mobility (study/internship abroad)	A   D		42	3		12	23	111	
	A		47	1		11	12	75	
2. Erasmus staff mobility (lecturers, other staff)	D		30			2	4	75	
Total DAAD funding (I + II + III)	Α	688	5265	95	6	813	2018	372	395
Total DAD fulldling (1+11+111)	D	3	332	2		42	53	498	

<sup>\*</sup>Individuals in preparatory courses and higher education staff supervising projects

MIDDLE EAST, NORTH AFRICA 161

Jordan	1 Qatar	Kuwait	repanon 177	ч Libya	000 W W O C C C C C C C C C C C C C C C C C	0 man	Pakistan	Palestinian 9 territories	∞ Saudi Arabia	Syria syria	Tunisia 117	1	Total
48	1		10		3	5	3	6	2		9	5	264
17	1		90	1	1	95	1	6 <sub>L</sub>	8	82	78		582
34	1		4			1		1		100	3	4	145
135			70	2	7		48	39		190	11		731
34			13	3	10	2	199	21		35	11	1	49 652
34			13	3	10		133	21		33	11		10
23	1		4	1	4	3	10	2			17	1	215
8			3		2	2	3	4	2		4		60
37	1		3		5	3	2	5	6	2	45	1	411
			1										16
33	1		3		1		9	1		5	3	4	68
168	1		170	5	16	95 ,	246	63	2	300	69	4	113 1701
15			6	<u> </u>	3	5	3	5	2	300	6	1	135
2678	8	9	239	64	540	135	677	180	38	4519	1165	27	18663
256			42	27	26	16	26	6			74	19	986
2118			53	1	166	95	46	31	2	144	210	5	6079
92			2	8	6	2		1			7	16	307
109 52	1	2	68 <sub> </sub>	1	118	28 <sub> </sub>	261 <sub> </sub>	36 <sub> </sub> 5 <sub> </sub>	1	84	275 <sub> </sub>	12 <sub> </sub>	1920 330
34		1	8		49	3	59	6,	1,	12	144	٠,	785
14			2	4	1	3	8	-	-		15		86
243	6	1	54	22	34	8	83	36	4	17	404	3	1839
84		i	10	15	5	8	10				25		223
174	1	5	56	40	173	4	228	71	30	4262	132	7	8040
14			1	1	2		1		İ	1	5		40
672	5	3	116	26	159	31	247	47	5	196	814	3	4416
191		3	34 <sub> </sub>	27	18	7	14	91	22	2104	53	4	616
1871	1	3	8	17	310 <sub> </sub>	4	316 <sub> </sub>	5	23	2184	271	19 <sub> </sub>	9971 323
135	2	3	16	21	71	90	114	42	10	2139	80	5	4276
17						5	3				1		47
98			17		46			43		5	74		641
59			21		20			21			15		400
90			9		29			33		5	65		443
8			8		5 <sub> </sub>			10			9		230 198
14			10		15			13			7		170
2985	9	9	433	69	608	233	934	291	46	4831	1356	28	21484
363	1		73	27	49	21	29	33	2		98	24	1650
3348	10	9	506	96	657	254	963	324	48	4831	1454	52	23134

## **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 234** 

Ghana 121 Kenya 113 Tanzania 73 Namibia 59



Kenya 2,014

Ghana 1,609 Nigeria 1,002 Cameroon 751 Ethiopia 685

Table 16
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015	l		2018			2021
	Α	D	Total	Α	D	Total	Α	D	Total
Individual funding	2096	347	2443	3060	393	3453	2388	207	2595
Project funding	2661	1426	4087	4100	1737	5837	7448	564	8012
EU mobility funding				142	71	213	223	118	341
Total funding	4757	1773	6530	7302	2201	9503	10059	889	10948

Figure 17
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Engineering 1,469 / 77

Art, Music and Sports Science 57 / 23

Mathematics and Natural Sciences 1,424 / 56

Law, Economics and Social Sciences 2,633 / 239

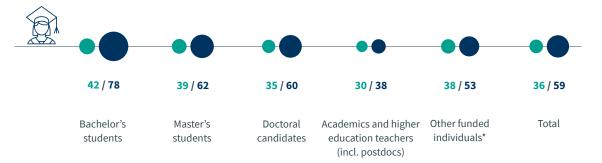
Language and Cultural Studies 575 / 148

Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology 1,085 / 72

Interdisciplinary/other subjects 1,736 / 174

<sup>\*</sup> Includes all funding areas (individual funding, project funding, EU mobility funding)

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



<sup>\*</sup>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 2021

Sub-Saharan Africa

A = Funding recipients from abroad D = Funding recipients from Germany		Angola	Ethiopia	Benin	Botswana	Burkina Faso	Burundi	Côte d'Ivoire	Djibouti	Eritrea	Eswatini	Gabon	Gambia	Ghana	Guinea	Guinea-Bissau	Cameroon	Cape Verde	Kenya	Comoros	Congo	Congo (Democratic Republic)
I. Individual funding – total	A D	1	227 11	106 1	3	36 4	18	28 4		11	2 1	2	9 2	241 18	1		117 6	1	381 29		3	17
1. By status																						
Bachelor's students	A			9		6	5	17						23			11		14			
	D		5 <sub>1</sub>	451	3,	12	61	31		10	1		2 <sub>1</sub>	10 <sub>1</sub>			24 <sub>1</sub>		13 <sub> </sub>		_	7
Master's students	D		2	1				2			1			4			2		6			
Doctoral candidates	A	1	150 <sub> </sub>	37 <sub>1</sub>		10 <sub>1</sub>	7	6		1	1	2	1	109 <sub>1</sub>	1		70 <sub>1</sub>		208 4		3	9
Academics and higher education	Α .	1,	11	15		81	1	2			_			20			12	1	39	1		1
teachers (incl. postdocs)	D		4			2		2						2			3		6			
2. By duration of funding																						
< 1 month	LA L		7 <sub>1</sub>	8		5	7	17						14			18		42 <sub>1</sub>			
	A		6,	31		6,		1,						16			10		8,			
1–6 months	D		5			1							2	10			2		11			
> 6 months (long-term funding)	Α	1	214 <sub> </sub>	95	3	25	11	10		11	2	2	9	211	1		89 <sub>1</sub>	1	331 <sub> </sub>		3	17
o moneto (tong com tanang)	D		5	1		3		4			1		05.4	8	-		4		11			
II. Project funding – total	A D	5	426 7	101 4	32 6	85 9	57 2	92 7	2	56	3 1	7	35 1 4	.338 87	33	6	601 10	1	.606 72	3	25	79 3
1. By status																						
Bachelor's students	Α		6	2	2	8	1	3		1				156	5		255 <sub> </sub>		302 <sub> </sub>		3	1
	D			- 10	2		22	1					2	8			110		13			1
Master's students	A D		99 <sub>1</sub>	12 <sub> </sub>	2	18	30 <sub>1</sub>	61 <sub>1</sub>		6	1	2	5 <sub> </sub>	294 <sub> </sub> 38 <sub> </sub>	5		143 <sub> </sub>	1,	318 <sub> </sub>		5	23
	A		92	21	4	5		8,			1			78,			48		87		1	6
Doctoral candidates	D		2					1						5			6		1			
Academics and higher education	Α	2		55 <sub> </sub>	16	30	18	14	2		1	3		394 <sub> </sub>	3	1	47	2	516 <sub> </sub>	3	4	40
teachers (incl. postdocs)	D A	3,	72 <sub>1</sub>	3 <sub> </sub>	8,	7 <sub>1</sub>	8,	1 <sub>1</sub>		49,	1,	2,	29 <sub>1</sub>	34 <sub>1</sub> 416 <sub>1</sub>	201	5 <sub>1</sub>	108		32 <sub>1</sub>		12,	9
Other funded individuals*	D .	ادا	12	11	١	24	0	2,		43			23	2,	20	ار	100		15		12	
2. By duration of funding																						
<1 month	Α	3	155	80	12	66 <sub> </sub>	19	10	2	2	2	3	27 1	.047	7	1	94	2   1	210	3	10	32
	D			3	6	6		3					1	46			7		40			
1–6 months	LA L	1	199 <sub> </sub>	8 <sub>1</sub>	11	11 <sub> </sub>	2	60 <sub>1</sub>		21	1	4	5 <sub>1</sub>	170 <sub> </sub>	17	3	428 <sub>1</sub>	1	276 <sub> </sub> 29 <sub> </sub>		13	3
	A	1	72	13	9,	8,	37	22	_	33,				121	9,	2	79		120		2	37
> 6 months (long-term funding)	D		2					1						19			1		3			
III. EU mobility programmes – total	Α	4	32	5				17						30			33		27			
Mobility with partner countries	D	3	9	4				4						16			17		12			
Erasmus student mobility (study/	Α	2	21	4				10			1	1		18			19		16			
internship abroad)	D		1											1					2			
2. Erasmus staff mobility (lecturers,	Α	2	11	1				7						12			14		11			
other staff)	D	3	8	4	25	121	75	127		C.T.		0	14-4	15	24		17 <sub>751</sub>	-2-0	10	- 2	20	o.c.
Total DAAD funding (I + II + III)	A D	10 3	685 27	212 9	35 6	121 13	75 2	137 15	2	67	5 2	9	44 1 6	609 121	34	6	751 33		014 113	3	28	96 3
Total DAAD funding – funded individuals A and D		13	712	221	41	134	77	152	2	67	7	9	50 1	730	34	6	784	4 2	127	3	28	99

<sup>\*</sup>Individuals in preparatory courses and higher education staff supervising projects

SUB-SAHARAN AFRICA 165

1 Lesotho	9 Liberia	D Madagascar	s o Malawi	IPW 17	1 Mauritania	5 L Mauritius	7 1 Mozambique	signa Namibia	9 Niger	2 Nigeria	E Swanda	Zambia	São Tomé and Príncipe	8 Senegal	Seychelles	ω Sierra Leone	2 Zimbabwe	2 Somalia	South Africa	uepnS 85	South Sudan	5 6 Tanzania	080L 32 3	L Chad	Nganda 6	Central African Republic	2388 207
	41 21	4 <sub>1</sub> 8 <sub>1</sub> 1 <sub>1</sub> 5 <sub>1</sub> 3 <sub>1</sub> 1 <sub>1</sub>	1 20 2 10	3 <sub>1</sub> 6 <sub>1</sub> 5 <sub>1</sub> 3 <sub>1</sub>	1	2 <sub>1</sub> 6 <sub>1</sub> 1 <sub>1</sub>	3 <sub>1</sub> 3 <sub>1</sub> 1 <sub>1</sub> 1 <sub>1</sub>	1 <sub>1</sub> 16 <sub>1</sub> 18 <sub>1</sub> 4 <sub>1</sub> 11 <sub>1</sub> 2 <sub>1</sub> 3 <sub>1</sub>	41 21	15 <sub>1</sub> 130 <sub>1</sub> 137 <sub>1</sub> 32 <sub>1</sub> 2	20 <sub>1</sub> 37 <sub>1</sub> 2 <sub>1</sub> 2 <sub>1</sub>	13 <sub>1</sub> 15 <sub>1</sub>		4 <sub> </sub> 2 <sub> </sub> 4 <sub> </sub> 4 <sub> </sub> 13 <sub> </sub> 1 <sub> </sub> 5 <sub> </sub>		81	8 <sub>1</sub> 11 <sub>1</sub> 27 <sub>1</sub> 11 <sub>1</sub> 2 <sub>1</sub>	5,	3 <sub>1</sub> 27 <sub>1</sub> 77 <sub>1</sub> 22 <sub>1</sub> 148 <sub>1</sub> 2 <sub>1</sub> 24 <sub>1</sub> 7 <sub>1</sub>	2 <sub>1</sub> 1 <sub>1</sub> 22 <sub>1</sub> 27 <sub>1</sub> 7 <sub>1</sub>	101 21	20 <sub>1</sub> 47 <sub>1</sub> 2 <sub>1</sub>	2 <sub>1</sub> 1 <sub>1</sub> 11 <sub>1</sub> 16 <sub>1</sub> 3 <sub>1</sub>	1 1 1	4 <sub> </sub> 1 <sub> </sub> 65 <sub> </sub> 54 <sub> </sub> 3 <sub> </sub> 8 <sub> </sub> 2 <sub> </sub>		131 92 855 52 1182 18 220 45
1	61	8 <sub>1</sub> 2 <sub>1</sub> 1 <sub>1</sub> 10 <sub>1</sub> 1 <sub>1</sub> 49 5	1 <sub>1</sub> 30 <sub>1</sub> 2 <sub>1</sub> 19 3	8 <sub> </sub> 1 <sub> </sub> 8 <sub> </sub> 2 <sub> </sub> 31	1 1	2 <sub>1</sub> 7 <sub>1</sub> 21 5	2 <sub>1</sub> 5 <sub>1</sub> 1 <sub>1</sub> 25 3	1 <sub>1</sub> 2 <sub>1</sub> 19 <sub>1</sub> 30 <sub>1</sub> 5 <sub>1</sub> 100 30	61	20 <sub>1</sub> 15 <sub>1</sub> 1 <sub>2</sub> 279 <sub>1</sub> 2 <sub>1</sub> 680 4	1 <sub> </sub> 5 <sub> </sub> 5 <sub> </sub> 5 <sub> </sub> 5 <sub> </sub> 5 <sub> </sub> 5 <sub> </sub> 5 <sub> </sub> 5	311	1	5 <sub>1</sub> 5 <sub>1</sub> 4 <sub>1</sub> 16 <sub>1</sub> 4 <sub>0</sub> 2		81	2 <sub>1</sub> 11 <sub>1</sub> 44 <sub>1</sub> 2 <sub>1</sub> 60	51	7 <sub> </sub> 1 <sub> </sub> 10 <sub> </sub> 33 <sub> </sub> 235 <sub> </sub> 24 <sub> </sub> 319 157	8 <sub> </sub> 1 <sub> </sub>   50 <sub> </sub> 1 <sub> </sub> 101 10	12	2 <sub> </sub>   1 <sub> </sub>   67 <sub> </sub> 1 <sub> </sub> 274 71	3 <sub> </sub> 1 <sub> </sub> 2 <sub> </sub> 28 <sub> </sub> 1 <sub> </sub> 125 9	1,	10 <sub> </sub> 1 <sub> </sub> 2 <sub> </sub> 1 <sub> </sub> 119 <sub> </sub> 4 <sub> </sub> 300 8	2	194 17 101 102 2093 88 7448 564
	7,	5 <sub>1</sub> 1 <sub>1</sub> 5 <sub>1</sub> 3 <sub>1</sub> 5 <sub>1</sub> 35 <sub>1</sub>	2 <sub>1</sub> 2 <sub>1</sub> 3 <sub>1</sub> 1 <sub>1</sub> 3 <sub>1</sub> 5 <sub>1</sub>	2 <sub>1</sub> 12 <sub>1</sub> 12 <sub>1</sub> 12 <sub>1</sub> 5 <sub>1</sub>		1 <sub> </sub> 3 <sub> </sub> 1 <sub> </sub> 2 <sub> </sub> 3 <sub> </sub> 16 <sub> </sub>	10 <sub>1</sub> 10 <sub>1</sub> 10 <sub>1</sub> 11 10 <sub>1</sub> 11 11 11 11 11 11 11 11 11 11 11 11 1	12 <sub>1</sub> 14 <sub>1</sub> 29 <sub>1</sub> 7 <sub>1</sub> 10 <sub>1</sub> 2 <sub>1</sub> 28 <sub>1</sub> 7 <sub>1</sub>	26 <sub>1</sub> 10 <sub>1</sub> 14 <sub>1</sub> 13 <sub>1</sub>	29 <sub>1</sub> 1 <sub>1</sub> 242 <sub>1</sub> 2 <sub>1</sub> 86 <sub>1</sub> 102 <sub>1</sub> 221 <sub>1</sub>	143 <sub> </sub> 8 <sub> </sub> 130 <sub> </sub> 9 <sub> </sub> 28 <sub> </sub> 7 <sub> </sub> 126 <sub> </sub> 12 <sub> </sub> 82 <sub> </sub>	1 <sub>1</sub> 7 <sub>1</sub> 2 <sub>1</sub> 4 <sub>1</sub> 24 <sub>1</sub> 3 <sub>1</sub> 9 <sub>1</sub>	1	4 <sub>1</sub> 10 <sub>1</sub> 2 <sub>1</sub> 11 <sub>1</sub> 8 <sub>1</sub> 7 <sub>1</sub>	2	9 <sub>1</sub> 2 <sub>1</sub> 2 <sub>1</sub> 5 <sub>1</sub>	1 <sub> </sub>   9 <sub> </sub>   7 <sub> </sub>     36 <sub> </sub>	11 19 1	28   49   66   81   59   6   90   13   76   8	3 <sub>1</sub> 2 <sub>0</sub> 2 <sub>1</sub> 5 <sub>1</sub> 12 <sub>1</sub> 6 <sub>1</sub>	18 <sub>1</sub> 18 <sub>1</sub> 3 <sub>1</sub> 5 <sub>1</sub>	1 <sub>1</sub> 25 <sub>1</sub> 66 <sub>1</sub> 30 <sub>1</sub> 23 <sub>1</sub> 5 <sub>1</sub> 80 <sub>1</sub> 9 <sub>1</sub> 104 <sub>1</sub> 2 <sub>1</sub>	10 <sub> </sub> 2 <sub> </sub> 14 <sub> </sub> 6 <sub> </sub> 23 <sub> </sub> 64 <sub> </sub> 1 <sub> </sub> 14 <sub> </sub>	3 <sub>1</sub> 2 <sub>1</sub>	36 <sub> </sub> 4 <sub> </sub> 73 <sub> </sub> 4 <sub> </sub> 37 <sub> </sub> 71 <sub> </sub> 83 <sub> </sub>	2	1020 138 1757 218 689 37 1983 137 1999 34
7	5 <sub> </sub> 3 <sub> </sub> 1 <sub> </sub>	41 <sub>1</sub> 4 <sub>1</sub> 5 <sub>1</sub> 4 <sub>1</sub> 7 6	15 <sub> </sub> 2 <sub> </sub> 3 <sub> </sub> 1 <sub> </sub> 1 <sub> </sub>	19 <sub> </sub> 5 <sub> </sub> 7 <sub> </sub> 1 <sub> </sub> 12 6	1	12 <sub> </sub> 1 <sub> </sub> 6 <sub> </sub> 4 <sub> </sub> 3 <sub> </sub>	15 <sub> </sub> 9 <sub> </sub> 3 <sub> </sub> 1 <sub> </sub> 2 2	45 <sub>1</sub> 11 <sub>1</sub> 19 <sub>1</sub> 18 <sub>1</sub> 36 <sub>1</sub> 1 <sub>1</sub> 6		262 <sub>1</sub> 1 <sub>1</sub> 310 <sub>1</sub> 3 <sub>1</sub> 108 <sub>1</sub>	408 <sub>1</sub> 22 <sub>1</sub> 59 <sub>1</sub> 15 <sub>1</sub> 42 <sub>1</sub>	24 <sub> </sub> 2 <sub> </sub> 17 <sub> </sub> 4 <sub> </sub> 3 <sub> </sub>	1	19 <sub> </sub> 12 <sub> </sub> 2 <sub> </sub> 9 <sub> </sub> 4	2	9   6   3	35 <sub>1</sub> 17 <sub>1</sub> 8 <sub>1</sub>	2 <sub> </sub>	207 <sub>1</sub> 33 <sub>1</sub> 87 <sub>1</sub> 119 <sub>1</sub> 25 <sub>1</sub> 5 <sub>1</sub> 21	27 <sub>1</sub> 6 <sub>1</sub> 55 <sub>1</sub> 4 <sub>1</sub> 19 <sub>1</sub>	5 <sub> </sub>	107 <sub> </sub> 14 <sub> </sub> 86 <sub> </sub> 57 <sub> </sub> 81 <sub> </sub>	93 <sub> </sub> 17 <sub> </sub> 5 <sub> </sub> 15 <sub> </sub> 4 <sub> </sub>	2 <sub> </sub>	184 <sub> </sub> 1 <sub> </sub> 46 <sub> </sub> 7 <sub> </sub> 70 <sub> </sub> 8 1	2	4365 205 2024 322 1059 37 223 118
8	15	3 <sub>1</sub> 4 <sub>1</sub> 6 <sub>1</sub> 76 13	49 6	1 <sub>1</sub> 11 <sub>1</sub> 6 <sub>1</sub> 60 9	2	28 7	1 <sub> </sub>	6 <sub>1</sub> 4 <sub>1</sub> 139 59	69 1	6 <sub>1</sub> 2 <sub>1</sub> 6 <sub>1</sub> 1002 13	568 48 616	75 6	2	2 <sub> </sub> 2 <sub> </sub> 2 <sub> </sub> 70 12	2 1		1117 2	27	12 <sub> </sub> 1 <sub> </sub> 9 <sub> </sub> 18 <sub> </sub> 592 234	159 12	38	3 <sub> </sub> 346 73	157 12	2 <sub> </sub> 2 <sub> </sub> 7 <sub> </sub> 11 7	5 <sub>1</sub> 3 <sub>1</sub> 1 <sub>1</sub> 439 15		125 5 98 113 10059 889

## Asia, Pacific

Figure 19
Top 5 destination countries for funding recipients from **Germany** and top 5 countries of origin for funding recipients from **abroad**.\*



Korea (Republic) 818

China 345 Japan 252 Vietnam 139 Australia 135



India 2,581 China 1,849 Vietnam 1,793 Indonesia 779 Korea (Republic) 504

Table 19
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015	l		2018			2021
	Α	D	Total	Α	D	Total	Α	D	Total
Individual funding	2459	1493	3952	2244	1359	3603	2163	565	2728
Project funding	4773	5406	10179	4898	6036	10934	8192	1639	9831
EU mobility funding				405	207	612	266	150	416
Total funding	7232	6899	14131	7547	7602	15149	10621	2354	12975

Figure 20
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine 373 / 31

Engineering 2,352 / 391

Art, Music and Sports Science 428 / 79

Mathematics and Natural Sciences 1,589 / 248

Law, Economics and Social Sciences 1,811 / 962

Language and Cultural Studies 952 / 388

Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology 509 / 23

Interdisciplinary/other subjects 2,607 / 232

<sup>\*</sup> Includes all funding areas (individual funding, project funding, EU mobility funding)

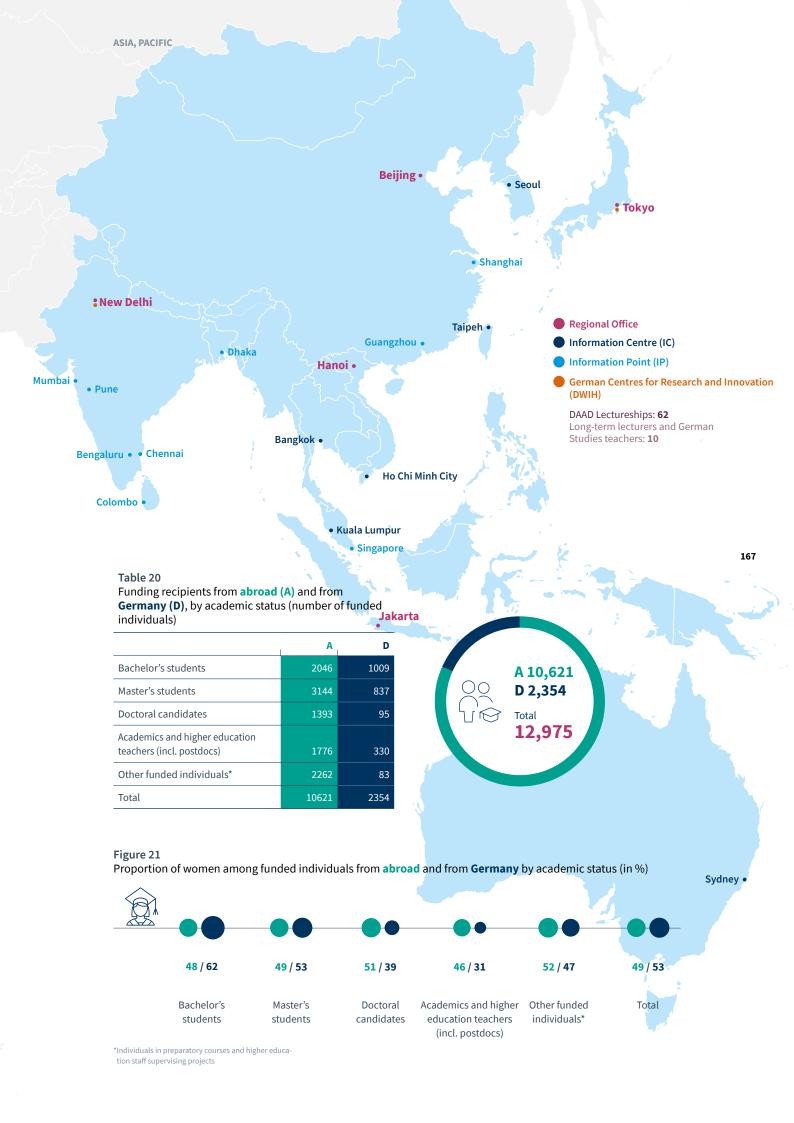


Table 21: Funded individuals from abroad and from Germany by countries of origin/destination countries and funding areas in 2021 Asia, Pacific

A = Funding recipients from abroad D = Funding recipients from Germany		Australia	Bangladesh	Bhutan	Brunei Darussalam	China	ii <u>l</u>	Hong Kong (CN)	India	Indonesia	Japan	Cambodia
I. Individual funding – total	A D	42 65	64	13 1		297 101	1	15 11	563 25	199 17	194 107	7 1
1. By status		- 03				101	-	-11	23	- 11	101	
Bachelor's students	Α	2				60		5	136	28	23	
	D	29 <sub> </sub>	44	10		35 1		5 <sub> </sub>	10	87	23 <sub> </sub>	4
Master's students	D	25	44	10		26		4	5	1	58	4
Doctoral candidates	Α	12	18	3		80		7	242	77	32	3
	D	5		1		15	1	1	3	3	19	
Academics and higher education teachers (incl. postdocs)	A	16 <sub> </sub>	2			122 <sub> </sub>		1	61 <sub> </sub>	7 <sub>1</sub>	97	1
2. By duration of funding		0				30		-	'	0	,	
<1 month	Α	15	2			112		6	104	29	114	
· I month	D	2				7			3	2	10	
1–6 months	_ A _	7	1			6			118	5	10	
	D	32 <sub> </sub>	61	13		10 <sub> </sub>	1	9 1	341 <sub>1</sub>	5 <sub> </sub>	9 <sub> </sub> 70 <sub> </sub>	7
> 6 months (long-term funding)	D	31		1		84		7	12	10	88	1
II. Project funding – total	Α	48	365	26	3	1502	1	25	2001	565	150	17
	D	50	2			234	1	53	60	56	127	2
1. By status	ΙΑ Ι	4	7			394		2	112	143	34	
Bachelor's students	D	16	1			68	1	33	12	28	57	
Master's students	Α	13	138	6	1	334	1	9	861	138	46	1
Musici 3 students	D	19				89	1	20	19	17	66	1
Doctoral candidates	_ A _	5 <sub> </sub> 7 <sub> </sub>	16	2		110		1	197 <sub> </sub>	23	24	1
Academics and higher education teachers (incl.	D	21	37	17	2 ,	76			189	139	20 ,	4
postdocs)	D	8	1			63			15	10	4	1
Other funded individuals*	Α	5	167	1	i	588		13	642	122	26	11
	l D					10			7			
2. By duration of funding												
< 1 month	_ A _	26 <sub> </sub>	91	11		261 <sub> </sub>		4 <sub> </sub>	588 <sub> </sub>	357 <sub> </sub>	27 <sub> </sub>	16
	Α ,	16	180	12	3	957	1	16	1154	140	102	1
1–6 months	D	34	2			104	1	48	32	40	96	1
> 6 months (long-term funding)	Α	6	94	3		284	1	5	259	68	21	
	D	8		4		74			9 17	7	16	1 12
III. EU mobility programmes – total	A D	7 20		4		50 10			10	15 11	22 18	3
1. Mobility with partner countries												
Erasmus student mobility (study/internship abroad)	Α	3		3		38			6	7	16	8
assume state in boning (state)/internship abilitati	D	9							1		8	
2. Erasmus staff mobility (lecturers, other staff)	_ A _	4		1		12			9	11	10	3
	D A	97	429	43	3	1849	1	40	2581	779	366	36
Total DAAD funding (I + II + III)	D	135	2	1		345	2	64	95	84	252	6

<sup>\*</sup>Individuals in preparatory courses and higher education staff supervising projects

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Korea (Republic)	Laos	Malaysia	Maldives	Marshall Islands	Mongolia	Myanmar	Nepal	New Zealand	Papua New Guinea	Philippines	Singapore	Sri Lanka	Taiwan	Thailand	Timor-Leste	Vietnam	Total
126 118	3	21 8	1		41 5	39 2	84 4	13 9		53 1	16 23	30 3	55 21	64 25	1	223 16	2163 565
110											23					10	303
12		İ			17	1	İ				5	7	15	13		25	349
80		3			12	26	2	1		22	16	1	11	13		6	231
29	1	3	<u> </u>		12	26 <sub> </sub>	66	6 <sub>1</sub>		33	4	12	5 <sub>1</sub>	17 <sub> </sub>		64 <sub> </sub>	653 177
47	2	17			12	12	17	3		18	4	10	23	21	1	84	745
3								1			2	1		1			56
21		2					1	4		2	3	1	12	13		50	416
6		2	1		4	1	2	1		1	1		2	8		8	101
33	1	2 1	_1_		5 1	4 1	1,	3 1		1,	7 1	7 1	25 1	18 ,		140	628
5							2	1			1			1		1	35
4	i			i		i	1	1	i	1		1	5	7		2	169
51		3	1				2	1			15	2	9	10		5	170
89	3	19			36	35	82	9 <sub> </sub> 7 ,		51	9 <sub>1</sub>	22	25	39	1	81	1366
62 365	6	5 <sub> </sub>	1	1	5 <sub> </sub>	2 276	241	10	1	108	169	129	12 <sub> </sub>	14 <sub> </sub>	1	10 1510	360 8192
685	2	19	1	Ō	25	2.0	17	6		1	28	5	69	93		103	1639
77		29	1		107	1	21	3		3	5	13	41	14		610	1621
416	1	7			10	16	4	5		1	12	4	23	43		23	765
261		31 <sub> </sub> 2 <sub> </sub>	1		11 <sub> </sub>	16	78 <sub> </sub>	1		20	152 <sub> </sub>	24	40 <sub> </sub>	53 <sub> </sub>		290 <sub> </sub>	2406 637
44	1	6			4	14	7,			10	14	27	8	15		107	622
3		3			3								1	2		4	35
35		31		1	6	178	90	2		34	6	17	34	78	1	306	1324
4	1	7			5		4				2	1	6	4		40	176
68	5	51			16	67	45 <sub> </sub>	3	1	41	6	48	70	26		197 <sub> </sub>	2219
1					1		1							1		٦_	20
64	5	86			11	201	132	3	1	78	10	77	68 <sub>1</sub>	74	1	557 <sub>I</sub>	2748
19	1	1			13		11				2	1	10	10		15	195
243		54	1		41	64	90	4	1	24	32	37	102	47		815	4137
655	1	16	1		9		6	6		1	26	3	56	81		76	1295
58	1	2		1	92	11	19	3		6	127	15	23 <sub> </sub>	65 <sub> </sub> 2 <sub> </sub>		138	1307 149
13	5	2			3	22	5	5		1		2	13	13		60	266
15	7					10	1	9		1			3	12		20	150
9	4					20	4	4				1	12	9		43	187
10	1					2	1	7		1		1	3	1		17	40 70
5	6					10	1	2		1,		1	1	12		17 <sub> </sub>	79 110
504	14	169	1	1	185	337	330	28	1	162	185	161	261	263	2	1793	10621
818	9	27	2		30	12	22	24		3	51	8	93	130		139	2354
																	40.00
1322	23	196	3	1	215	349	352	52	1	165	236	169	354	393	2	1932	12975

## **Complete overview**

Table 22: Funded individuals from abroad and from Germany by funding area 2020/2021

		Funded in		Funded in from Ge		Total f		of whom new
Ca	lendar year	2020	2021	2020	2021	2020	2021	2021
I. Individual funding – total		10427	14821	4548	5048	14975	19869	11019
1. By status								
Bachelor's students		1062	3607	1554	1921	2616	5528	4624
Master's students		4211	4830	1567	1620	5778	6450	2789
Doctoral candidates		4103	4411	441	552	4544	4963	1993
Academics and higher education teachers (incl. postdocs)		1051	1973	986	955	2037	2928	1613
2. By duration of funding								
<1 month		791	3456 .	567	602	1358	4058	3438
1-6 months		894	1687	1648	602 1742	2542	3429	
> 6 months (long-term funding)		8742	9678	2333 1	2704	11075	12382	3150 4431
		0142	3010	2333	2104	11075	12302	4431
3. Selection of major programmes								
DAAD One-Year Scholarships for Research and Studies		3876	4268	1344	1418	5220	5686	2176
Scholarships through Third-Party-Funded Programmes		2423	2207	20	23	2443	2230	806
In-Country/In-Region Scholarship Programmes		1321	1323		2	1321	1325	484
Lektors				538	495	538	495	88
Long-term Lecturers, Guest Lecturers, Professorships				76	68	76	68	15
Travel Grants for Conferences or Invited Lecturers				227	195	227	195	195
Language and subject courses		8	2209			8	2209	2209
Internships		2	372	797	740	799	1112	1016
Research Stays for Lecturers		232	455	3	3	235	458	437
II. Project funding – total		38498	56546	8450	10860	46948	67406	53158
1. By status								
Bachelor's students		10309	13586	2932	4523	13241	18109	16585
Master's students		6731	9937	3396	3822	10127	13759	12035
Doctoral candidates		1977	3754	430	584	2407	4338	3407
Academics and higher education teachers (incl. postdocs)		3656	9162	1412	1601	5068	10763	7877
Other funded individuals*		15825	20107	280	330	16105	20437	13254
2. By duration of funding								
< 1 month		10371	20455	3598	4293	13969	24748	21508
1-6 months		23107	24375	3691	5537	26798	29912	25650
> 6 months (long-term funding)		5020	11716	1161	1030	6181	12746	6000
3. Selection of major programmes								
PROMOS – Programme to Increase the Mobility of German Students				4262	5407	4262	5407	5407
Structural programmes for study abroad (ISAP, Double Degree)		379	543	883	893	1262	1436	1011
Grant and Support Programmes (STIBET)		5862	5603			5862	5603	4863
Programme for Project-Related Personal Exchange (PPP)		84	233	354	456	438	689	497
Integra – Integrating Refugees in Degree Programmes		10452	10896			10452	10896	6394
		Project 2018	Project 2019	Project 2018	Project 2019	Project 2018	Project 2019	Project 2019
III. EU mobility programmes – total		157	3050	48958	44581	49115	47631	47631
1. Mobility with programme countries								
1. Erasmus student mobility (study abroad)			1	33290	33790	33290	33790	33790
2. Erasmus student mobility (internships abroad)				9009	7062	9009	7062	7062
3. Erasmus staff mobility (lecturers, other staff)		157	65	6659	2430	6816	2495	2495
2. Mobility with partner countries			Project 2018		Project 2018		Project 2018	Project 2018
Erasmus student mobility (study/internship abroad)			2024		530		2554	2554
2. Erasmus staff mobility (lecturers, other staff)			961	1	769		1730	1730
Total DAAD funding (I + II + III)		49082	74417	61956	60489	111038	134906	111808

<sup>\*</sup>Individuals in preparatory courses and higher education staff supervising projects

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Table 23
Funding recipients from abroad (A) and from Germany (D), by funding area (number of funded individuals)

			2015			2018			2021
	A	D	Total	Α	D	Total	Α	D	Total
Individual funding	21108	8865	29973	17101	8512	25613	14821	5048	19869
Project funding	30379	24007	54386	43293	25218	68511	56546	10860	67406
EU mobility funding	90	40642	40732	3286	47778	51064	3050	44581	47631
Total funding	51577	73514	125091	63680	81508	145188	74417	60489	134906

Figure 22
Funding recipients from **abroad** and from **Germany**, by subject group (number of funded individuals)

Medicine 2,712 / 2,522

Engineering 12,330 / 7,580

Art, Music and Sports Science 2,271 / 3,552

Mathematics and Natural Sciences 8,635 / 6,276

Law, Economics and Social Sciences 13,338 / 24,538

Language and Cultural Studies 7,949 / 11,168

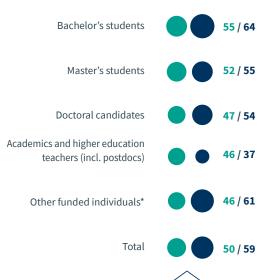
Veterinary Medicine; Agriculture, Forestry and Food Sciences; Ecology **2,844 / 1,341** 

Interdisciplinary/other subjects 24,338 / 3,512

Table 24
Funding recipients from abroad (A) and from
Germany (D), by academic status (number of funded individuals)

	Α	D
Bachelor's students	18284	33788
Master's students	15557	17583
Doctoral candidates	8307	1406
Academics and higher education teachers (incl. postdocs)	11586	4124
Other funded individuals*	20683	3588
Total	74417	60489

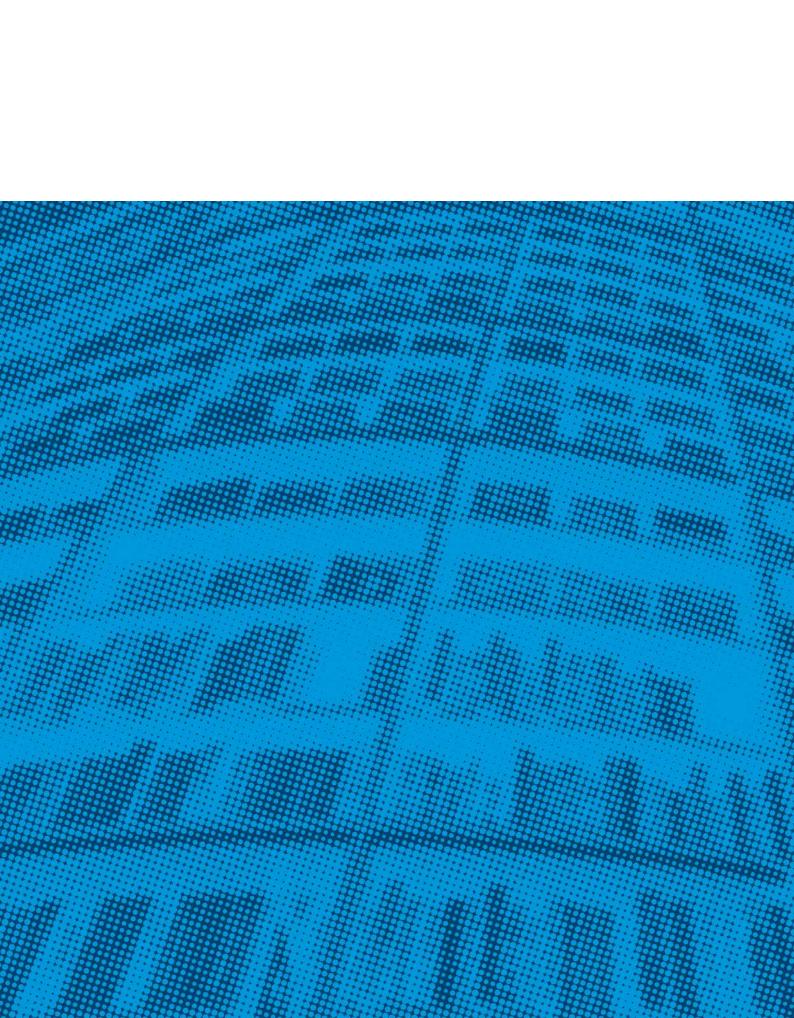
Proportion of women among funded individuals from **abroad** and from **Germany** by academic status (in %)







<sup>\*</sup>Individuals in preparatory courses and higher education staff supervising projects



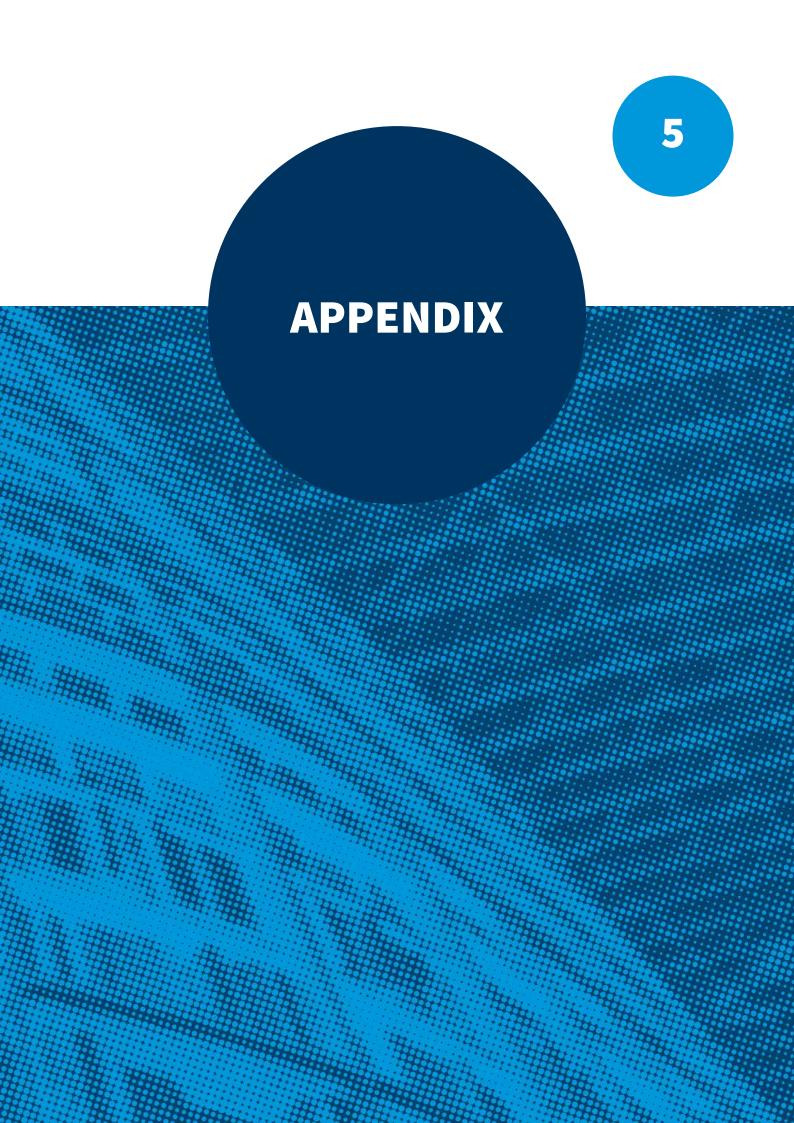


Table 24: Annual financial statement 2021

Fun	ding bodies and programmes	Total funding EUR	Total expenditure EUR
Sec	tion I–II – Institutional administrative budget (operations including investments)		
1	Administrative budget for domestic operations		
	Own funds	191,181.25	191,181.25
	Federal State of Berlin	593,000.00	593,000.00
	Federal Foreign Office (AA)	35,763,892.92	35,755,850.86
	Total domestic	36,548,074.17	36,540,032.11
2	Administrative budget for international operations		
	Own funds	1,679,780.84	1,679,780.84
	Federal Foreign Office (AA)	10,258,596.15	10,211,640.07
	Total international	11,938,376.99	11,891,420.91
	Section I-II - Administrative budget for operations in Germany and abroad	48,486,451.16	48,431,453.02
Sec	tion III – Federal Foreign Office institutional programme budget		
	Federal Foreign Office institutional programme budget operative funds		
	Programme funds	157,802,134.42	157,802,134.42
	Section III - Federal Foreign Office institutional programme budget operative funds	157,802,134.42	157,802,134.42
Sec	tion IV - Project budget from public funding bodies		
1	Federal Foreign Office (AA)		
	Programme funds	6,863,924.58	6,461,209.63
	Project-related administrative funds	875,740.85	840,001.17
	Total AA	7,739,665.43	7,301,210.80
2	Federal Ministry of Education and Research (BMBF)		
	Programme funds	177,456,540.42	153,704,928.60
	Project-related administrative funds	28,508,688.26	25,395,156.94
	Total BMBF	205,965,228.68	179,100,085.54
3	Federal Ministry for Economic Cooperation and Development (BMZ)		
	Programme funds	41,499,123.20	41,156,559.38
	Project-related administrative funds	6,395,619.32	6,394,060.12
	Total BMZ	47,894,742.52	47,550,619.50
4	Federal Ministry for Economic Affairs and Climate Action (BMWK)		
	Programme funds	852,169.31	847,851.97
	Project-related administrative funds	234,983.78	230,946.15
	Total BMWK	1,087,153.09	1,078,798.12
5	Federal states	·	
	Programme funds	9,074,723.11	8,962,713.34
	Project-related administrative funds	1,149,520.27	1,115,999.28
	Total federal states	10,224,243.38	10,078,712.62
6	European Union (EU) and other international organisations		
	Programme funds	127,132,020.50	108,109,569.78
	Project-related administrative funds	4,327,458.52	4,762,260.03
	Total EU and other international organisations	131,459,479.02	112,871,829.81
	Programme funds	362,878,501.12	319,242,832.70
	Project-related administrative funds	41,492,011.00	38,738,423.69
	Section IV – Project budget from public funding bodies	404,370,512.12	357,981,256.39
	Programme funds	520,680,635.54	477,044,967.12
	Project-related administrative funds	89,978,462.16	87,169,876.71
	Section I–IV – Administrative, programme and project budget from public funding bodies	610,659,097.70	564,214,843.83

	Funding bodies and programmes		Total funding EUR	Total expenditure EUR
Sectio	n V – Project budget from third-party funds			
1	Consortium for International Higher Education Marketing GATE-Germany			
	Programme funds	1	214,196.22	214,196.22
	Project-related administrative funds		1,065,928.78	1,065,928.78
	Total Consortium for International Higher Education Marketing	i	1,280,125.00	1,280,125.00
2	International DAAD Academy (IDA)			
	Programme funds	1	66,479.56	66,479.56
	Project-related administrative funds	<u> </u>	306,400.44	306,400.44
	Total IDA	<u> </u>	372,880.00	372,880.00
3	Gesellschaft für Internationale Zusammenarbeit (GIZ)			
	Programme funds	1	3,197,915.83	2,326,282.90
	Project-related administrative funds	-	1,050,564.39	798,925.78
	Total GIZ		4,248,480.22	3,125,208.68
4	Programmes with partners in Germany and abroad		'	
	Programme funds	1	13,749,993.27	10,964,349.83
	Project-related administrative funds	<u> </u>	1,741,161.25	1,907,928.43
	Total programmes with partners in Germany and abroad		15,491,154.52	12,872,278.26
5	Stifterverband für die Deutsche Wissenschaft (SV)		'	
	Programme funds	1	924,887.24	524,316.37
	Project-related administrative funds	<u> </u>	149,699.82	137,950.71
	Total SV		1,074,587.06	662,267.08
6	Dr Mildred Scheel Foundation for Cancer Research			
	Programme funds	1	420,103.01	543,652.04
	Project-related administrative funds	<u> </u>	32,318.25	37,052.83
	Total Dr Mildred Scheel Foundation	<u> </u>	452,421.26	580,704.87
7-11	Other funding bodies			
	Programme funds	1	699,855.70	299,128.76
	Project-related administrative funds	i	406,226.58	655,302.66
	Total other funding bodies	i	1,106,082.28	954,431.42
	Programme funds		19,273,430.83	14,938,405.68
	Project-related administrative funds		4,752,299.51	4,909,489.63
	Section V - Project budget from third-party funds		24,025,730.34	19,847,895.31
	Programme funds		539,954,066.37	491,983,372.80
	Project-related administrative funds		94,730,761.67	92,079,366.34
	TOTAL sections I – V	(	34,684,828.04	584,062,739.14

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Term of office 2020-2023, last updated: May 2021

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As of: May 2021

HIGHER EDUCATION INSTITUTION MEMBERS: 242 STUDENT BODIES MEMBERS: 106

## **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 85 selection committees where about 520 higher education teachers work alongside experts from industry, government and academic and scientific administration. Most committee members are appointed by the DAAD Executive Committee for a period of four years. In 2021 one such fouryear appointment period came to an end and the new committee members were appointed for the period from 2022 to 2025. When recruiting new assessors the DAAD was able to draw on many expressions of interest that had been received following an appeal by the DAAD. This approach made it possible to recruit many new members, many of whom had previously received funding, which is particularly pleasing for the DAAD.

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 also a fundamental criterion for assessing funding decisions based on independent expertise,' explains Dr Simone Burkhart, head of Scholarship Policies in the Scholarships division. It is not always easy to find suitable assessors, particularly for highly specialised areas of research.

The DAAD is therefore all the more grateful to the many volunteers who responded with such commitment and conscientiousness to their appointment to a selection committee or to short-term requests for their assistance. The DAAD would also like to thank all these volunteers for continuing to be involved even during the pandemic. For almost two years selection committee meetings have often been held virtually, which can be a considerable challenge for the assessors, many of whom are looking forward to meetings in person in the coming year.



## **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



## **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



## Addresses abroad

## DAAD Regional Offices and German Centres for Research and Innovation (DWIH)

## Amman Regional Office (est. 2019)

responsible for Jordan, Iraq and Lebanon

### Deutscher Akademischer Austauschdienst

UoJ 2nd Investment Building (4th floor) next to University of Jordan, North Gate

Ahmed Al-Tarawneh Street 11942 Amman (Jordan)

Tel. +962 (79) 603 71 81

info@daad-jordan.org · www.daad-jordan.org

## Bogotá Regional Office (est. 2019)

responsible for Colombia, Ecuador, Peru and Venezuela

## Servicio Alemán de Intercambio Académico

Oficina Regional de Bogotá

Calle 70 #4-30, Emaus - Los Rosales

110321 Bogotá (Colombia)

Tel. +57 (601) 905-4943

info.bogota@daad.de · www.daad.co

## Brussels Regional Office (est. 2007)

responsible for EU Institutions

## DAAD Branch Office Brussels

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1050 Brussels (Belgium)

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buero.bruessel@daad.de · www.daad-brussels.eu

## Hanoi Regional Office (est. 2003)

responsible for Vietnam, Cambodia, Laos and Myanmar

## **Deutscher Akademischer Austauschdienst**

Vietnamesisch-Deutsches Zentrum

Trung Tam Viet-Duc

Hanoi University of Science and Technology

Dai Co Viet/Tran Dai Nghia

Hanoi (Vietnam)

Tel. +84 (24) 38 68 37 73

daad@daadvn.org · www.daad-vietnam.vn

## Jakarta Regional Office (est. 1990)

responsible for Indonesia, Malaysia, Singapore and Timor-Leste

## **German Academic Exchange Service**

JI. Jend. Sudirman, Kav. 61–62 Summitmas Tower 2, 14<sup>th</sup> Floor 12190 Jakarta (Indonesia)

Tel. +62 (21) 520 08 70, 525 28 07

info@daadjkt.org · www.daad.id

## Cairo Regional Office (est. 1960)

responsible for Egypt and Sudan

## **Deutscher Akademischer Austauschdienst**

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info@daadcairo.org · www.daad.eg

## London Regional Office (est. 1952)

responsible for the UK and Ireland

## **German Academic Exchange Service**

9 Southampton Place

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info.london@daad.de · www.daad.org.uk

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responsible for Mexico, Central America and the

Caribbean

## Servicio Alemán de Intercambio Académico

Oficina Regional Ciudad de México

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Del. Miguel Hidalgo

C.P. 11590 Mexico, D.F. (Mexico)

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## Moscow Regional Office (est. 1993)

responsible for the Russian Federation and manages the

Moscow DWIH

## **Deutscher Akademischer Austauschdienst**

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daad@daad.ru · www.daad.ru

## Nairobi Regional Office (est. 1973)

responsible for Kenya, Ethiopia, Burundi, Rwanda,

South Sudan, Tanzania and Uganda

## **German Academic Exchange Service**

Regional Office for Africa

Madison Insurance House, 3rd floor, Upper Hill Close

P.O. Box 14050

00800 Nairobi (Kenya)

Tel. +254 (733) 92 99 29

info.nairobi@daad.de · www.daad.or.ke

## New Delhi Regional Office (est. 1960)

responsible for India, Bangladesh, Bhutan, Nepal and Sri Lanka and manages the New Delhi DWIH

## **German Academic Exchange Service**

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Tel. +91 (11) 66 46 55 00

info@daaddelhi.org · www.daad.in

## New York Regional Office (est. 1971)

responsible for the USA and Canada and manages the
New York DWIH

## **German Academic Exchange Service**

DAAD Regional Office New York

871 United Nations Plaza

10017 N.Y. (USA)

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daad.newyork@daad.de · www.daad.org

## Paris Regional Office (est. 1963)

responsible for France

## Office Allemand d'Echanges Universitaires

Bureau du DAAD à Paris

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info-paris@daad.de · www.daad-france.fr

## Beijing Regional Office (est. 1994)

responsible for the People's Republic of China (incl. Hong Kong and Macao)

## Deutscher Akademischer Austauschdienst

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## Rio de Janeiro Regional Office (est. 1972)

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## Tblisi Regional Office, (est. 2021)

responsible for Armenia and Azerbaijan

## **Deutscher Akademischer Austauschdienst**

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## Tokyo Regional Office (est. 1978)

responsible for Japan and South Korea and manages the Tokyo DWIH

## **Deutscher Akademischer Austauschdienst**

**Deutsches Kulturzentrum** 

Akasaka 7-5-56, Minato-ku

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daad-tokyo@daadjp.com · www.daad.jp

## Tunis Regional Office (est. 2020)

responsible for Tunisia, Algeria, Libya and Morocco

## **Deutscher Akademischer Austauschdienst**

DAAD Bureau Régional Tunis

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 $info@daad.tn \cdot www.daad.tn$ 

## Warsaw Regional Office (est. 1997)

responsible for Poland and the Czech Republic

## Niemiecka Centrala Wymiany Akademickiej

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www.daad.de/adressen

For the websites of the German Centres for Research and Innovation (DWIH), please visit



www.dwih-netzwerk.de

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General Administration and Purchasing Christoph Weber (tel. -126)

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## Susanne Reinbott (tel. -8669

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IT Applications for Scholarships and Projects

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IT Business Applications and Administration

Digital Workplace

Laura Nußbaum (tel. -248)

# Ralf Gandras (tel. -536)

## 731

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Facility Management Silke Marschall (tel. -409)

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## Research and Studies

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Christian Strowa (tel. -288)

Competence Centre for International Academic Collaboration Dr Claudia Nospickel (tel. -8967) / Acting Head of

Section: Dr Friederike Schröder (tel. -8307)

DAAD Network

Dr Frens Stöckel (tel. -583)

International DAAD Academy (iDA) Alema Ljumanovic-Hück (tel. -707)

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For the websites of the DAAD's Regional Offices and Information Centres please visit www.daad.de/offices

As of: February 2022

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Prof Dr Joybrato Mukherjee

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Dr Michael Harms

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East Central Europe, South East Europe, Turkey

Eastern Europe, Central Asia and South Caucasus

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As of 01/04: Anna Katharina Rusche (tel. -342)

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**DEPUTY SECRETARY GENERAL** 

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