



Knowledge – Action – Change

Three alumni surveys in review
25 years of DAAD postgraduate courses

DAAD

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Federal Ministry
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 and Development

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Roland Lindenthal

Head of Section "Education",
 Federal Ministry for Economic
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Preface BMZ

Since 1987, the Federal Ministry for Economic Cooperation and Development (BMZ) has been funding the DAAD programme "Development-Related Postgraduate Courses". The motivation behind this support is the conviction that developing and emerging countries need highly educated professionals who can independently devise, implement and take responsibility for processes of development and innovation in their home countries.

The 42 selected postgraduate courses in this programme meet international academic standards, address needs in developing and emerging countries, and offer funding opportunities, particularly to women and applicants from disadvantaged social groups. Raising the quality and relevance of higher education and facilitating access to it are also postulates of the BMZ strategy published in 2010, entitled "Ten Objectives for More Education". Objective No. 5 explicitly reads: "Promote Higher Education and Research for Future Elites". The cooperation between the BMZ and the DAAD makes a substantial contribution towards achieving this objective.

Because the BMZ has been involved in the programme "Development-Related Postgraduate Courses" from the very beginning, we welcome this third alumni tracer study as an important instrument for analysing the effects of the programme. According to the study, 70% of those funded return to their respective countries of origin and fill positions in middle or upper management there. We consider this a great success. By linking current research knowledge with local know-how, around three-quarters of all alumni succeed in initiating important impulses for development within their professional environments. This means that the concept "from student to change agent" works! We are especially glad that more and more women are benefitting from the DAAD scholarship programme. In 1987, only 14% of all DAAD scholarship holders were female. This number reached 44% by 2009 and has now been increased to 46% for the academic year 2013.

This current study strengthens our conviction that the funding of higher education in developing and emerging countries is a step along the right path to achieving development partnerships based on equality and making a contribution towards reducing the brain drain. We are looking forward to continuing along this path with the DAAD, as well as with the students from developing and emerging countries.

Preface DAAD

The programme “Development-Related Postgraduate Courses” celebrated its 25th anniversary in 2012. Over the course of those years, 10,000 alumni, half of them with a DAAD scholarship, earned a Master’s or doctoral degree in Germany. Most importantly, these degrees are from postgraduate courses that have been assessed and classified by the DAAD as being especially relevant for future professionals from developing countries.

In 1998, again in 2004 and now for the third time in 2011, researchers at the University of Oldenburg surveyed all alumni of this programme to gain some insight into their professional development and the impact of the postgraduate courses in Germany on their further careers. This current tracer study is able to document a longer-term perspective on development trends in comparison to the earlier surveys, and we would now like to present its results in this booklet.

A few important findings are listed here in advance:

The proportion of women scholarship holders has significantly increased, from 25% in the 90’s to 46% today. The same goes for programme participants from social classes with weaker educational backgrounds in lower income countries. Their percentage has been raised from 12% (1998) to 31% (2012). We believe this success is due to the selection procedure, which gives preference to applicants from these groups when all other academic standards are equal.

The readiness to return home remains as high as ever at a steady 70%. What has changed is the growing occupational mobility of the alumni who return home, which indicates a high willingness on their part to change employer for the purpose of advancing their professional careers. This leads to the conclusion that highly qualified alumni are better positioned in local labour markets. This also correspond to trends in the global labour market.

About three-quarters of DAAD scholarship holders believe they initiate change in their own professional environment with sustainable effects. This demonstrates that the education of our alumni also enables them to transfer knowledge successfully in their own professional surroundings.

Under the new name “Development-Related Postgraduate Courses: Educating Professionals for Sustainable Development”, the programme is now moving forward into its next 25 years. It will continue to adapt to the changing framework conditions and live up to the very different expectations of its participants: qualifying future professionals as experts in their fields while training them to be capable managers, intercultural multipliers and change agents; reacting to the specific needs of individual countries for specialists while awarding scholarships in a global competition; opening the doors of opportunity for applicants from disadvantaged social groups while providing an education that meets international standards of quality; remaining an interesting tool for the internationalisation strategies of German universities while sustainably supporting partner countries in their own capacity building with cross-border cooperation in education and teaching (and new, internet-based instruction methods). As you see, the next 25 years promise to be very exciting!

My sincere thanks goes out at this point to the German universities for their committed work in the postgraduate courses, to the alumni, who also have a chance to speak on the following pages, for their solidarity, to the Federal Ministry for Economic Cooperation and Development (BMZ) for its many years of reliable financial support – and finally, to the team of colleagues at the DAAD, for their dedicated support and guidance of the scholarship holders.



A handwritten signature in black ink, which appears to read "H. Blumbach". The signature is written in a cursive, flowing style.

Dr. Helmut Blumbach

Head of DAAD Department Southern Hemisphere

“We all face similar challenges”

Interview with DAAD Alumnus Augustine Titani Magolowondo

Augustine Titani Magolowondo found out about the postgraduate course in Development Management at the Ruhr-University Bochum almost by pure chance, and he ended up staying in Germany longer than originally planned. After overcoming the initial culture shock and graduating successfully, he went on to complete a doctoral degree in Political Science. Back in Malawi, he first acted as adviser to a number of organisations involved in the area of democracy and governance. The alumnus is currently coordinating the regional multiparty politics programme of the Netherlands Institute for Multiparty Democracy (NIMD).

Looking back:

“It was first a cultural shock coming to Germany – I did not speak the language and I had never lived outside my own home country. German society seemed quite structured and highly regularised. To see that institutions, both public and private, can function with a great degree of efficiency, effectiveness and predictability was quite an eye opener and this raised my own expectations of my own society. Interacting with my colleagues and friends from other parts of the world, however, made me realise that despite our geographical differences, we faced similar challenges. As we sat in an international class on Development Management, Germany quickly became for me a laboratory where our ideas could be tested in a global context. Yes, we needed to be context sensitive, but I also came to appreciate that certain values and principles were simply universal. Corporate governance, democracy and human rights, for instance. The five years I spent in Germany made a lasting impact on not just my academic and professional life but also – and even more importantly – on myself as a person. I look back with a great deal of satisfaction!”

“Germany quickly became a laboratory for me where our ideas could be tested in a global context. Yes, we needed to be context sensitive, but I also came to appreciate that certain values and principles were simply universal.”

What made you decide to get your degree in Germany?

“It was a bit accidental. I wanted to pursue further studies in either political science or development studies, preferably in the United Kingdom or the United States. However, the organisation I was working with (the GIZ through the DAAD) offered me the chance to continue my studies, but preferably in Germany. At that time the University of Bochum had just introduced an international Master’s programme in Development Management. I have never regretted my choice.”

What was the most influential experience or situation during your stay?

“To realise that development aid is not a panacea to the contemporary challenges that developing countries are grappling with. In one of our classes, I came to realise that many of the problems are best addressed by working on reforms whose success does not hinge on aid inflows but rather on shifting the mindset. For instance, while Germany recovered from World War II



Augustine Titani Magolowondo

Malawi
*1973

1996–1999: Adviser and Expert on Democracy
in Malawi

2000–2002: MSc in Science Development
Management, Ruhr-University
Bochum

2002–2005: Doctoral Studies in Political
Science, Postgraduate College
Ruhr-University Bochum

since 2005: Adviser and Manager of
Multiparty Politics Programme

partly due to development assistance under the US' Marshall Plan, many of the countries that receive aid have yet to demonstrate that aid matters."

In which ways do you benefit from your studies today?

"Taking part in an international Master's programme prepared me to work and live in multicultural settings with ease. To learn to appreciate other people's cultures and values while at the same time maintaining your own identity is probably the most important thing that this global village requires. For me, I owe a lot to my stay in Bochum in this regard."

How were you able to apply the knowledge and skills acquired in Germany once you returned?

"Much of what I studied, both at the Master's and PhD levels, continues to be of relevance in my professional life today. My work has remained in the fields of democratic governance and development cooperation – I feel theoretically very well prepared in these areas. Of course, there is often a discrepancy between theory and practice, but to realise this gap calls for a certain level of intellectual sophistication. My studies in Bochum have equipped me with this kind intellectual competence."

As a former graduate and DAAD scholarship holder: Where do you see potential for further development?

With respect to funding schemes: Increase possibilities for scholarships that allow students to study in their own regions in order to encourage greater exchange along the South-South axis.

With respect to alumni activities: Create possibilities for alumni to meet, say every 10 years, to exchange ideas and reconnect. By doing so, the DAAD would be strengthening the alumni family. Create opportunities for the alumni to participate at forums that help them refresh their knowledge and expertise while at the same time furthering their profiles and networks.

The Programme

Development-Related Postgraduate Courses

For over 25 years professionals from developing and emerging countries have been coming to Germany to earn a Master's or doctoral degree within the scope of this DAAD programme.

The Programme "Development-Related Postgraduate Courses" funded by the German Academic Exchange Service (DAAD) has been in existence since 1987. For over 25 years foreign students have been coming to Germany to earn a Master's or doctoral degree (PhD) within the scope of this programme.

The programme began with six postgraduate courses funded by the Federal Ministry for Economic Cooperation and Development (BMZ) with approximately 250,000 Euros (then 500,000 DM). Today that number has increased to 42 postgraduate courses. They encompass a wide range of fields and are currently financed through the BMZ with over 10 million Euros annually.

The DAAD funds these postgraduate courses with the goal of providing advanced education and training to a specific target group, academically educated professionals from developing and emerging countries. In this role the DAAD acts as a intermediary between the international courses at German universities and the demand from development co-operation partner countries.

With this programme, individual funding for postgraduate courses has proven to be a highly effective form of capacity building over the past two decades. Through the education and advanced training of professionals from developing and emerging countries, the postgraduate courses successfully support German development co-operation policy in achieving its goals.

Through the education and advanced training of professionals from developing and emerging countries, the postgraduate courses support German development co-operation policy.

The goal: Change agents of tomorrow

The programme strives towards sustainable development effects by promoting the development of human resources and organisations in the partner countries of German development co-operation. With this type of capacity building, the programme makes an important contribution towards achieving the UN Millennium Development Goals.

The "Development-Related Postgraduate Courses" provide programme participants with the knowledge and qualifications they need to steadily increase the performance, competence and development capabilities of their professional environments. After successfully completing the programme, they act as change agents and multipliers, passing their experience and

newly acquired knowledge on to others. In this way, they initiate and accompany middle and long-term technological, economic and last but not least social development processes.

Postgraduate funding backs the concept that the impetus for development must come from within by mobilising the partner countries' own human resources to promote further development. Moreover, the postgraduate courses are involved in other university activities in the area of development co-operation and as such, often linked to additional DAAD funding instruments.

Exchange in both directions

Development co-operation stands for co-operation from which all participants profit – not just conceptually but also practically. As such, the transfer of knowledge within the scope of the postgraduate programme does not exclusively flow from north to south, but consists of mutual exchange in both directions. Participants from developing and emerging countries pass their know-how on to students, lecturers and researchers at German universities, thereby strengthening the development-related competencies of these institutions.

The programme appreciably boosts this exchange and the creation of professional and personal networks – between German professionals and their counterparts in developing and emerging countries, as well as among professionals in these countries themselves. These networks significantly facilitate future international co-operation.

Furthermore, since the programme first began, numerous university partnerships have formed, leading to the development of joint, cross-border programmes. Thus in some of the 42 postgraduate courses, education no longer takes place exclusively in Germany but also in the partner countries. Participants in the postgraduate programme for Spatial Planning at TU Dortmund University complete a portion of their Master's programme in Chile, Ghana, Tanzania or the Philippines. Students in the Agribusiness and Rural Development programme at the Georg-August-University Göttingen or in Veterinary Medicine at the Freie Universität Berlin also study and work in Chile or Thailand. As prime examples of cross-border education, these courses provide an ideal platform for the creation of South-South co-operation and the crucial exchange of knowledge and experience among developing and emerging countries themselves.

The postgraduate courses

An independent selection committee decides which postgraduate courses will be included in the programme. It evaluates the courses conceptually and from the standpoint of content and assesses their relevance to development policy. The committee is made up of university lecturers from relevant

As change agents and multipliers programme participants pass on their knowledge, initiating and accompanying development processes.



Rodrigo Severo Rodembusch

Brazil
***1975**

2009–2011: MA in International Media Studies,
Bonn-Rhein-Sieg University of
Applied Sciences / DW Akademie

Rodrigo Severo Rodembusch is already well acquainted with multiple sides of journalism – as editor-in-chief, online journalist, foreign correspondent and guest student at the Deutsche Welle in Bonn where earned his Master's degree in International Media Studies. Since July 2012, Rodembusch has been lecturing in the subjects of convergence, digital media, news/press agency and citizen journalism at the University of Porto Alegre.

"Choosing a career in academia and coming to Germany was one of the best decisions of my life. However, I don't think that Brazilians are quite prepared for the wealth of knowledge and skills that I acquired there. Nonetheless, I'll gradually be able to pass some of it on to my students. This is the ideal programme for journalists."

Since the programme began, the range of postgraduate courses has become ever more diverse.

faculties, experts of international higher education policy and development co-operation, and representatives of the BMZ.

Throughout the years, the postgraduate courses have become ever more diverse. In the beginning, Engineering, Agricultural and Forestry Sciences dominated the programme, while today the fields of Environmental Sciences, Economics and Business Administration, Social Sciences, Spatial and Regional Planning, Education, Media Studies and Public Health/Medicine are also well represented (see Figure 1).

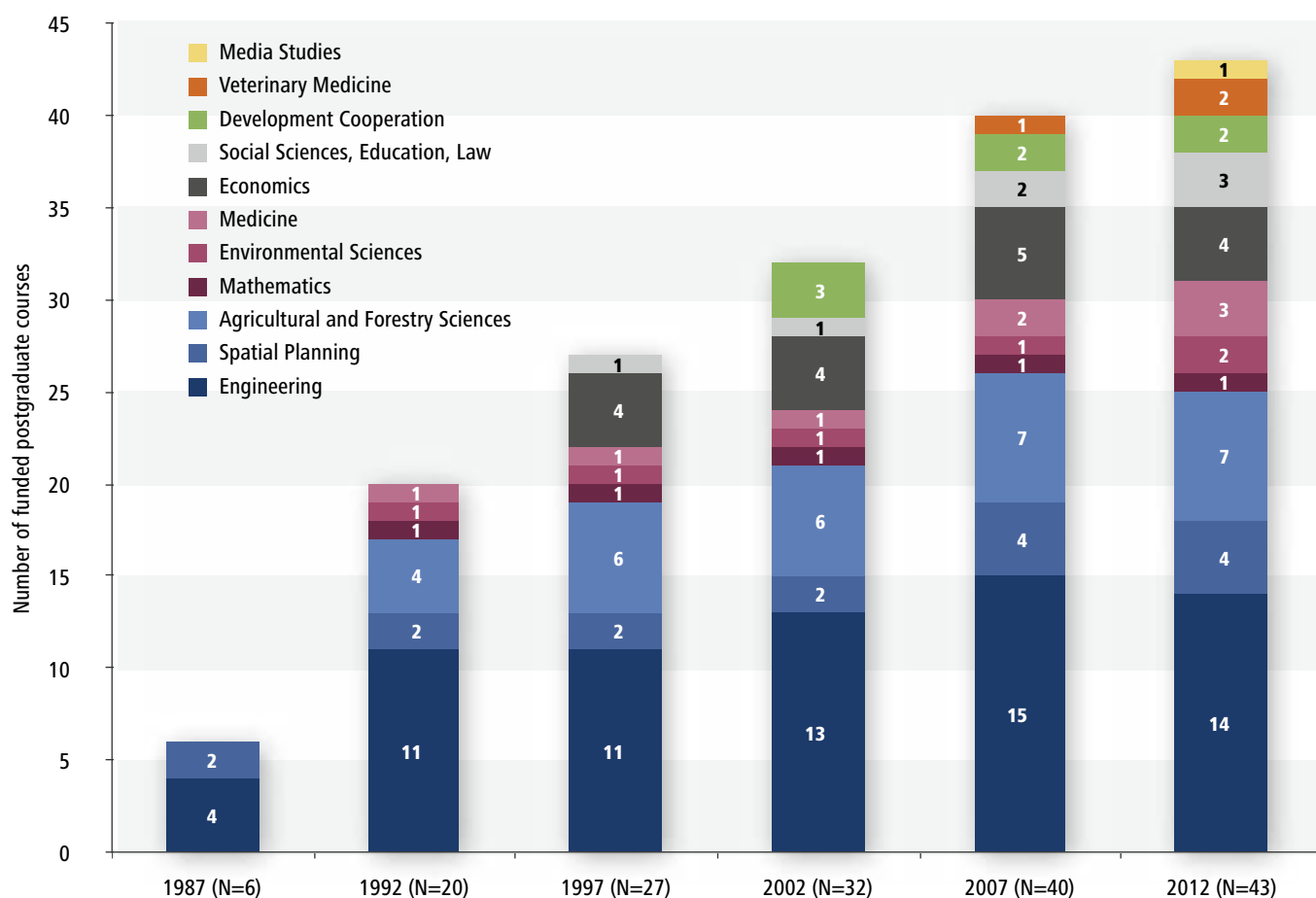


Figure 1
Postgraduate courses by field of study
over time

Source: DAAD database 2012

Target group: Young professionals

The programme is aimed at young professionals who have completed a first academic degree with honours. They are potential multipliers of education and knowledge in their home countries, regardless of their specific career plans.

In general, the participants are no older than 36 years of age, and their last academic degree was completed no more than six years ago. In addition, they have at least two years of professional experience in private business and industry, government administration or development co-operation. The three doctoral programmes form an exception and are specifically aimed at promising young university lecturers and researchers.

The programme is aimed at young professionals who have completed a first degree with honours – potential multipliers of education and knowledge in their home countries.

Admission criteria

The first and most important criterion in selecting future scholarship recipients is academic excellence. The universities, in close co-operation with the DAAD, assess the professional suitability of applicants, as well as the relevance of the course contents to their future careers.

At the same time, the DAAD determines to what extent the general principles of development policy and the programme objectives justify an individual funding. In this regard, the most promising candidates are applicants whose reintegration into the home labour market is ensured – through a leave of absence from the employer for the duration of their studies and the guarantee of re-employment upon return, for instance.

The selection of participants is based, among other considerations, on the following criteria:

- Academic qualifications
- Professional experience
- Perspectives for professional reintegration
- Personal motivation and social commitment

Alongside these academic and formal criteria, the DAAD attempts to achieve a regional balance of students within a single postgraduate course, as well as a fair gender distribution. In order to accomplish this, the DAAD preferentially selects female applicants if all other qualifications are equal. Applicants from parental homes with weaker educational backgrounds and fewer financial resources are also preferentially funded. A heterogeneous student body is not only beneficial to the students themselves, but also to the lecturers at the participating universities because these students introduce new perspectives and experience into the classroom. Furthermore, this approach taps the potential of new co-operation countries.

The first and most important criterion in selecting future scholarship recipients is academic excellence.

Alongside these academic and formal criteria, the DAAD attempts to achieve a regional balance of students and a fair gender distribution.

A German course is mandatory for DAAD scholarship holders – it is an important building block on the road to sincere co-operation in the future.

The programme works with highly qualified, internationally recognised university professors and lecturers. They have professional experience in or with developing and emerging countries.

Content and structure

The content of the postgraduate courses meets high academic standards. The courses are based on the most current state of research and tailored to the specific needs of the partner countries. This means that they offer qualifications that are in high demand in developing and emerging countries and deal with issues and topics that can make a contribution towards the achievement of the UN Millennium Development Goals.

The Master's courses lead to an internationally recognised Master's degree within two to maximum four semesters. The doctoral courses generally result in completion of a PhD within three years. In the majority of the postgraduate courses, English is the language of instruction.

Before beginning a postgraduate programme, DAAD scholarship holders attend a preparatory German language course. This course lasts from two to six months depending on the necessity of the language for a particular programme and can be continued during the period of study. Participants who speak German can build contacts with German students and lecturers more easily, as well as become better acquainted with German culture and mentality. A solid knowledge of the language also forms the basis for later co-operation with German partners.

In the postgraduate courses, participants study together with students from all over the world. The number of German participants, in particular, is steadily growing. The international emphasis of the programme strengthens the intercultural competence of the students. The presence of German students facilitates the integration of foreign students during their study period in Germany.

The university professors and lecturers are highly qualified and internationally recognised in their fields. They are knowledgeable about the most current issues in development policy debates and generally have professional experience in or with developing and emerging countries.

Teaching methods place heavy emphasis on practice. They aim at optimising learning success through immediate application of course contents. This is made possible through close co-operation with the private sector, governmental and non-governmental organisations, as well as compulsory internships and periods of field research. These activities usually take place in the participants' home countries and ensure not only experience in professional practice, but also demonstrate the relevance of what was learned to the region of origin.

Full support

DAAD funding of the postgraduate courses includes a programme of comprehensive tutorial supervision to provide full support for the scholarship

holders during their studies in Germany, from the moment of arrival until they return to their home countries. At Karlsruhe Institute of Technology, for instance, student mentors support the international students in the postgraduate courses. They explain cultural peculiarities and assist in organising daily life at the university. Some postgraduate courses make use of additional DAAD funds for regular study trips and excursions to institutes involved in development co-operation, commercial enterprises or international organisations of interest to that particular course. Funds can also be used for preparing students for the return to the home country or for the coaching of scholarship holders.

In addition, the DAAD provides funding for measures that impart metadisciplinary competencies and foster networking among the scholarship holders. Such activities include weekend seminars to improve the intercultural competence of participants or conferences for exchanging knowledge on specialised topics.

Moreover, the DAAD and the postgraduate courses maintain close contact to ensure early recognition and amelioration of any possible problems scholarship holders might encounter, whether inside or outside daily university life.

Bonding early with alumni

Numerous tailor-made alumni activities ensure that former scholarship holders maintain contact with Germany. The DAAD's Re-Invitation Programme, for instance, enables alumni who have successfully graduated at least three years previous, to return to Germany for a study or research visit of up to three months. In this way, alumni can renew contacts and plan joint projects in their fields. Thanks to the DAAD's Specialist Literature Programme, alumni can apply once a year for books and journals to help them advance their academic knowledge and qualifications. Further academic training through Expert Seminars is also made possible for postgraduate course alumni within the scope of the DAAD's alumni programme.

Taken together, the alumni activities of the DAAD and the universities contribute towards the development of expert and regional networks of former scholarship holders. To ensure that the process of building interdisciplinary and interregional networks does not wait until after graduation but instead gets a start during the study period itself, postgraduate course scholarship holders launched a new initiative in 2010: The Millennium Express. It comprises a series of workshops at German universities, organised by the scholarship holders themselves. By addressing global challenges such as resource preservation and climate change in these interdisciplinary events, the scholarship holders are championing the UN Millennium Development Goals.

DAAD funding includes a comprehensive tutorial supervision programme for the scholarship holders.



Ganeshamoorthy Jegan

Sri Lanka
*1980

2008–2010: MSc in Agricultural Economics
and Related Sciences,
University of Hohenheim

After completing his Master's degree Ganeshamoorthy Jegan stayed on at the University of Hohenheim as a graduate assistant until 2011. However, he then wished to return to Sri Lanka, where he quickly became Programme Officer for a development project for the GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit). His duties included reporting on the progress of various projects. Since September 2012, he has been in charge of a GIZ project for improving opportunities for vocational training in northern Sri Lanka.

"To study in Germany was a great opportunity. I gained lots of experience and acquired new knowledge. It also gave me a push for my career – having a German Master's degree has helped me here in Sri Lanka. It was a wonderful opportunity on all fronts, both professional and personal. I am very thankful to the DAAD."

Figure 2

Your Ticket to a Fair World

A mock ticket – symbol of the Millennium Express since 2010.

Source: DAAD

With the Millennium Express, the scholarship holders are championing the UN Millennium Development Goals. Further info:
www.millennium-express.daad.de/?lang=en



Quality assurance

The quality of the postgraduate courses is guaranteed by:

- strict and transparent selection procedures
- co-operation with highly qualified, internationally recognised university professors and lecturers
- external accreditation of the individual postgraduate courses
- internal quality management procedures at each of the participating universities
- external evaluations of the individual postgraduate courses by the DAAD to measure success in achieving programme goals
- alumni tracer studies by the DAAD to measure the programme's impact on the scholarship holders and their countries of origin.

Indispensable for competitiveness in the international education market: Monitoring and evaluation ensure the quality of the postgraduate courses.

The DAAD has developed a tight monitoring and evaluation system that is indispensable for the competitiveness of the postgraduate courses in the international education market. The results of these assessments were carefully interpreted and led to the further refinement and development of the funding scheme for the postgraduate courses in 2011/2012.

Strong demand – High success rate

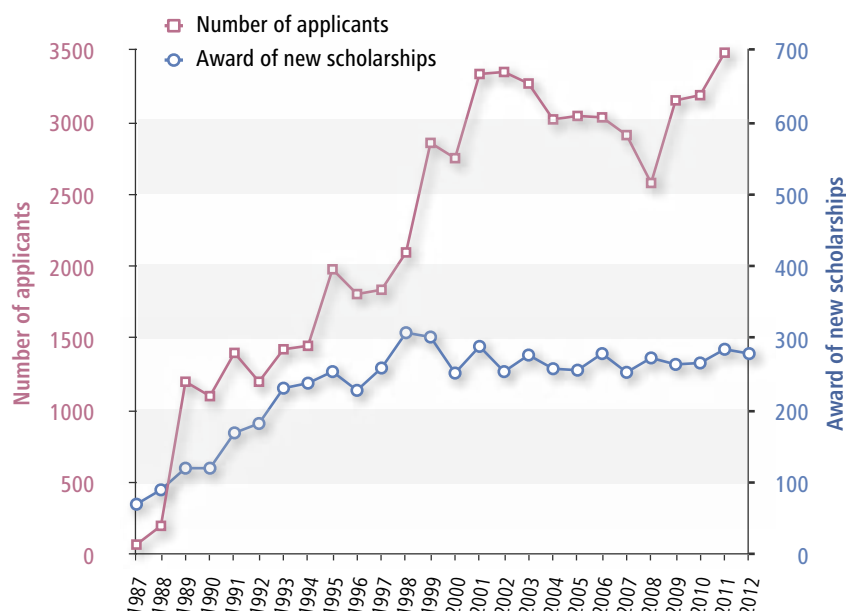
The numbers speak for themselves. The extremely high prestige of the “Development-Related Postgraduate Courses” and the outstanding success rate, even measured by number of degrees awarded alone, are proof of the excellent quality of the postgraduate courses and their systems of support.

The continuously high number of applicants attests to the level of prestige enjoyed by the postgraduate courses among professionals from developing and emerging countries. Approximately 3,400 professionals from all over the world applied to participate in the 2011 intake, 285 receiving a scholarship (about 8%).

After a relatively steady increase in the number of scholarship recipients in the first ten years, numbers have stabilised since 1999 to between 250 and 300 new scholarship holders annually. With these figures, the programme completely exhausts its human resources and financial capacity (see Figure 3).

Since the programme was launched in 1987, over 6,000 university graduates from all over the world have begun a postgraduate course with financial aid from the DAAD.

Far over 90% of all students funded by the DAAD complete their postgraduate course successfully and are awarded the desired academic degree.



Achmad Zia Shams

Afghanistan
*1976

2007–2008: MSc in International Public Health,
Heidelberg University

It is not surprising that Achmad Zia Shams began working for another non-governmental organisation (NGO) after completing his Master's degree in Heidelberg because he already had quite a lot of experience in this area. He now manages the medical programme at the NGO Rehabilitation and Welfare Development Organisation for Afghanistan. In addition, he lectures at Herat University and advises the Ministry of Public Health there.

“Whenever I hear ‘DAAD’, the word ‘excellence’ comes to mind. The DAAD does an excellent job and is very effective in terms of selecting, placing and following-up with its scholarship holders. Their projects are perfectly organised – there’s really nothing to criticize about their work. My stay in Germany had a strong effect on my development, both academically and personally.”

Figure 3
Comparison of number of applicants and
award of new scholarships over time

Source: DAAD database 2012

The Alumni Survey

History and objective of the survey

In 2011, the DAAD surveyed alumni about the paths of their educational and professional careers for the third time since the programme began.

The 2011 survey was the first to include questions about the impact of the programme – on the personal lives of the participants themselves, as well as on the organisations they came from.

In 2011, the DAAD surveyed alumni of the postgraduate course programme about the paths of their educational and professional careers for the third time. This alumni tracer study not only documents the history of the programme, it is also a tool for measuring success. The collected data indicate the extent to which the programme has thus far succeeded in achieving its stated objectives. Inquiring about the individual career paths of the graduates is the most efficient way of checking the effectiveness of the programme.

In 1997/98 and 2004, the DAAD also surveyed alumni of the postgraduate courses. Michael Golba from the Institute for Physics at the University of Oldenburg designed, carried out and analysed all three surveys. The structure and content of the surveys has remained largely the same, which facilitates a comparison of the surveys' cumulative results over three points in time.

In addition to the contents from the first two surveys, the 2011 survey included questions about the impact of the postgraduate courses for the first time. Specifically this means that the survey asked alumni how useful the postgraduate education had been in their own personal lives, as well as for the organisations they came from and their professional environments. These questions involving the programme's impact were designed and formulated by Rambøll Management Consulting. From 2011 to 2012, they carried out a survey on the postgraduate courses within the scope of an evaluation of the DAAD programme area "Development Co-operation".

Methodology

The surveys from the University of Oldenburg and Rambøll Management Consulting were carried out from May to July 2011. They were conducted online – as in the years 1997/98 and 2004. The alumni received a link to the online questionnaire via e-mail, along with a password entitling them to participate.

The largely standardised questionnaire was divided into twelve categories and contained no mandatory fields. Along with personal data and an evaluation of the specific postgraduate course attended, it covered a number of educational and occupational phases before and after the postgraduate course.

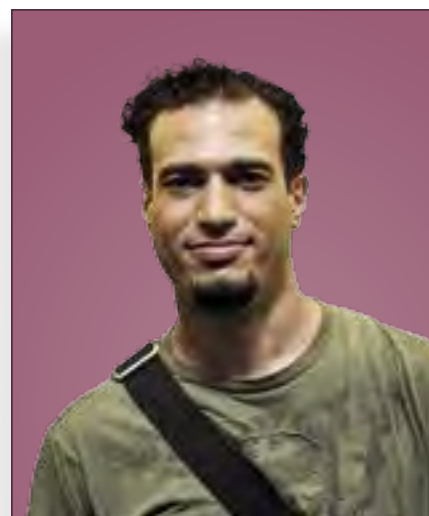
The e-mail addresses necessary for the survey were provided to the University of Oldenburg by the then 44 postgraduate courses.¹ Through subsequent research and correction, it was possible to determine potentially functioning e-mail addresses for 6,021 of the 10,013 alumni registered. The survey by Rambøll Management Consulting is therefore based on a criteria-based selection of these alumni, comprising a total of 1,538 persons.

After eliminating all the alumni who did not receive a questionnaire or returned it incomplete, the survey by the University of Oldenburg achieved a response rate of 45%, which corresponds to 2,710 alumni. For the survey by Rambøll Management Consulting, the response rate was 36%, which corresponds to 561 alumni.² Such a high readiness to co-operate is unusual for a social scientific survey of this kind and represents an excellent result. This itself can be taken as evidence of the high willingness of alumni to co-operate and points to close ties among the alumni, their German host universities and the DAAD.

Division of the alumni surveyed according to source of funding

For the purpose of analysis, the alumni who participated in the survey are subdivided according to certain characteristics. Of primary interest to the DAAD is the division according to most important source of funding for their studies: DAAD scholarship holders, recipients of scholarships from other organisations, and financially independent participants (self-paying students). Because the primary purpose of the survey is to document and evaluate the postgraduate course programme, DAAD alumni are the main subject of interest in the following analysis. With 2,343 participants, approximately 70%, they not only make up the majority of those surveyed, but also the largest portion of the total of all alumni from developing and emerging countries (see Figure 4).

In total, DAAD scholarship holders are slightly overrepresented in the survey. However, the results of the survey are highly reliable, since other



Waleed Mohsin Ahmed Fattah

Yemen
*1981

2010–2012: MSc in Public Health,
Charité, FUBerlin/HU Berlin

After earning his Bachelor of Pharmacy at Sana'a University, Waleed Mohsin Ahmed Fattah worked in the private sector. He also became involved in the United Nations High Commissioner for Refugees for Somali refugees, as well as in "Doctors Without Borders". For his Master's thesis he researched the negative effects of khat consumption on the health of pregnant women, taking both medical and cultural aspects into consideration.

"Coming from Yemen, having the chance to not only to study outside the country but to learn at a university with such a good reputation in research, such as the Charité in Berlin, was a huge opportunity. It was truly enriching to study under seasoned medical experts in my area of public health. My goal is to take some of the things I've experienced in the German educational system and try to replicate them in my country."

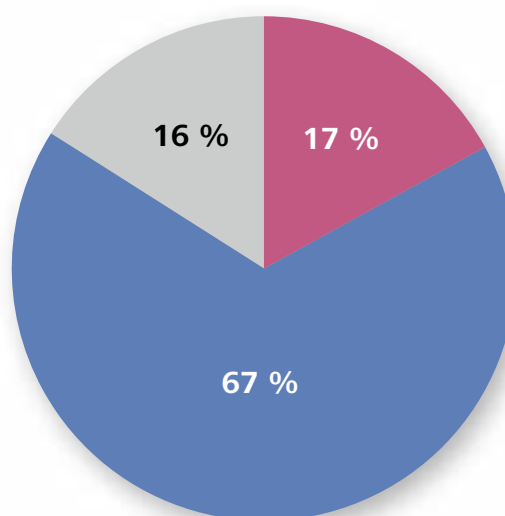
High response rates from the surveys point to close ties among the alumni, their host universities and the DAAD.

¹ Discrepancies in the number of postgraduate courses are explained by the retirement of several courses from the programme within the course of the last few years.

² This gives the new survey a much broader database than the two previous surveys, which were based on responses from 670 alumni from 20 postgraduate courses (in 1997/98) and 1,276 alumni from 35 postgraduate courses (2004), respectively.

Figure 4
Source of funding for alumni from
developing and emerging countries

Source: University of Oldenburg 2011 (N=3498)



- Self-paying
- DAAD scholarship holders
- Recipients of other scholarships

criteria (gender, region of origin, etc.) correspond with percentages in the basic population. Therefore, valid conclusions and assessments for the programme can be drawn from the data.

Documenting changes over time

The DAAD is especially interested in analysing changes over time. Superimposing the surveys from 1997/98, 2004 and 2011 makes this possible. For this purpose, Rambøll Management Consulting merged the data sets of the earlier surveys with that from 2011. This resulted in a total analysis population of 4,713 participants; 3,498 of these respondents are from developing and emerging countries, and of these respondents, 2,343 are former DAAD scholarship holders from developing and emerging countries. The present analysis is therefore based on a data set that comprises all three tracer studies from the University of Oldenburg and the survey from Rambøll Management Consulting. Therefore, the present publication is the first to reveal changes over time in the responses of alumni, as well as in their professional development.³

In the following publication, the collected data are analysed and compacted into theme-related sections. Unless otherwise noted, the focus of the subsequent analysis is DAAD scholarship holders from all three surveys. The groups “recipients of other scholarships” and “self-paying students”, as well as comparisons over the three points in time are periodically included in this analysis. With the goal of extracting as much far-reaching and detailed information as possible, the collected data are also subdivided according to gender, income, region of origin and field of expertise.

By superimposing the results of all three surveys, the present publication reveals changes over time in the responses of alumni, as well as in their professional development.

³ In addition, some data in this study were also operationalised differently than in the database of the University of Oldenburg (e.g., the differentiator “developing and emerging country”).

The Results

3.1 Where do they come from, and where do they go? International Professionals at German Universities

For 25 years now, the various courses in Germany funded under the “Development-Related Postgraduate Courses” programme have been qualifying international professionals. They come from more than 155 countries, primarily developing and emerging countries. Their goal is to earn a Master’s or doctoral degree at a German University of Applied Sciences or university in a subject relevant to development policy. Upon returning home, they bring not only an internationally recognised degree, but also profound knowledge that they can apply professionally, in a public authority or private enterprise, for instance.

The majority of alumni come from Asia (41%), with Indonesia and Nepal sharing the highest position at 6% each.

More than a quarter of all programme participants come from Africa/Sub-Sahara (29%). This region is most strongly represented by Ethiopia (6%) and Kenya (4%).

Latin America at 16% is the third largest region of origin. Brazil and Colombia top the ranking list there with 3% each (see Figure 5).

The postgraduate course programme acquires the largest portion of its scholarship holders from Africa and Asia, thereby concentrating on the core regions of German development co-operation.

The largest part of scholarship holders comes from Africa and Asia – the core regions of German development co-operation.

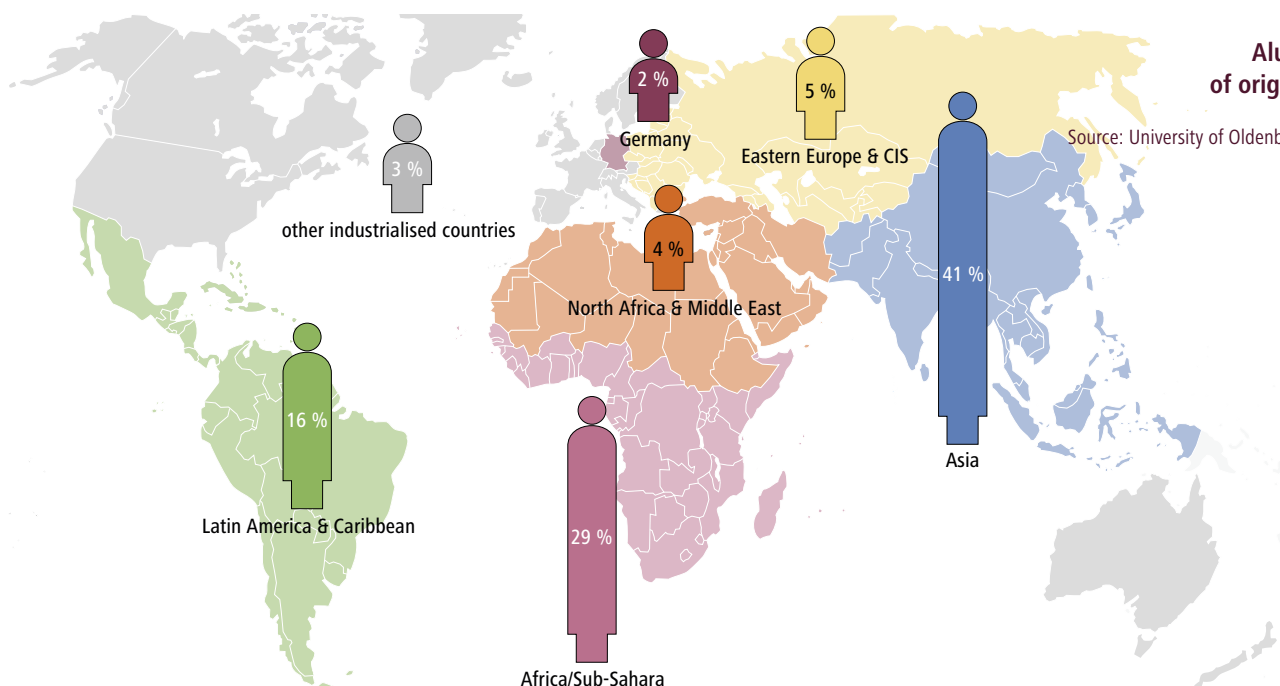


Figure 5
Alumni by region
of origin (worldwide)

Source: University of Oldenburg 2011 (N=4610)

How do potential scholarship holders find out about the programme?

Most professionals use the internet to learn more about the DAAD's postgraduate programme (20%). However, German Embassies and the Goethe Institute, as well as DAAD booklets (7%), also play an important role when it comes to finding out about the postgraduate courses. Personal recommendations from friends (12%) and universities in the home countries (12%) are also important sources of information.

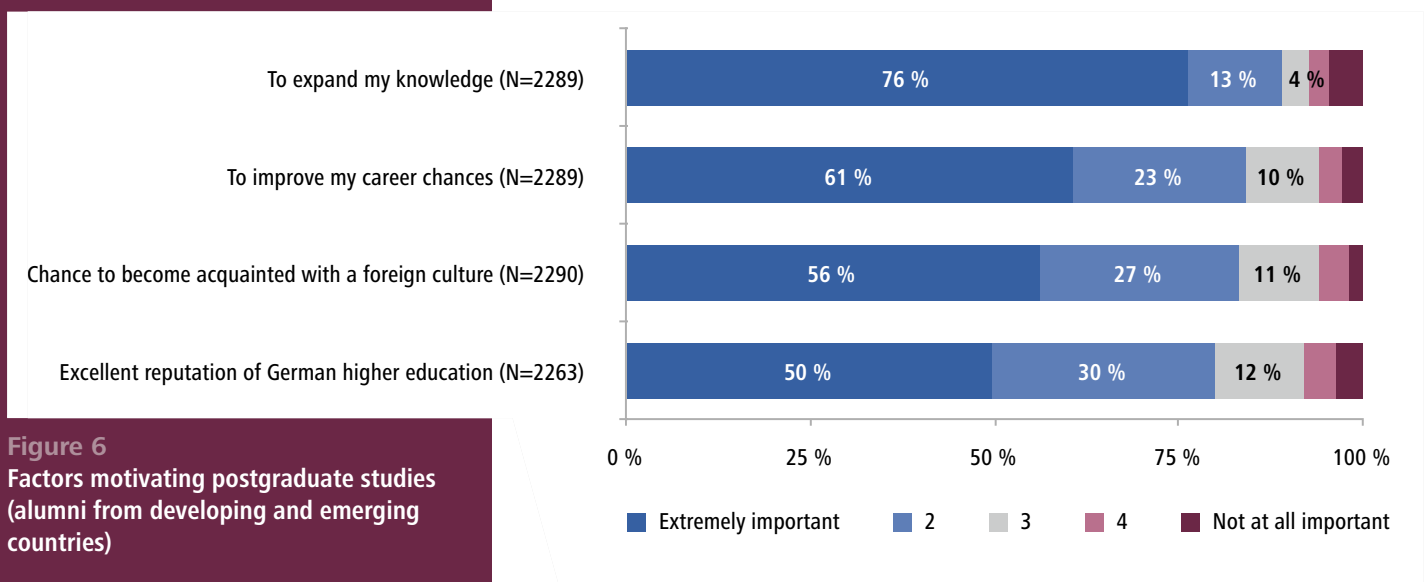
Conclusion

The more people in developing and emerging countries gain access to the internet, the more significant and important this source of information becomes. At the same time, however, information from friends and personal surroundings are also becoming more important – a sign that the network of DAAD-funded alumni is growing.

Why study in Germany?

Regardless of type of funding, the personal development of young professionals has turned out to be the driving force behind studying in Germany. The following reasons were rated as important or extremely important (see Figure 6):

- The opportunity to expand knowledge was a motivating factor for nine out of ten students (89%).
- For 83%, the opportunity to become acquainted with a foreign culture was a decisive factor.
- 84% of those surveyed cited better career chances as a motivation.
- 80% of students included the excellent reputation of German higher education as an important criterion.



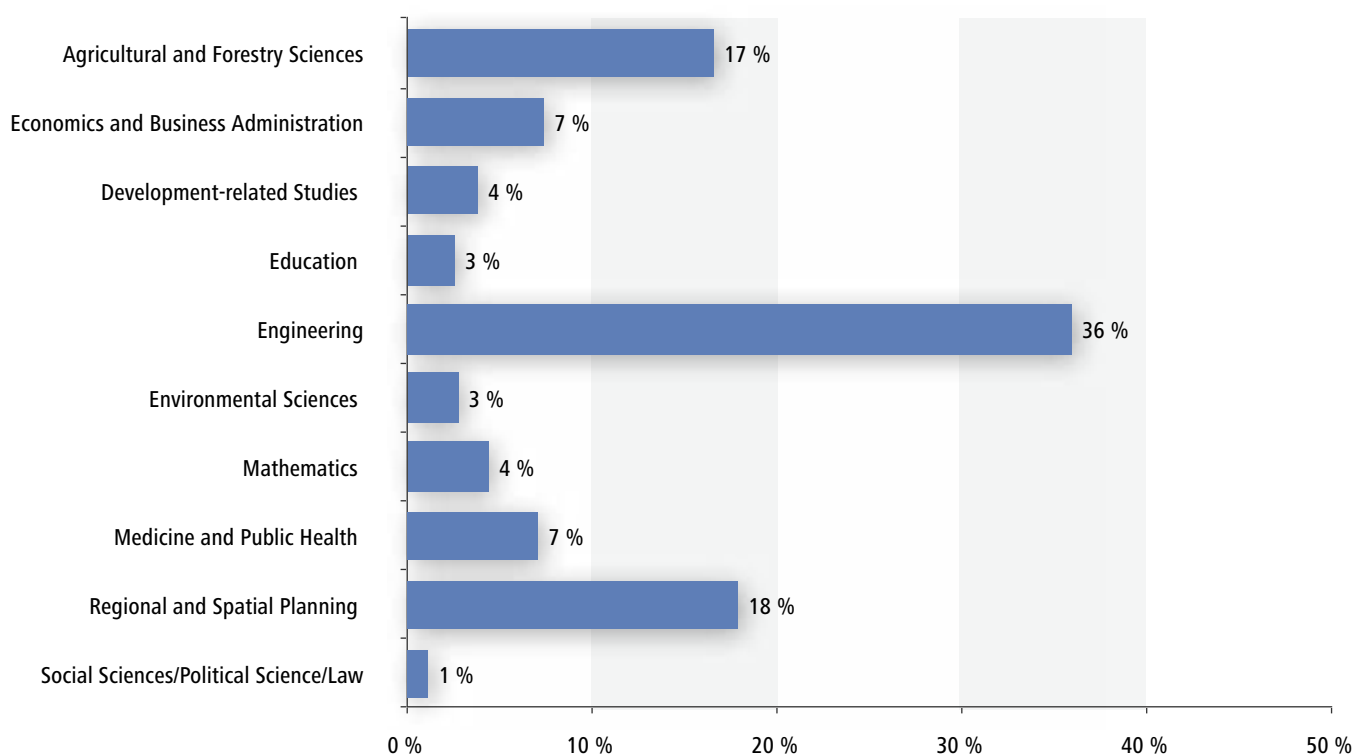
Favoured fields of study

Professionals have attended a total of 57 different postgraduate courses at 40 universities since the funding programme began in 1987. In so doing, they chose from among ten fields of study. The popularity of these fields has barely changed over time. Engineering courses were and still are the most common and the most in demand. More than one-third (36%) of participants surveyed graduated from a course in this field. The popularity of these courses can also be attributed to the high reputation of German universities in this field in particular – which is also indicated by the 2012 evaluation of the entire programme area. Next, but significantly behind Engineering, come Regional and Spatial Planning with 18% and Agricultural and Forestry Sciences with 17% (Figure 7).

The excellent reputation of German higher education attracts many applicants.

Figure 7
Alumni by field of study

Source: University of Oldenburg 2011 (N=2251)



Conclusion

The motivations and interests of applicants to the DAAD programme remain constant. Demand in the fields of Engineering and Agricultural and Forestry Sciences is especially high. This confirms the continuing importance of education and advanced training for professionals from developing and emerging countries.

**Zerisenay Tesfay Abraha**Eritrea
*1979**2008–2010:** MSc in Hydro Science and Engineering,
Dresden University of Technology

After working as a hydraulic engineer for several years, Zerisenay Tesfay Abraha decided to expand his knowledge through a Master's programme in Dresden – and was very successful. He received a prize for his Master's thesis. He then attended advanced training and education courses and afterwards received an assignment from the Swiss Red Cross: Since the middle of 2012, he has been a delegate on the Water Sanitation and Hygiene Delegation in Pakistan.

"It was a fantastic time in Germany and it helped round me out in terms of my professional development. Overall, I am very happy to have had the opportunity to stay and study in Germany at the University of Dresden."

Figure 8
Implementation of the postgraduate course programme

- 8a** Facilities and organisation
8b Course offerings
8c Cooperations

Source: University of Oldenburg 2011

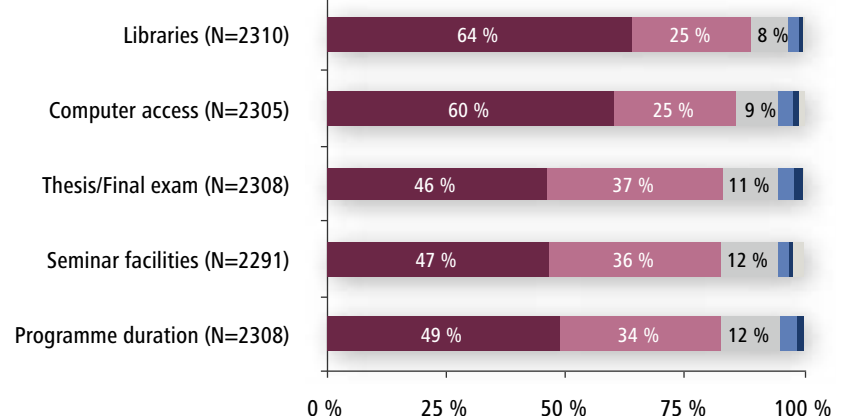
3.2 The Foundation – Implementing Postgraduate Courses Effectively

The postgraduate course programme has been inspiring international professionals for 25 years. Those responsible continually work on the smooth, professional implementation of the individual postgraduate courses. This provides scholarship holders with all the conditions required for successful studies.

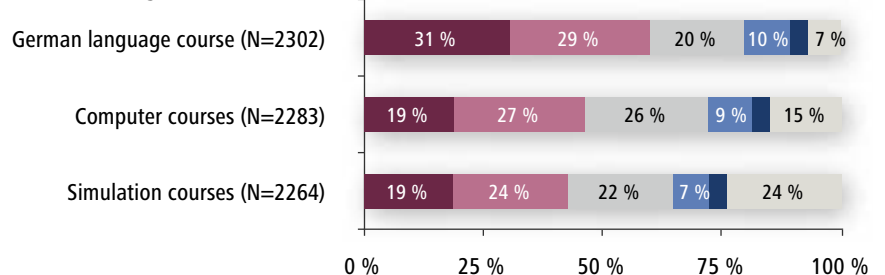
How do alumni evaluate the postgraduate courses?

In the survey, alumni had the opportunity to evaluate the implementation of the postgraduate courses from a variety of perspectives (see Figure 8).

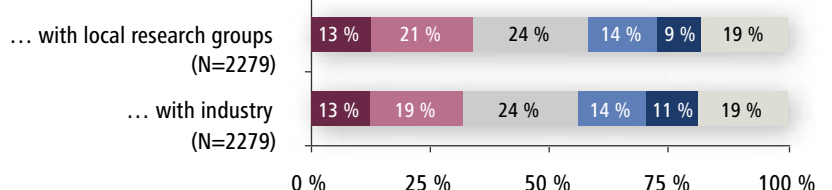
Facilities and organisation



Course offerings



Cooperations



Very good Good Average
Poor Very poor Don't remember / Did not exist then

In general, alumni rated libraries, access to computers, seminar equipment and examinations as good to excellent for all the courses. The length of the study period also received a positive rating. These consistently good evaluation scores remain stable throughout the years.

The opportunity to co-operate with German business and industry and local research groups, on the other hand, received a 'needs improvement' rating. The computer, simulation and German courses also received average scores. These aspects, however, are weighted differently from course to course. One especially evident pattern was that alumni of the postgraduate courses held in English found the German language courses too short, even though course-accompanying language classes were also offered.

Conclusion

Overall, alumni rated the implementation of the postgraduate courses as professional. In some regards, they could still be improved – for instance, co-operation with German business and industry. This would make the programme, as well as the advanced training of change agents and multipliers, even more successful and attractive in the future.

3.3 Gender Mainstreaming – a Success Story

Professional advancement, career and equality remain difficult for women. Despite targeted progress, women are still heavily underrepresented in the upper echelons of politics, private industry and society worldwide, even in western industrialised countries. In developing and emerging countries the situation is to some extent even more problematic. Equal opportunity often breaks down early due to lack of financial means for the basic education of women and girls. Furthermore, traditional conceptions of family and gender roles often prove to be a substantial obstacle.

Female applicants must have sustainable support in order to advance gender equality in the partner countries.

Sustainable support for female applicants

An important principle of German development co-operation is, therefore, the promotion and advancement of gender equality in the partner countries. This involves surmounting structural barriers, as well as supporting women in asserting their human rights and own strategic interests. This is the only way to improve their social and economic participation long-term. For the purpose of promoting equality, the Federal Ministry for Economic Cooperation and Development cooperates on the gender issue with the respective governments. This involves adjusting the framework conditions, especially in the private sector and (professional) education. A key element of this strategy is investment in educational programmes like the postgraduate course programme.

In the programme, the DAAD strives for balanced participation of women and men. With this principle in mind, the DAAD preferentially awards scholarships to women applicants if all other qualifications are equal, in order to promote a balanced gender distribution. The success is quite apparent. The surveys show that the portion of female DAAD scholarship holders has steadily increased since the funding began. In 1987, the percentage of women in the programme was only 14%, compared to 44% in 2009 (Figure 9).

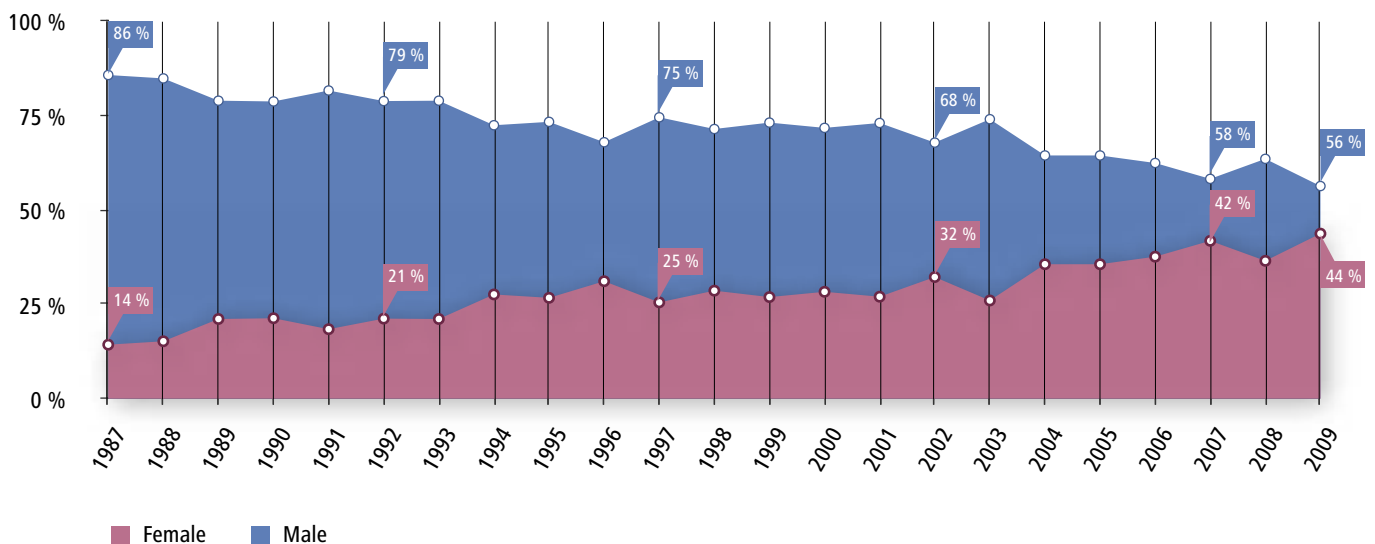


Figure 9
Comparison of gender distribution over time

Source: University of Oldenburg 2011

More and more women are taking part in the DAAD postgraduate programme.

Higher proportion of women in many regions

This positive tendency is evident in all fields of study. In Agricultural and Forestry Sciences, Economics and Business Administration, Education, Engineering and Environmental Sciences, Regional and Spatial Planning and Social Sciences and Law, the number of female scholarship holders has clearly grown over the years. Viewed together, the percentage of women is now at least 20% in every field of study. In both the Environmental Sciences and the Social Sciences and Law, women even made up the majority of scholarship holders surveyed, with 57% and 62% respectively.

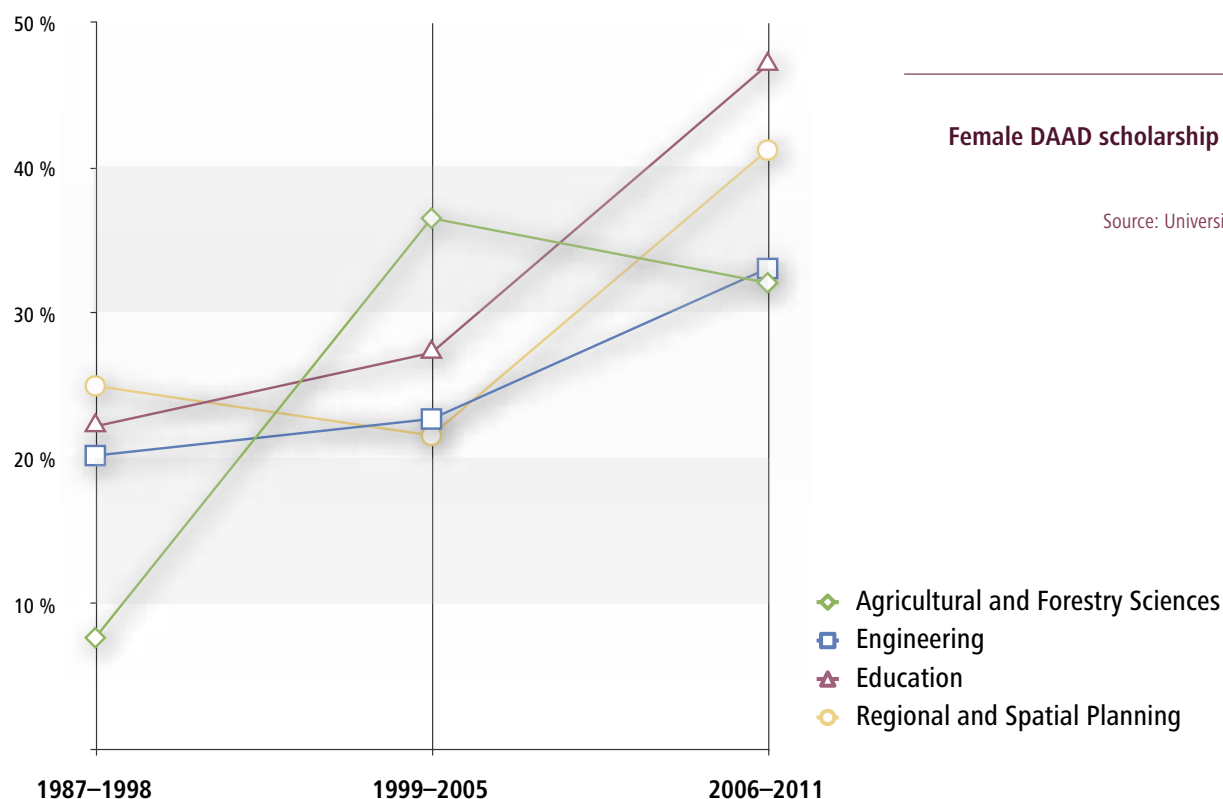


Figure 10
Female DAAD scholarship holders by field of study

Source: University of Oldenburg 2011

This trend is apparent regionally as well. The proportion of female scholarship holders from Latin America could be increased between 1987 and 2011 from slightly more than a quarter (27%) to almost half (48%). Results for the MENA region (Middle East and North Africa) were even better. The portion of women there increased fivefold, from 7% at the beginning of the programme to 39% today. All other regions also showed a significant increase in women over the years.

The percentage of women in traditionally male-dominated fields has significantly increased – this speaks for the DAAD’s selection procedures, which preferentially award scholarships to women if all other qualifications are equal.

Conclusion

The results prove that the DAAD has been increasingly successful over the past years in including women in the programme. Among these women are an increased number of scholarship holders from regions in which women frequently have less access to school and education than in Germany. The percentage of women in traditionally male-dominated fields, such as Engineering, has also increased, from 20% in the period from 1987 to 1998, to 33% between 2005 and 2011. Among independently financed students (self-paying students) and alumni with scholarships from other sources, this development is not visible to the same extent. This evidently speaks for the DAAD’s selection procedures, which preferentially award scholarships to women if all other qualifications are equal.



Nguyen Thu Anh

Vietnam
 *1957

1974–1979: Studies in Engineering, Hydrology and Water Management, Hanoi

1980–1984: Design Engineer, Vietnam Hydraulic Investigation and Design Corporation

1994–1996: MSc in Resources Engineering

1997–2003: Adviser for various projects in the water sector

2003–2012: Project Manager, Vietnam Consulting for Hydraulic Engineering

since 2012: Freelance Adviser for projects in the water sector

“The postgraduate course changed my life completely!”

Nguyen Thu Anh came to Germany in 1996 to participate in the Master's course in Resources Engineering at the Karlsruhe Institute of Technology. She was inspired by the way aspects of public life, like the health care system, functioned in Germany. German work habits and patterns of thought impressed the DAAD scholarship holder as well. After returning to Vietnam, Nguyen Thu Anh first worked as an adviser and project manager in various areas of the water sector. She is now a successful freelance adviser.

Looking back:

“It was a challenging and comprehensive programme. We had to study hard and we learned a lot. Many thanks to the DAAD for having given me the chance to attend the programme in Resource Engineering. It has totally changed my life in a positive way. The selection process of candidates for the DAAD programmes is transparent and competitive, and this is what makes the DAAD and its programme so prestigious.”

What made you decide to get your degree in Germany?

“The desire to widen my knowledge not only professionally but also socially and culturally.”

What was the most influential experience or situation during your stay?

“Most influential for me were ... the working method, the ideas and thinking of the German people, Germany's health care system, its transportation system, social security, and the environmental and cultural preservation of national heritage.”

In which ways do you benefit from your studies today?

“The knowledge I gained during my stay in Germany is very useful for me. With the improved capacity and skills, I can work more efficiently and self-confidently in any situation, whether at work or in my daily life.”

How were you able to apply the knowledge and skills acquired in Germany once you returned?

“The knowledge I gained from the MSc programme in Resources Engineering is close to my job. I can apply it to any of the work I do.”

As a former graduate and DAAD scholarship holder: Where do you see potential for further development?

“In my opinion, it is important to promote the DAAD programmes more strongly, especially in the media, such as TV or newspapers. In Vietnam, especially in the water development sector, chances should be given not only to people working in universities and government institutions but to engineers at consultant companies as well. I say this because these engineers are the people who directly apply new technologies, putting them into practice. Many decision-makers also come from those kinds of companies.”

3.4 Successful Rise – Equal Chances and Opportunities

Since the start of the postgraduate programme, the DAAD has always faced an immense challenge in reaching the “right” applicants. The postgraduate courses should contribute neither to consolidating existing undemocratic structures, nor to strengthening the establishment of illegitimate power elite. According to a statement from the World Bank¹, those who do have access to education and information in developing countries often stem from financially powerful social classes and have close connections to leaders in politics and the private sector.

As an intermediary organisation of foreign cultural and academic policy, the DAAD’s primary commitment is the promotion of academic excellence. Nonetheless, the DAAD supports, as far as it is able, the inclusion of applicants from weaker political, economic and educational backgrounds. These applicants in particular should be equipped with the necessary competence and knowledge to make a contribution to the development of their countries.

An immense challenge: Reaching applicants from weaker political, economic and educational backgrounds.

The educational background

So-called cultural capital is a measurement of the educational background of an applicant, based solely on the parents’ level of education. Through its special selection procedures for the postgraduate courses, the DAAD attempts to reach those who have fewer educational opportunities due to their low cultural capital. Such applicants are often lacking support:

- Limited private financial resources
- Restricted access to education: schools and universities
- Little support and encouragement from family and friends

The survey results indicate that the programme lives up to its own standards. The percentage of DAAD scholarship holders with medium cultural capital increased from 18% to 32% in 2009. Furthermore, in 2011 nearly a third (27%) of the scholarship holders were young people with low cultural capital, whose parents have at best a basic education.

Nearly one-third of DAAD scholarship holders have low cultural capital

The direct comparison between DAAD scholarship holders, self-paying students, and recipients of scholarships from other organisations shows that participants with low cultural capital were disproportionally represented in the DAAD programme (Figure 11).

Over the course of time, it becomes clear that self-paying students generally come from higher educational backgrounds. Only one of five self-paying students comes from a family with a weak educational background. A similar pattern is seen among alumni who received scholarships from other

¹ World Bank (2002). Constructing Knowledge Societies: New Challenges for Tertiary Education. Washington D.C.: World Bank

organisations. In this case, also one-fifth of the scholarship holders have low cultural capital. This clearly indicates that other organisations rarely consider the cultural capital of their applicants during selection procedures.

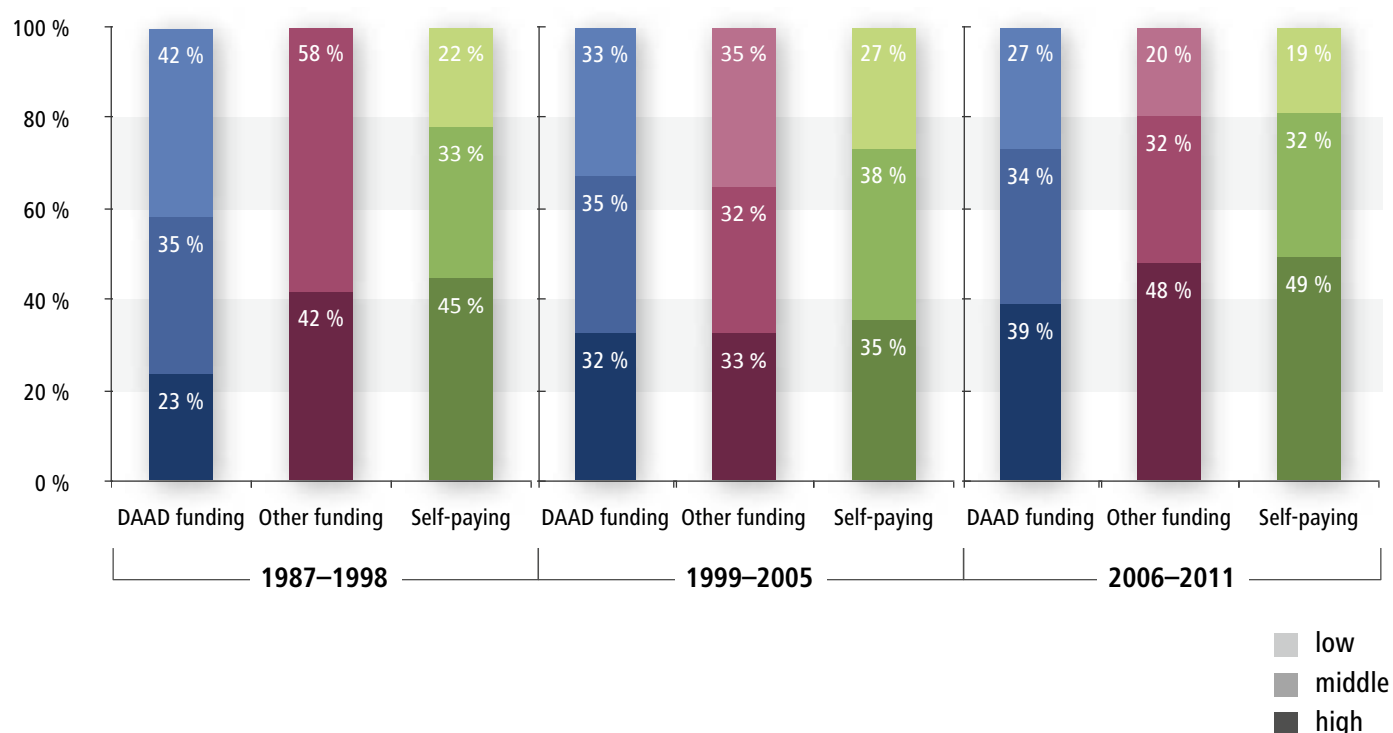


Figure 11
Cultural capital by source of funding

Source: University of Oldenburg 2011 (N=2506)

Conclusion

Obviously need alone is not sufficient reason for receiving a DAAD scholarship. The most important criterion is excellent academic and professional achievement. Under this premise, the fact that since 1996 funding has been distributed almost equally among applicants from all educational backgrounds is a considerable achievement. Young people with low cultural capital are thus given the chance to further their own professional development – and the development of society in their country, as well.

Over the past years, the DAAD has succeeded in steadily awarding more than one-fourth of its scholarships in the postgraduate programme to applicants with low cultural capital – especially impressive when compared to the statistics of self-paying students and recipients of other scholarships – and providing them with equal chances and opportunities to develop

professionally, thereby facilitating social development, as well. The key factor in this process is the preferential selection of academically excellent applicants from disadvantaged social classes.

3.5 Funding Flexibly – Target Groups with Diverse Needs

Unlike many other DAAD scholarship programmes, the postgraduate courses have always been aimed at professionals from the private sector, public administration and development co-operation. Dealing with the diverse needs of these extremely different target groups calls for flexibility, especially if the participants see the postgraduate courses as an opportunity for further specialised training within the scope of their professional career paths. After completing a first university degree, professionals have very concrete conceptions about how and in which form they would like to evolve further and if they already have professional experience, about the kind of knowledge that will advance their careers.

This is the case with the majority of DAAD scholarship holders: 91% of them were engaged in professional practice before beginning their postgraduate course, and the last academic degree of 81% of them was two or more years old.

Scholarship holders from the public sector

When the programme first began, 46% of DAAD scholarship holders surveyed worked in governmental and administrative agencies in developing and emerging countries. Since then, this share has sunk to 29%. Instead, more and more students now come from the private sector and national or international organisations involved in development co-operation. Nevertheless, the comparatively high percentage of students from state institutions should be considered a success because they are among the key players who can spur development and raise achievement potential in developing and emerging countries. The DAAD postgraduate courses equip these professionals with the expertise they need to make optimal use of the opportunities afforded by their professional positions for shaping and guiding their countries, thus making a significant contribution towards advancing development there.

Scholarship holders from development co-operation organisations

Professionals from national or international organisations involved in development co-operation are also supported in their work through the postgraduate courses. The programme aims at educating and training local



Karina Marisol Guardado Rivera

El Salvador
***1977**

2007–2009: MSc in Photogrammetry and Geoinformatics, Stuttgart University of Applied Sciences

Immediately after completing her Master's degree, Karina Guardado Rivera returned to the National University San Salvador as an academic assistant, where she had implemented a pest database before her stay in Germany. Having earned a further degree in Development Systems, she is now an Informatic Junior Manager for Database Systems and IT Technology at the university.

"Germany exposed me to top-quality education. Unlike in my country, the level of knowledge in Germany is generally very high and everything is very well organised. Living in Germany was a great experience – people were polite and very helpful. This was important since it was my first time abroad. The knowledge I gained through my experience has helped me in my job."

Scholarship holders act as partners for German development co-operation.

A quarter of employed DAAD scholarship holders now come from the private sector. After returning to their positions of employment, they contribute towards strengthening the economies of their home countries.

Scholarship holders from research and teaching can systematically disseminate their knowledge, thus fulfilling their roles as multipliers.

experts, who in addition to having professional expertise and knowledge of development policy, are also equipped with intercultural competence to guide development processes. Moreover, they can act as partners for German organisations involved in development co-operation. The percentage of scholarship holders who were employed by these organisations before taking part in the DAAD postgraduate courses has steadily risen over the course of the programme from 13% to 17%.

Scholarship holders from the private sector

The percentage of professionals who were employed in the private sector before beginning postgraduate study was successfully increased over the course of the programme. Today about one quarter (26%) of employed DAAD scholarship holders come from the private sector. When the programme first began, this number was only 8%. As such, the postgraduate programme has fulfilled its goal of gaining more scholarship holders from this sector. After returning to their positions of employment, these alumni contribute towards strengthening the private sector, which is often weak in developing countries. Furthermore, they can serve as contacts or co-operation partners for German business and industry, as well as German development co-operation.

Scholarship holders from education and research

While more and more scholarship holders have previously worked in the private sector or in organisations involved in development co-operation, the tendency is towards somewhat fewer scholarship holders from positions in research and education. When the programme began, approximately one-third (33%) of the scholarship holders came from this area. At 28%, they still make up slightly more than a quarter (Figure 12).

Participants from research and education are not the focus of the funding programme; however, they can make a contribution to the development of their home countries. The majority of them fill important positions in their institutions after graduating from their postgraduate courses and can, therefore, systematically disseminate their knowledge. In research and especially in teaching, they have the opportunity to transfer their own expertise to others, thereby fulfilling their planned roles as multipliers. More and more alumni qualify themselves for these roles by earning a doctoral degree.

Professional position before beginning postgraduate study

In all sectors, the DAAD scholarship holders surveyed came primarily from middle and lower management (32% and 40%, respectively).

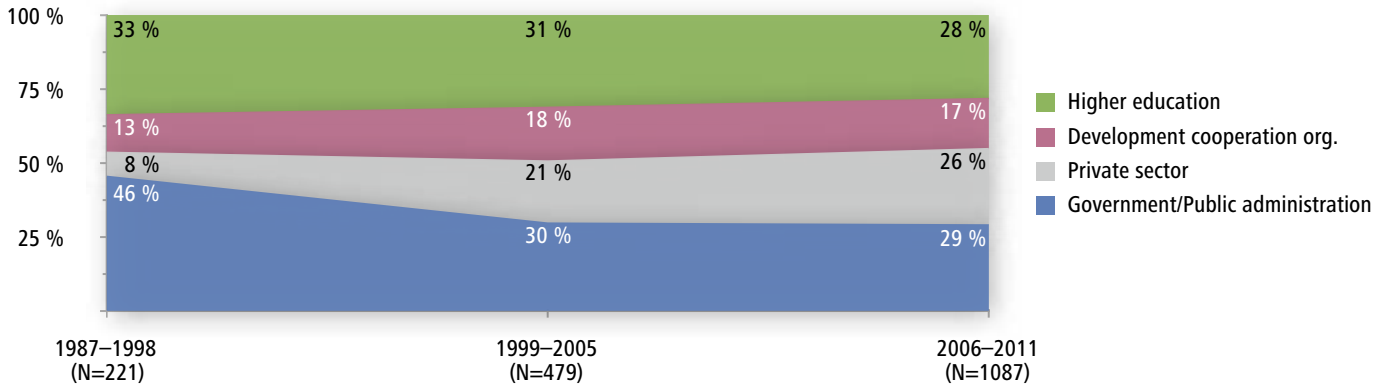


Figure 12
Employment sector before postgraduate course over time

Source: University of Oldenburg 2011

Only a few (2%) came from the area of top management. 26% had previously held no management position.

As comparison: Students from developing and emerging countries who finance their postgraduate course in Germany themselves are likely to come from lower management (39%) or hold no management position before beginning their postgraduate studies (23%) (Figure 13).

Furthermore, three-quarters of DAAD scholarship holders held permanent, full-time positions before beginning their courses, while this was the case among only 60% of the self-paying students. No change over time could be determined in any of the three groups – DAAD scholarship holders, self-paying students or scholarship recipients from other organisations.

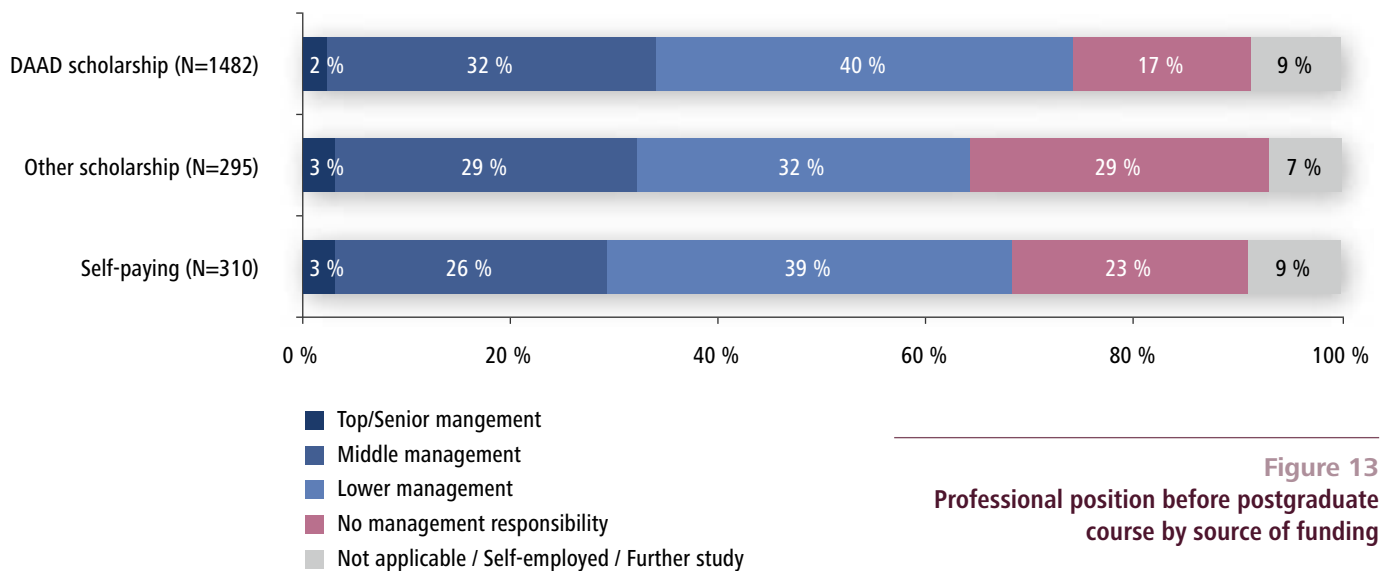


Figure 13
Professional position before postgraduate course by source of funding

Source: University of Oldenburg 2011

The programme must take both the professional needs and the family situation of participants into account in order to facilitate successful studies in Germany.

The DAAD creates the framework for professionals from many different occupational fields to study successfully in Germany.

Balancing professional and family demands

Potential participants in the DAAD programme frequently have not only professional but also private commitments. This is especially true of students from developing and emerging countries, where it is common to start a family earlier than in industrialised nations. For this reason, the postgraduate programme must not only take the professional needs of scholarship holders into account – which vary according to occupational background – but also their family situation. This is the only way that the programme can facilitate successful studies in Germany.

To make the programme attractive, the DAAD endeavours to take the family situation of its scholarship holders into consideration. If the spouse and children accompany the scholarship holder, for example, the DAAD grants supplementary family allowances and supports the temporary integration of these family members into Germany society. If the spouse or children cannot travel to Germany, the DAAD may pay for a flight home for the scholarship holder under certain circumstances.

The steady number of scholarship holders who bring their spouse and/or children to Germany with them demonstrates the success of the DAAD's efforts. Throughout the years, 48% of the scholarship holders have been married or in a committed relationship. About half of this group (54%) bring their partner with them to Germany. Nearly one-third of scholarship holders who study in Germany (30%) have children.

The DAAD also makes an effort to support the participants in the case of special family events – the birth of a child, for instance. The goal is to assist the scholarship holders in balancing their studies in Germany with their new family situation so that they can graduate successfully.

Conclusion

A key component of the programme is flexibility in fulfilling diverse needs. The results of the survey document that the DAAD has succeeded in achieving this – in regard to both the professional and personal needs of its scholarship holders. In this way, the DAAD creates the framework for professionals from many different occupational fields to study successfully.

3.6 Returning Home – Success at the Workplace

Supporting the reintegration of scholarship holders into the labour markets of their home countries has been one of the biggest challenges for the programme from the very beginning, and this challenge is growing. Since

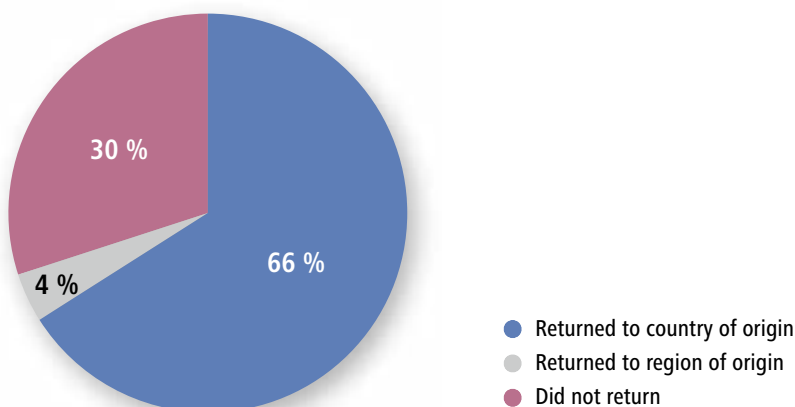
its establishment, the programme has faced the task of reversing the “Brain Drain” phenomenon – the emigration of alumni to higher income regions of the world. The intention of the programme is to bring scientific know-how back into the countries and regions of origin with the help of the scholarship holders, in order to increase the achievement potential of the partner countries in a variety of fields.

Outstanding return rate

In fact, the programme has demonstrated an outstanding return rate from the very outset. More than two-thirds (70%) of DAAD scholarship holders return to their region of origin after graduation (Figure 14). In light of the fact that living and working conditions in developing and emerging countries are often more difficult than in industrialised nations, which offer numerous incentives for settling down, this high return rate should be seen as an especially valuable accomplishment.

The main reasons for this high return rate are the structure of the post-graduate courses and the selection of scholarship holders. Apparently the DAAD succeeds in identifying those scholarship holders who are highly motivated to sustainably improve the situation in their countries of origin. Field research trips and internships in the partner countries give scholarship holders the opportunity to understand the practical value of what they learn in their postgraduate courses and show them how they can apply this knowledge in their region of origin. As such, they can prepare themselves for professional inclusion sufficiently ahead of time.

Viewed across the entire time span, however, the analysis shows that by nine years after graduation, fewer DAAD scholarship holders are employed in their country of origin. A possible explanation for this dip is that alumni are taking advantage of their international experience by further positioning themselves in the international labour market, thus accepting more job offers outside their country of origin. Moreover, it can be assumed that globalisation has influenced this slight drop in return rate in past years as employment relationships have internationalised.



Peter Okwero

Uganda
*1961

1990–1991: MSc in Community Health and Health Management in Developing Countries, Heidelberg University

Thanks in part to the knowledge he acquired in Germany, doctor Peter Okwero has had a very successful career in his home country of Uganda. He has collaborated on several development cooperation projects. While working in the World Bank Country Office Uganda, he became especially involved in the fight against HIV/AIDS. Having earned an additional Master's degree in Health Economics, Peter Okwero is now Senior Health Specialist at the World Bank.

"What I liked most about the course was its practical approach. Lots of visuals were used, which was quite interesting, and I really enjoyed the fieldwork, which required me to go to Ghana. This turned out to be very useful and perhaps the most important part for me. We were given time to visit the country and engage with its people. I really came to appreciate the country."

Figure 14
Return rate

Source: University of Oldenburg 2011(N=2280)



Catherine Njeri Mungai

Kenya
*1980

2009–2010: MSc in Environmental Governance,
University of Freiburg

Catherine Njeri Mungai was already heavily involved in the area of environmental protection before coming to Freiburg for her Master's studies. There she acquired further expertise for making her contribution to Kenya's environment. Since 2011, Catherine Njeri Mungai has been working as Programme Specialist at Climate Change, Agriculture and Food Security (CCAFS) in East Africa. She manages development projects, builds partnerships with other organisations and conducts research.

"When I came to Germany it was my first time out of Africa. Coming into contact with people from all over the world was an incredible intercultural learning experience. I also learned a lot from my studies in Germany – they have proven very useful and highly relevant for my current job. Despite my initial problems with the language, people were helpful. And the food was good, too!"

Low unemployment – high mobility

However, the majority of funded alumni do return home after completing their studies and fall back on professional and existing structures there.

Two-thirds of the alumni have been continuously employed since completing their studies in Germany. Close to another fifth (17%) are currently employed, but were unemployed in the interim. In total, 83% of the DAAD alumni who returned to their home countries are working.

Here a similar trend is evident when viewed across the years. The percentage of scholarship holders who work continuously after graduation is decreasing. From more than two-thirds (69%) in the period between 1987 and 1998, it has now sunk to only half of alumni for the time period from 2009 to 2011. Nevertheless, the number of continuously employed DAAD scholarship holders is still clearly higher than the percentage of continuously employed self-paying students. This latter held constant at 40% over the same time period (Figure 15).

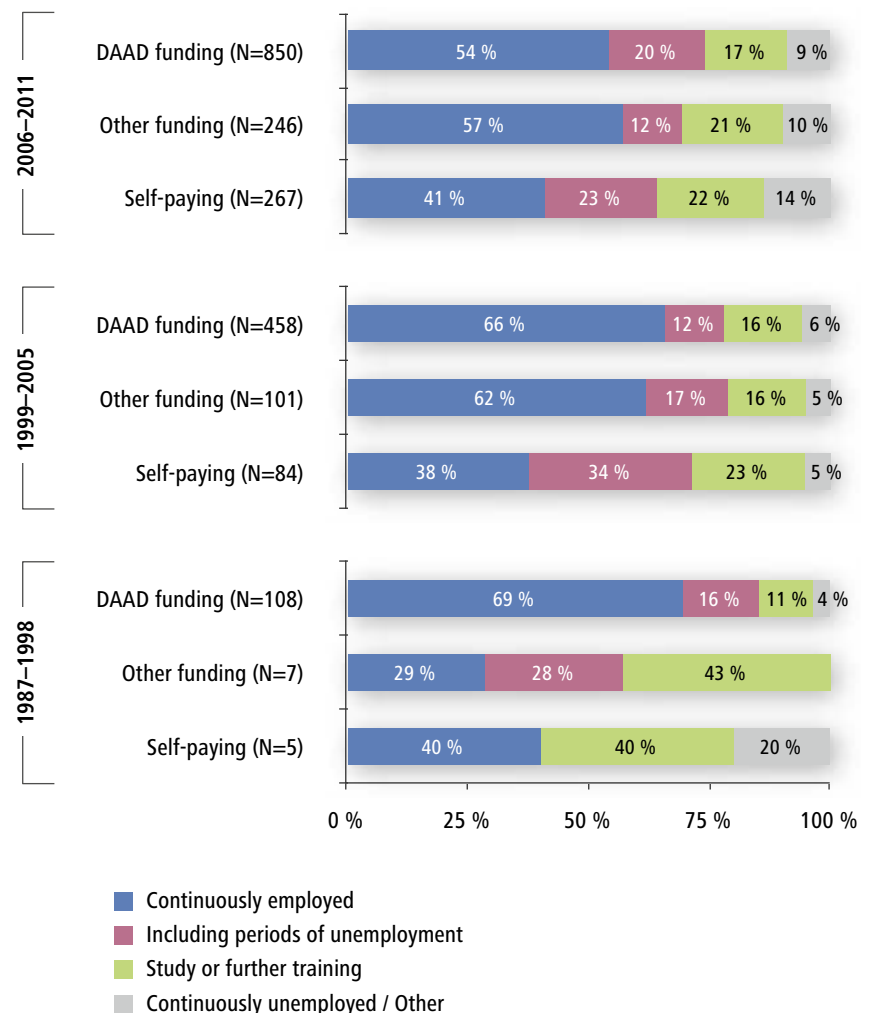


Figure 15
Employment relationship by source of
funding over time

Source: University of Oldenburg 2011

This tendency towards changing employers frequently corresponds to the global trend. Flexible employment relationships require increasing mobility from employees. In 1998, 60% of the scholarship holders returned to their previous employer upon graduation. In 2004 this number decreased to 46% and in 2011 to 45%.

In light of these trends, it is not surprising that the reintegration of DAAD scholarship holders into the labour market takes longer than in the early years of the programme. While three-fourths of those who graduated in 1987 found a job within a month after completing their studies, only about one-third (35%) of 2009 alumni were able to do so (Figure 16).

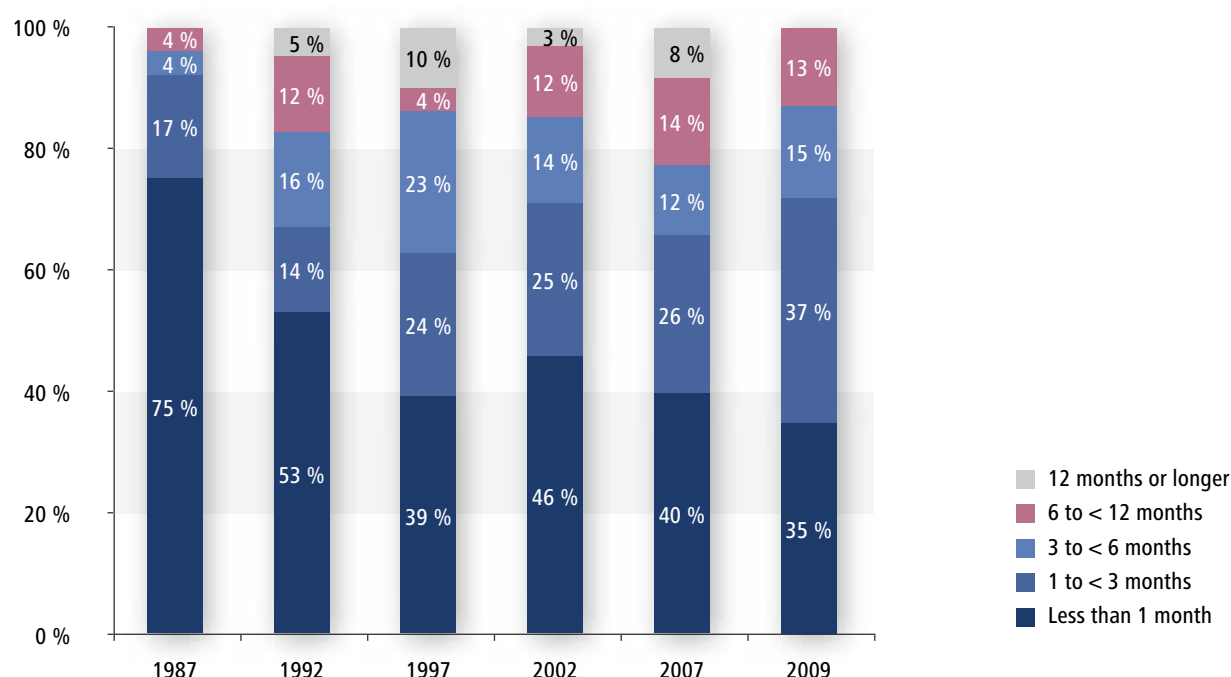


Figure 16
Professional integration over time

Source: University of Oldenburg 2011 (N=1911)

In general, those employed in the private sector and in development co-operation after graduation show a higher degree of occupational mobility than those employed in higher education and the public sector. This trend is also apparent among self-paying students and recipients of scholarships from other organisations.

The results make clear that trends in the global labour market are also affecting the professional reintegration of DAAD scholarship holders. This is a challenge for the funding instruments of the programme. These

Global labour market trends are affecting the professional reintegration of DAAD alumni. The programme must adapt and support participants accordingly.

More than three-quarters of DAAD scholarship holders see a very close relationship between the contents of their postgraduate course and their current occupation.

instruments must be adapted to the changing framework conditions and the corresponding processes of global diversification in developing and emerging countries that accompany them. For this reason, the DAAD and the participating German universities have placed a new holistic understanding of development at the centre of the programme. This concept emphasises global development processes and mutual learning based on multilateral partnership as the focus of the postgraduate courses. It is also intended to facilitate alumni in positioning themselves successfully both inside and outside their countries of origin in the face of these global development processes.

3.7 After Graduation – Continual Advancement and Employment

For the most part, the career paths of those funded by the DAAD have steadily developed over the course of the programme despite the aforementioned global trends that have increased the occupational mobility of the alumni. More than half of the DAAD alumni surveyed (60%) have been continuously employed since graduating from the postgraduate course, and close to another fifth (17%) broke off work only for the purpose of study or further training. A mere 16% look back on more or less short periods of unemployment.

This clearly distinguishes DAAD scholarship holders from self-paying students in the job market. Among self-paying graduates less than half (43%) experienced steady employment, and the unemployment rate is double (Figure 17).

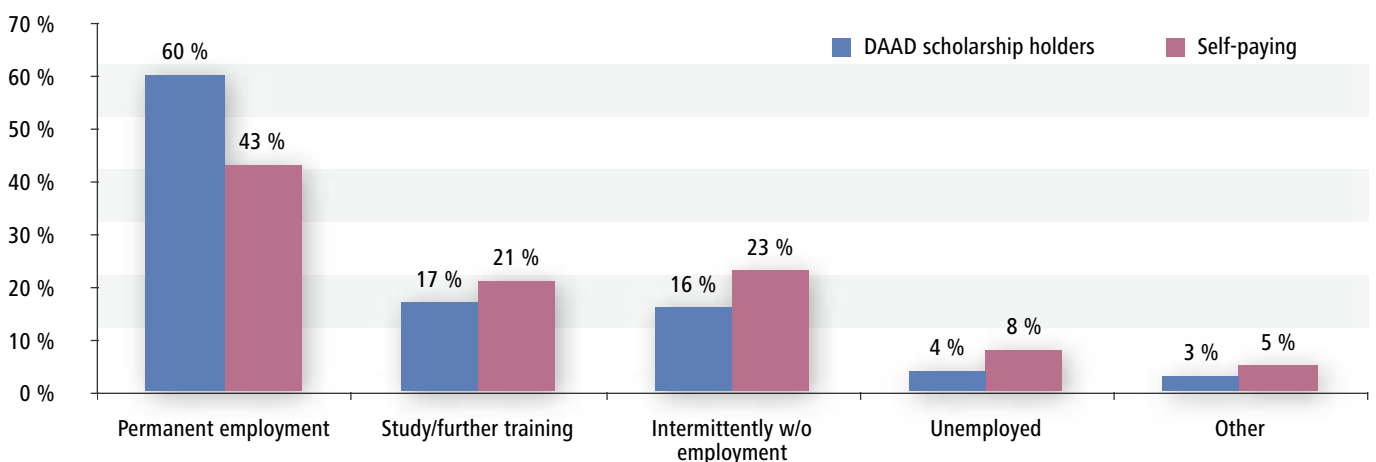


Figure 17
Employment comparison: Self-paying students and DAAD scholarship holders

Source: University of Oldenburg (N=2195)

When the alumni survey was taken, a total of nine out of ten respondents were employed, while only 11% were not currently working. Of those not currently employed, one-fifth of them were experiencing frictional unemployment, the transitional phase between applying for and being hired into a new position. A further group (54%) cited lack of opportunities for putting their qualifications to use and the economic situation in their country of origin as reasons for being unemployed.

Of those employed, almost 70% were in a permanent employment relationship, while 20% had a temporary employment contract.

More than three-quarters of DAAD scholarship holders (77%) see a perfect or very close relationship between the contents of their postgraduate course and their current occupation. In comparison, only 63% of self-paying students stated that their current job was related to their postgraduate studies. These results remain constant over time.

Employment after graduation according to sector

Employer structure after graduation does not significantly differ from that before the postgraduate course:

The percentage of employed DAAD scholarship holders who work in the private sector remains unchanged at 22% both before and after the postgraduate studies.

Before beginning postgraduate studies, 31% of DAAD scholarship holders were employed in the public sector. After graduation, this is every fourth (26%).

The number of DAAD scholarship holders working for an organisation involved in development co-operation rose slightly from 17% to 20%. This indicates growing interest in this sector.

The percentage of DAAD alumni employed in higher education increased to 32%. This sector thereby replaces government as the most frequently named employer (Figure 18).

The continuity of career paths is borne out over time as well. Fluctuation is minimal in both the public and private sectors. Even 15 years after successful graduation from the postgraduate courses, the scholarship holders remain for the most part employed in these sectors. However, within these sectors they do change employer frequently.

Slightly more fluctuation is apparent in the areas of education and research and development co-operation. DAAD scholarship holders who completed their postgraduate course 15 or more years ago are more likely to work in the field of development co-operation and leave the area of education and research.



Zyn Myo Thu

Myanmar
***1976**

2007–2009: MSc in Tropical and
International Forestry,
University of Göttingen

As a range officer in the Ministry of Environmental Conservation and Forestry, Zyn Myo Thu was involved in projects aimed at sustainable forestry. After completing her Master's course in Göttingen, the forestry engineer returned to the ministry. As Assistant Research Officer, she now plans and manages research projects in forestry, introducing and applying new ideas from Germany.

"The stay in Germany was a great opportunity for me, mainly because it is not easy for us to study abroad. I learned a lot about Europe, Germany and the culture."

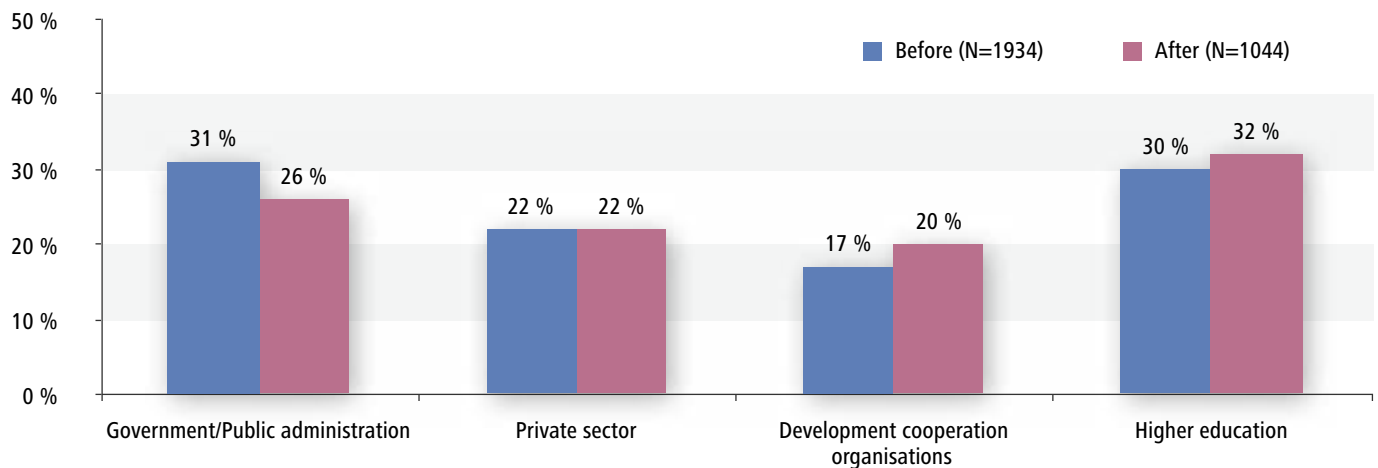


Figure 18
Employment sector after postgraduate study over time

Source: University of Oldenburg 2011

The scholarship holders show a high willingness to pursue new career opportunities. They succeed in occupying key positions crucial to political, economic and social change.

High willingness to change employer

The scholarship holders show a high willingness to pursue new career opportunities. Between graduation from the postgraduate course and the time of the survey, almost two-thirds of the alumni (63%) had changed employer at least once. An additional 9% had considered taking this step and applied for other employment.

The most common reasons cited for occupational mobility were: financial incentives (36%) and the opportunity for professional advancement (23%).

However, an external evaluation of the DAAD programmes in development co-operation from 2012 indicates that this dynamic is opposed to the programme goal of creating multiplier effects in the partner countries. On the one hand, the stable career paths of the scholarship holders are crucial for creating these effects. On the other hand, this dynamic also promotes a positive development that the DAAD fully supports. These highly trained professionals are better positioning themselves, taking jobs that will enable them to actively initiate changes in the economy, politics and society of their country or region of origin.

High percentage of DAAD scholarship holders in management positions

To bring about change, DAAD scholarship holders must rise to positions of leadership. According to the survey results, 70% of alumni held a management position after graduation. Of those surveyed, 38% occupied a position in middle management, and 9% were in a top management position.

DAAD scholarship holders in the labour market contrast sharply with self-paying students in this regard, only 59% of whom occupy a position in management (Figure 19). A possible explanation for the higher professional success of DAAD scholarship holders is better alumni support. The DAAD supports its scholarship holders even after graduation – through re-invitations to Germany and shorter professional training opportunities in the form of expert seminars or summer schools. These activities enable the scholarship holders to introduce current knowledge into their professional environments, expand their networks and solve new challenges equipped with the latest know-how.

More than two-thirds of DAAD alumni surveyed hold a management position after graduation – significantly more than among self-paying students. A possible explanation is the good alumni work.

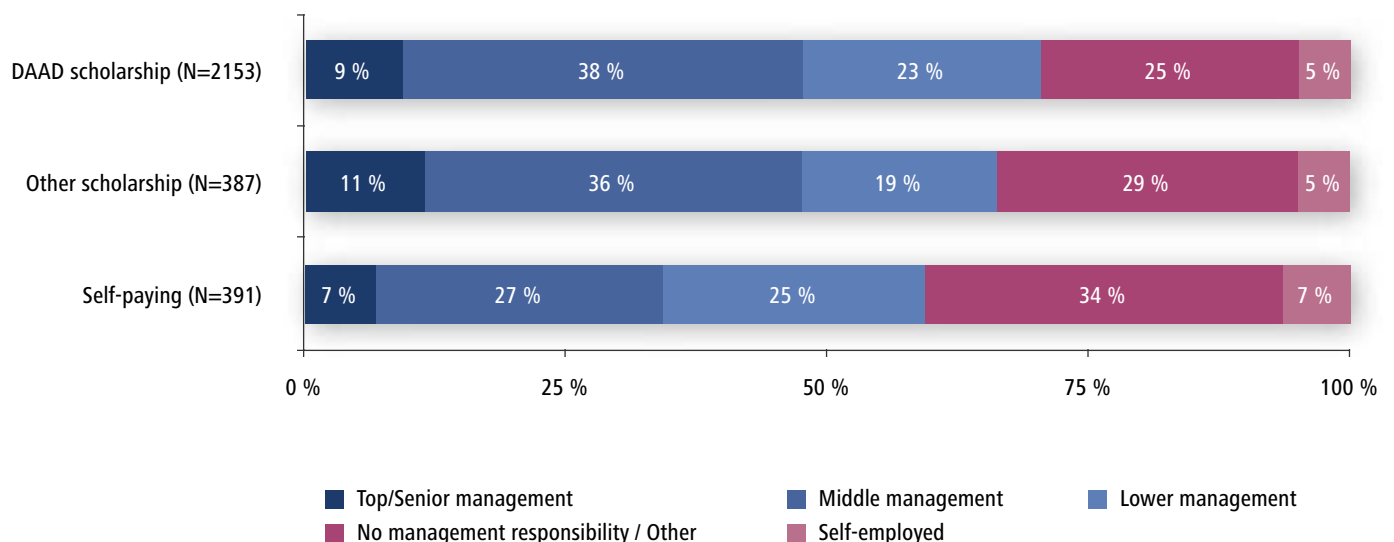


Figure 19
Professional position after postgraduate study by source of funding

Source: University of Oldenburg 2011

Ever higher up the career ladder

Over the course of time it becomes apparent that the longer ago a DAAD scholarship holder graduated, the more likely he or she is to rise to a higher position of management. Three years after their studies, only 4% of DAAD scholarship holders are working in top management, while 15 years after graduation 19% already are. The percentage of alumni in lower management sinks accordingly from 29% to 15%.

The relation between the two variables “Management Level” and “Age at Time of Survey” confirms this positive trend. Almost half (49%) of alumni with positions in lower management are under 30 years old. By contrast, in middle and upper-level management the majority of alumni are 40 or older. In top management nearly three-quarters (70%) are over 40 years of age (Figure 20).

It can therefore be assumed that the majority of those surveyed who are under 40 years of age will very probably move into higher decision-making positions in the course of their further professional careers.

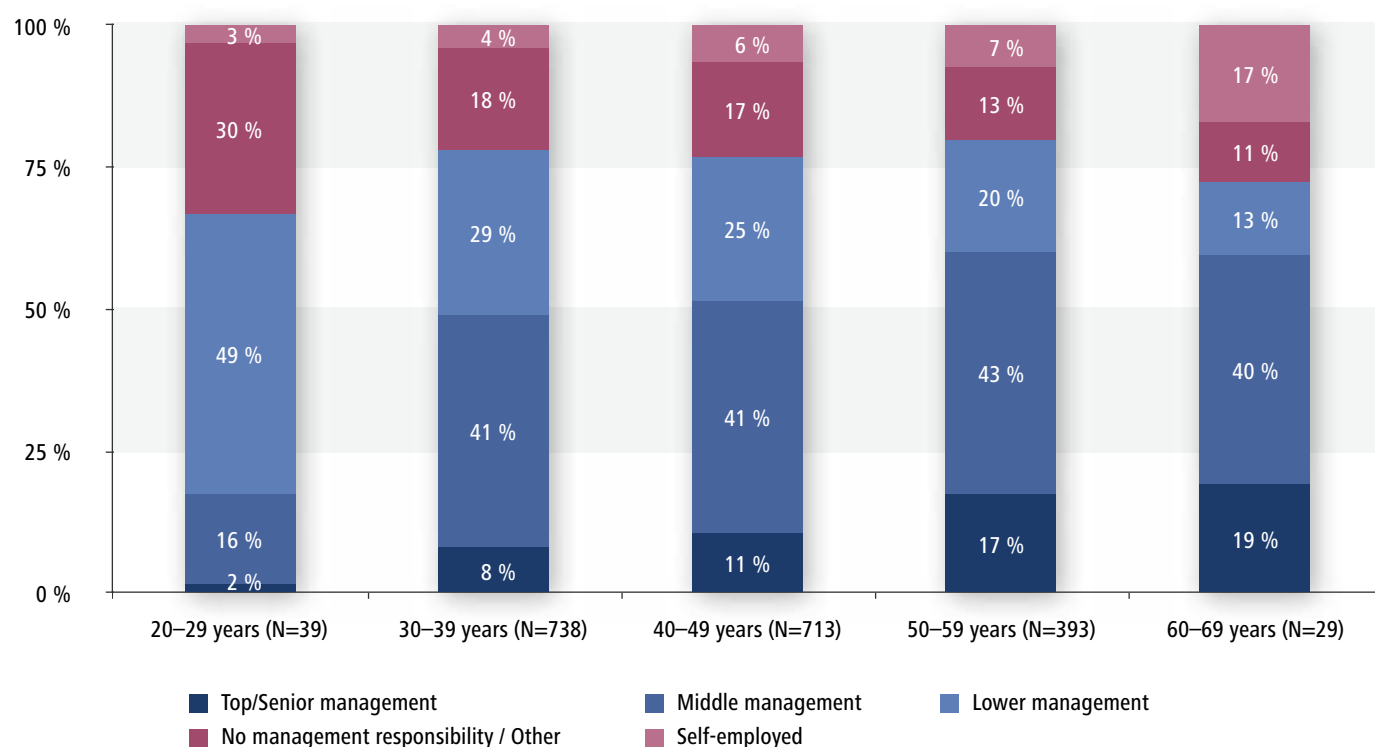


Figure 20
Professional position after postgraduate study by age

Source: University of Oldenburg 2011

With increasing age, DAAD alumni move into higher positions of leadership and take on more responsibility for development processes.

Conclusion

The postgraduate course programme educates highly qualified alumni who use their specialised competencies and soft skills to good purpose in their countries of origin. With increasing age they move into higher positions of leadership from which they take on responsibility for development processes and acquire the necessary scope to implement change. The DAAD's accompanying measures, such as alumni meetings, regional expert seminars and re-invitations to Germany, support the graduates in mastering professional challenges. Furthermore, alumni become involved in teaching, for example in the cross-border postgraduate courses.

3.8 Alumni Initiate Processes of Change

One of the goals of the postgraduate courses is to produce alumni in various fields of study who will act as change agents and multipliers in their countries of origin. Thanks to the specialised knowledge and soft skills acquired during their studies, these alumni can return to their countries of origin, occupy positions of leadership and initiate and guide positive changes relevant to achieving the UN Millennium Development Goals.

The postgraduate courses raise expertise

In 2011, alumni from the postgraduate courses were asked about these relationships for the first time. Far more than half of those surveyed (62%) responded that participating in the postgraduate course had increased their expertise in their professional field and as such made a positive contribution towards the development of their country of origin.

The responses of DAAD scholarship holders contrast sharply with those of the self-paying students and recipients of scholarships from other organisations. According to the personal assessments of these latter two groups, only 53% and 47% respectively were able to raise their level of expertise (Figure 21). A possible explanation for this difference is the DAAD's meticulous, multi-level selection procedure, which inquires not only about academic performance, but also about the personal attitudes and motivations of the applicants. This procedure ensures that the scholarship holders selected will take full advantage of their opportunity to participate in a postgraduate course. For this system to succeed, however, a sufficiently large pool of applicants must be available, out of which the "best" can then be selected.

The DAAD's meticulous selection procedure ensures that the most promising candidates are chosen.

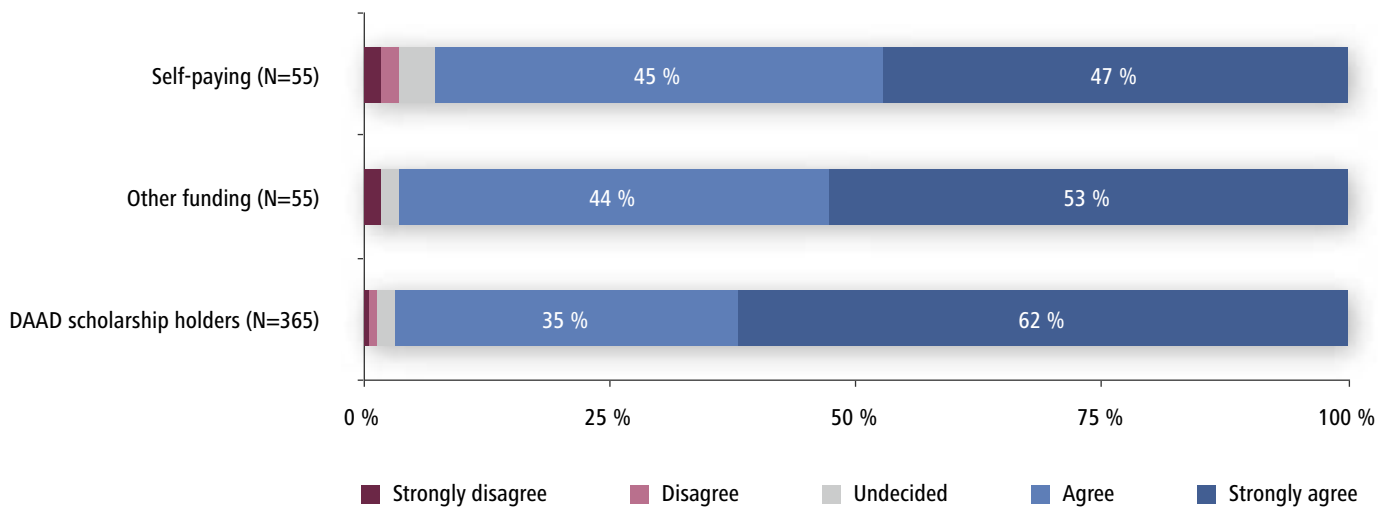


Figure 21
Increased expertise by source of funding

Source: Rambøll Management Consulting 2011

Methodological competence is increased

In order to lead personnel and take up positions in management, the alumni also require methodological competence. This is the only way that they will be able to initiate qualitatively valuable changes on a broad basis for the good of their countries.

According to the assessments of those surveyed, the postgraduate courses impart comprehensive methodological competence. Nearly half of the scholarship holders (41%) responded that they increased their methodological

Figure 22
Increased methodological competence
by source of funding

Source: Rambøll Management Consulting 2011



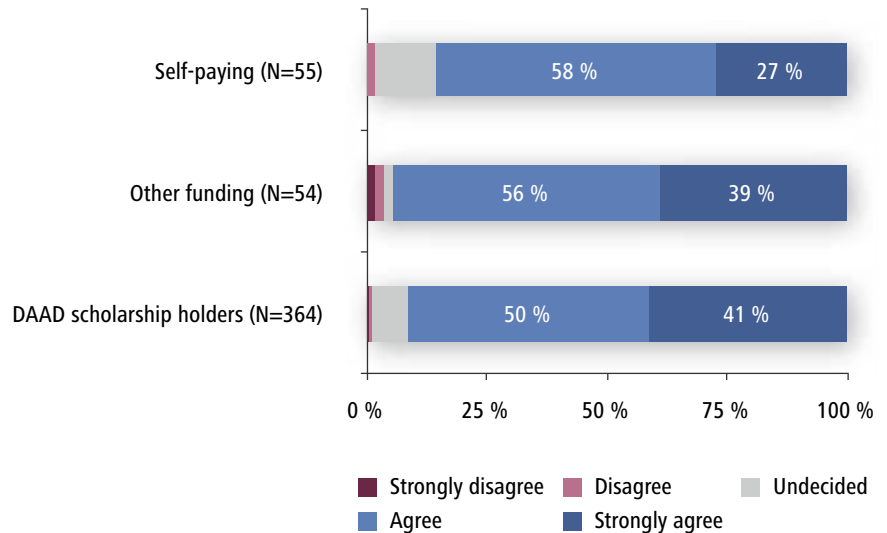
Jane Ninsiima

Uganda
***1973**

2005–2007: MSc in International Management,
Nürtingen-Geislingen University

For Jane Ninsiima, who had several years of teaching German under her belt before heading to Nürtingen-Geislingen University for her Master's studies, the German language was a breeze. After finishing her German Master's degree, she began to work for the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in Uganda, first as an assistant then as an administration officer for finance and bookkeeping. Now the former German teacher coordinates GIZ projects in the area of international development and cooperation.

"I gained a lot of practical experience in international business during my studies in Germany. I also learned a lot about the cultural environment, which helped me improve my intercultural competence. This is important if you want to work in the field of international development. For me, it was a good experience especially because of the multicultural environment."



competence to a high degree in the postgraduate courses. Among self-paying students, only one-third (27%) of those surveyed perceived a similar increase (Figure 22). In addition to the DAAD's very targeted selection of scholarship holders, financial aspects probably play a role in this difference. Scholarship holders from the DAAD and from other organisations are able to concentrate fully on their postgraduate courses, while self-paying students often need to work part-time in order to finance their studies.

Intercultural competence strengthened

Future leaders require ever more intercultural competence. In the course of increasing globalisation, they frequently represent their employers in international contexts and become involved in cross-border business interests.

The international composition of the postgraduate courses imparts this intercultural competence. In addition, participants become familiar with what is to them a foreign culture during their stay in Germany. The majority of the postgraduate courses also offer intercultural training. This is a winning combination. Three-quarters of DAAD scholarship holders (75%) responded that they were able to improve their own intercultural competence.

Here too, self-paying students have a lower perception of success. Only two-thirds (66%) responded that they had improved their intercultural competence. This difference is probably accounted for by the DAAD's supplementary activities, such as weekend seminars or excursions. These events provide the scholarship holders with more regular contact to students from other cultures. Many self-paying students, on the other hand, primarily maintain contact with people from their own culture during their stay in Germany.

The period in Germany makes a decisive impact on the cultural competence of the majority of scholarship holders. Living in another country enables them to test and dispel stereotypes. Personal contacts also strengthen intercultural competence. The scholarship holders form bonds with students and colleagues at the host universities in Germany and often maintain these contacts after graduation. As such, they form diverse ties to Germany through participation in the programme. These ties are strengthened through the DAAD Alumni Programme, as well as through invitations to expert seminars, summer schools and individual research stays.

Benefit for DAAD scholarship holders

According to their own estimates, the scholarship holders highly benefited from the postgraduate courses. 85% of them said that they improved their career prospects. 79% were able to improve their professional position, meaning 73% have more responsibility, 56% a higher salary (Figure 23).

At the same time, scholarship holders who come from less developed countries, according to the World Bank Country Classification, assess the impact of the postgraduate courses on their own career higher than the scholarship holders from further developed countries do. Again this demonstrates that the postgraduate courses facilitate the professional advancement of the scholarship holders and promote their personal development.

The majority of DAAD scholarship holders benefit greatly from participation in the postgraduate courses – above all their chances for professional advancement are improved. The alumni from less developed countries assess this benefit especially high.

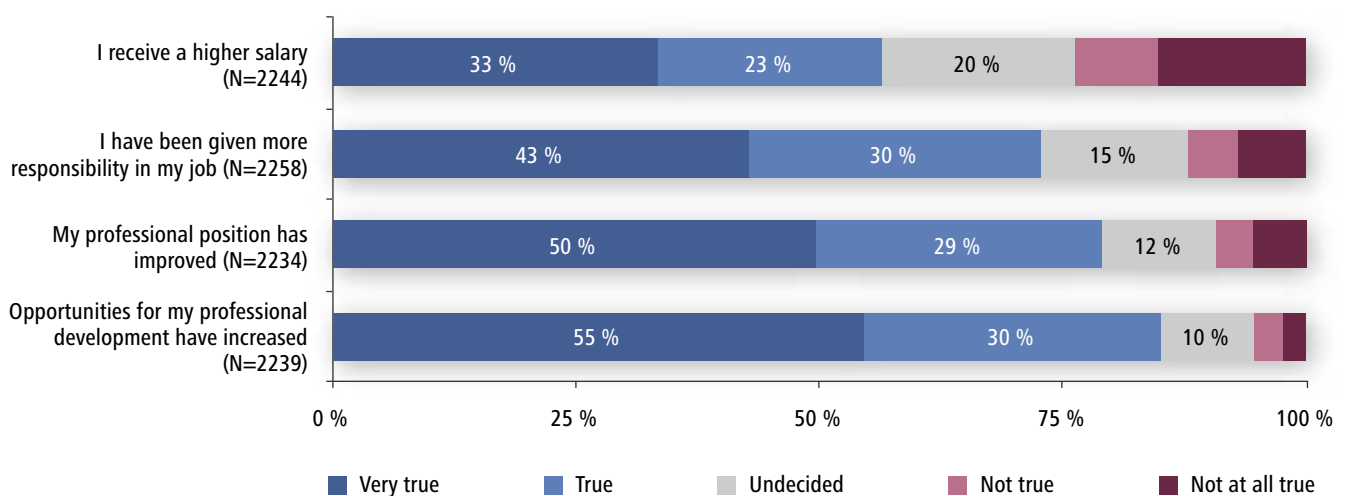


Figure 23
Personal benefit from postgraduate courses
for DAAD scholarship holders

Source: Rambøll Management Consulting 2011

**Tawat Boonthai****Thailand**
*1957**1993–1994:** MSc in Community Health
and Health Management in
Developing Countries,
Heidelberg University

Tawat Boonthai was already managing a small community hospital in northeast Thailand before his studies in Germany, but he wanted to bring his medical knowledge up to date with the most current state of research. For this reason he chose to attend the Master's course in Heidelberg. Thanks to his expanded competence, he then became director of a larger clinic in Bangkok, where he is also involved in the areas of patient care and education.

"The DAAD gave me a great opportunity to study abroad. In Germany I experienced nice people, nice weather, a good transportation system and effective environmental protection. And many of the things I learned from the CHDC course are still being used to teach medical and nursing students at my hospital."

More than half of the scholarship holders actively initiate changes in their countries of origin after the postgraduate course.

Higher benefit for the home countries

The majority of those funded see more than just the personal advantage inherent in the postgraduate courses. They also use their acquired skills and know-how as change agents, initiating reforms in government, the economy and society by virtue of their leadership positions. At the same time, the programme attempts to put women in the position to take on such roles as well.

The result: With a nearly balanced gender distribution among the scholarship holders, 10% of the alumni in top management positions are female. In lower and middle management, their proportion increases to slightly more than one-quarter. In light of the fact that in many developing and emerging countries, numerous women have very limited access to school, higher education and training, this is a considerable success. It proves that education is an investment in the future and significantly contributes towards empowering women and facilitating their greater participation in society.

Knowledge transfer in professional surroundings

After returning home, about three-quarters of the alumni actively use their newly acquired knowledge in their own professional surroundings. They are motivated by the desire to qualitatively improve the governments, economies and societies of their home countries, thereby making an indirect contribution towards achieving the UN Millennium Development Goals. They are especially likely to use informal channels of communication, such as discussions with colleagues (57%). 23% of those surveyed also listed structured forms of knowledge transfer, such as workshops. About one-third (32%) even developed their own teaching materials to assist in sharing their knowledge with colleagues.

DAAD scholarship holders clearly set themselves apart in this regard. Only 34% of recipients of scholarships from other organisations and 32% of self-paying students pass on their knowledge to colleagues in their professional surroundings.

More than half of DAAD scholarship holders (56%) go even further and initiate active changes in their organisations of origin and professional environments. According to their own responses, they hope to support the development of their countries by doing so (Figure 24):

- More than half of the scholarship holders (55%) develop new ideas and concepts for their own organisations.
- 52% collaborate on strategic orientation.
- 51% improve the structures of their organisations – optimising project management in a non-governmental organisation, for example.

And here too, DAAD scholarship holders set themselves apart from self-paying students, only 34% of whom stimulate changes in their organisations of origin.

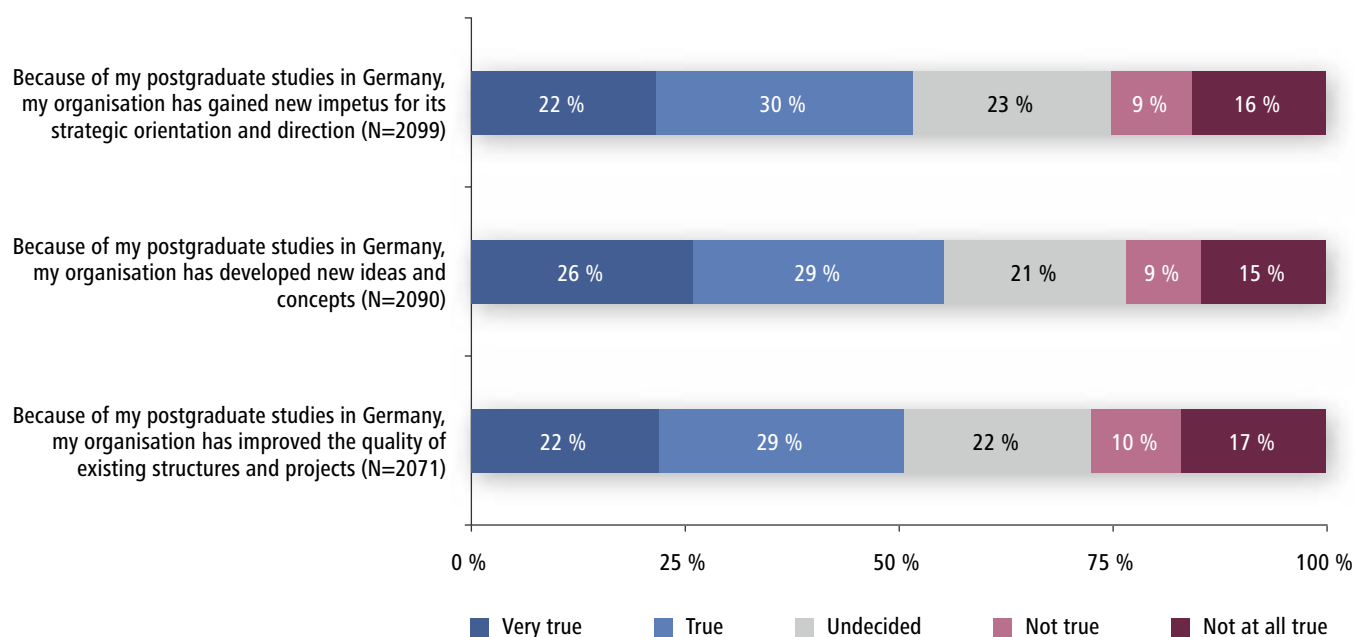


Figure 24
Benefit for organisations of origin of DAAD scholarship holders

Source: Rambøll Management Consulting 2011

Conclusion

The postgraduate courses are an ideal supplement to the wide spectrum of advanced education and training opportunities supported by international development co-operation. By promoting excellence, the postgraduate courses empower professionals from developing and emerging countries to initiate processes of change in relevant parts of government, the economy and society in their countries of origin. This matches the base-oriented, capacity development approach championed by German development co-operation. The Development-Related Postgraduate Courses accomplish top-class capacity building.

3.9 Lifelong Learning as a Leitmotif

Graduating from the postgraduate courses is definitely not the end of the academic ambitions of many alumni. Further education and advanced training, as well as lifelong learning are a prerequisite for lasting success in profession and career these days. In view of the fact that technical and social change is accelerating, professionals must continually expand and update their knowledge. In the field of development co-operation this is important because it allows problem-solving strategies to be initiated and applied in light of current know-how.

Education and career are not two consecutive life phases – instead, periods of advanced training and practical experience alternate and build on each other.



Binu Parthan

India
*1968

1997–1998: MSc in Renewable Energy,
University of Oldenburg

With the expertise he acquired in Germany, Binu Parthan was a stroke of luck for the company IT Power India, which hired the mechanical engineer immediately after he completed his Master's degree. Under his leadership, IT Power India received the 2004 Ashden Overseas Award for Enterprise, also known as the Green Oscar. But Binu Parthan harboured even higher ambitions. In 2012 he earned his doctorate in electrical engineering at the University of Graz. He is now Principal Consultant at Sustainable Energy Associates in Kerala and advises business and industry on issues such as reducing CO₂ emissions.

"The course in Oldenburg was a very important and critical step in my career – what I learned there had a profound influence on my future work. And given the multi-cultural learning environment, the experience has also had a lasting impact on my personal perspectives regarding different cultures."

Figure 25
Degree sought in further course of study

Source: University of Oldenburg 2011 (N=836)

High interest in advanced studies

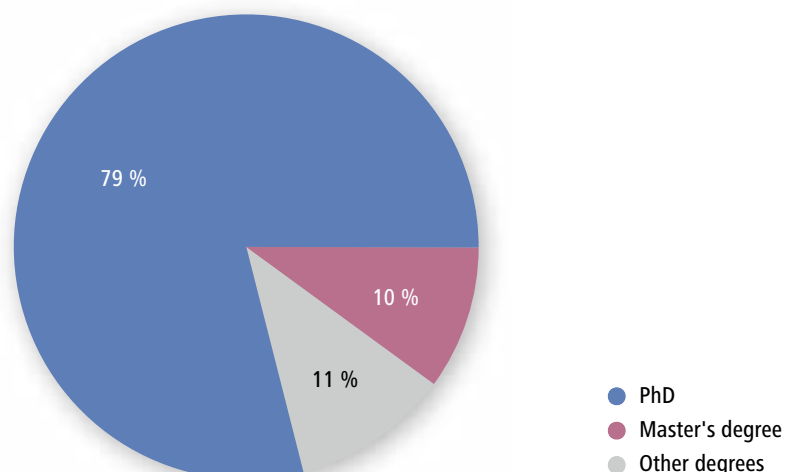
The DAAD scholarship holders show a high interest in lifelong learning. More than three-quarters of them (77%) aspire to a further academic degree after successfully graduating from the programme. This holds true for all alumni since the programme began.

- 14% of those surveyed have already earned a further degree.
- 16% are currently enrolled in another course of study.
- An additional 8% have applied for advanced training.
- 45% are seriously considering another course of study.
- A mere 14% of those surveyed have no interest in further advanced education or training.

This trend is confirmed over time. Of the alumni who graduated less than three years ago, 19% have begun or already completed a further course of study. Among those who participated in the programme more than 15 years ago, that number is 44%.

Directly after graduating from the postgraduate course, 54% of those surveyed are interested in a further course of study. After 15 years, 29% are still interested.

Every tenth person surveyed aspires to a Master's degree (Figure 25). The most sought-after degree is by far the PhD (79%). This has not changed over the years. The 2012 evaluation of the programme delivered a possible explanation. In many developing and emerging countries, a PhD is a prerequisite for promotion, so that this academic degree is viewed as a further natural development in many occupational fields (Figure 26).



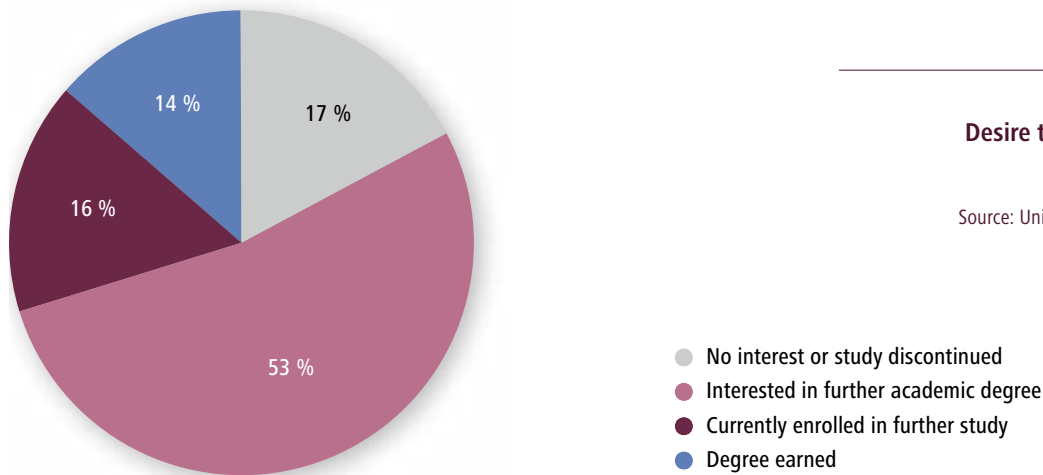


Figure 26
Desire to pursue further academic qualification

Source: University of Oldenburg 2011 (N=2308)

Where the alumni continue their studies

More than three-quarters (79%) of the DAAD scholarship holders complete further advanced studies and training in industrialised countries, 58% of them in Germany. Approximately every fifth graduates from a further course of study in a developing or emerging country (21%).

Germany is by far the most popular country for a further course of study. Almost half (46%) of DAAD scholarship holders return to Germany for a second postgraduate course (Figure 27). This has not changed over the course of time and indicates that Germany is in demand as a location for study and knowledge and as such is well positioned to compete for the "brightest minds".

Germany is by far the most popular country for a further course of study. Almost half of DAAD scholarship holders return for a second postgraduate course.

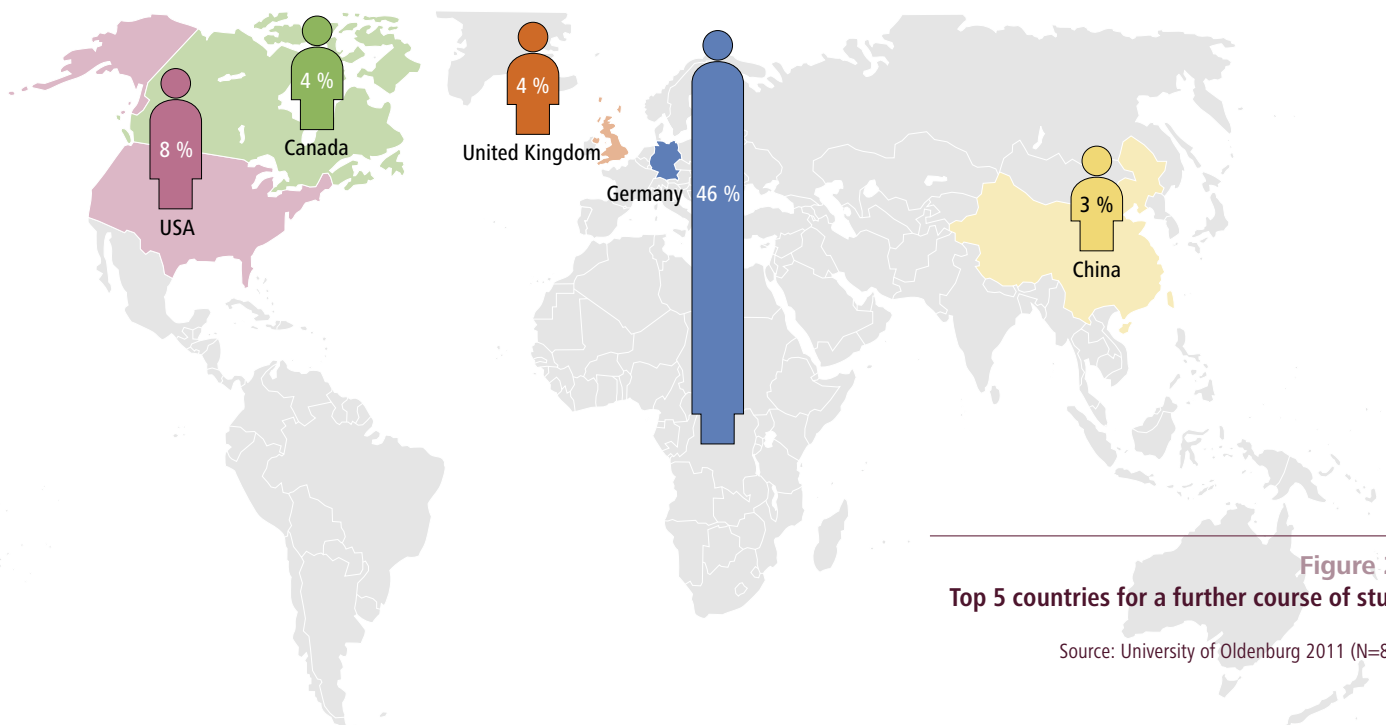


Figure 27
Top 5 countries for a further course of study

Source: University of Oldenburg 2011 (N=850)

Three-quarters of DAAD scholarship holders would like to use their further course of study to actively participate in the development of their country. This presents the programme with the challenge of supporting its alumni long-term in the development of their further professional careers.

How are further courses of study funded?

Most of the DAAD alumni reapply for scholarships to fund their further course of study. One-quarter of the alumni receive DAAD funding for their additional course. A further quarter is granted scholarships from universities in their home countries. Those who completed a postgraduate course between three and six years ago are especially likely to receive scholarships from the DAAD or universities. Former recipients of scholarships from other organisations, on the other hand, are more likely to receive new scholarships from the government in their country of origin.

What motivates scholarship holders to continue studying:

- The vast majority of alumni surveyed (94%) began a further course of study due to professional interest in the subject.
- 93% cite a higher academic degree as motivation.
- 88% aspire to a higher income.
- 86% cite better chances in the labour market.
- 90% respond that they would like to make a positive contribution towards the development of their country through further professional training.

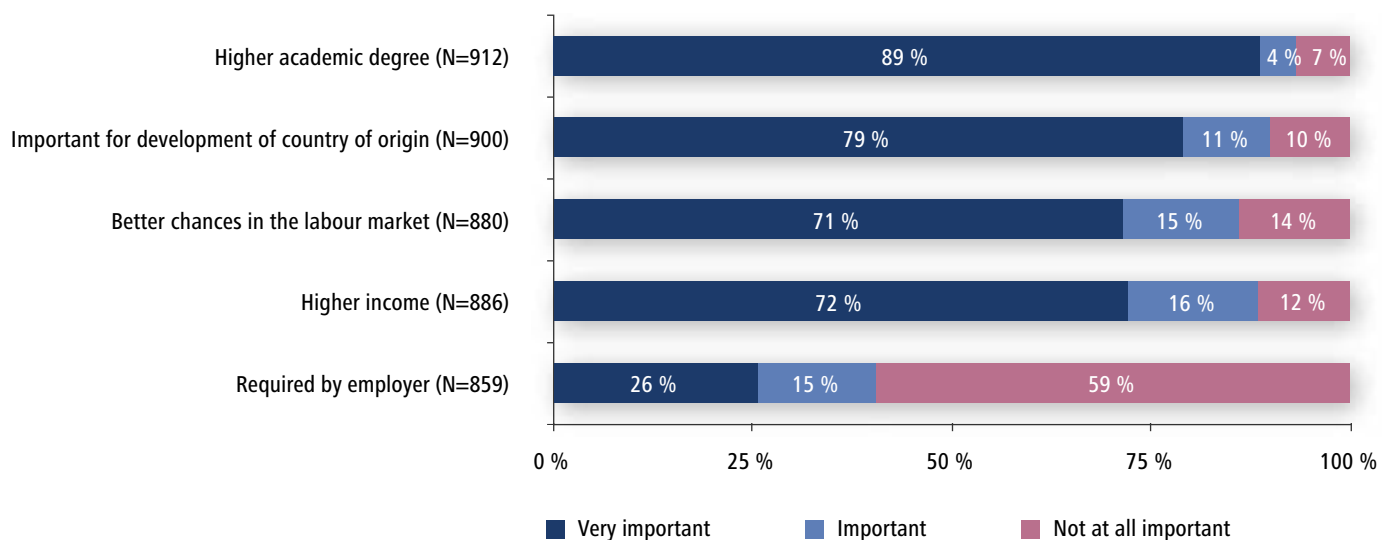


Figure 28
Motivation behind further course of study

Source: University of Oldenburg 2011

Alongside their own careers, the alumni also have the well-being of their countries in mind (Figure 28). This thought especially motivates DAAD scholarship holders (75%), who above and beyond attending a postgraduate course for personal reasons, hope to initiate changes in their country. This also speaks for the DAAD's selection procedures.

The motivating factors behind DAAD scholarship holders' further studies and advanced training remain unchanged over the course of time. Lifelong learning has, therefore, been extremely important to all alumni since the postgraduate course programme began.

This high motivation of DAAD-funded alumni also presents a challenge to the postgraduate course programme. The DAAD should support its alumni in the development of their further professional careers.



Mohammad Kamruzzaman Kamrul

Bangladesh
***1970**

2001–2003: MSc in Textile and Ready-Made
Clothing Technology,
Dresden University of Technology

Mohammad Kamruzzaman Kamrul already had quite a lot of professional experience in the textile industry before successfully earning his Master's degree in Dresden at the end of 2003. Back in Bangladesh he started up his own company, becoming managing director. In this enterprise, he benefitted from a very extensive network that he had built up during his time in Germany. In India he owns the textile companies and factories Tootal Quality Resources Ltd., Chemical Industries Ltd., Elbe International and Hue Plu.

"My stay in Germany was amazing and I still travel to Germany a couple times a year. All of my achievements since then are a result of my DAAD scholarship, which gave me the chance for higher study in Germany. But it's not solely because of the education; the experience also helped me explore and build a business network in Germany and Europe. I am grateful to the DAAD for supporting me back then."

3.10 The Partners of Tomorrow – Networks and Alumni Support

Winning partners for the future has been one of the guiding principles behind the postgraduate course programme from the very beginning. That is why the programme was designed to benefit all participants, including the German universities. By facilitating the establishment and expansion of cross-border postgraduate courses, for instance, the programme helps universities internationalise, while these institutions assist the programme in making a contribution to German development co-operation. The scholarship holders of today become the partners of tomorrow, committed to working towards better living conditions in developing and emerging countries. The economies of these countries benefit as well, from the influx of professionals equipped with expertise and versed in intercultural competence.

Each individual also benefits in his or her own daily work routine from the advantages that a network of expert and personal contacts can offer. Work procedures can frequently be structured more efficiently and effectively within a network of reliable personal contacts. In many regards, this opens up new scope for action.

Such contacts must be maintained and intensified. Only in this way can the programme achieve positive networking effects and sustain them both middle and long-term.

Alumni seek partnership with German organisations

Winning partners for tomorrow and helping them bond with Germany means working on this process during the postgraduate course in Germany.

Because DAAD scholarship holders live in Germany and become familiar with the local culture, they develop a concrete picture of the country. Many

Figure 29
Ties to Germany

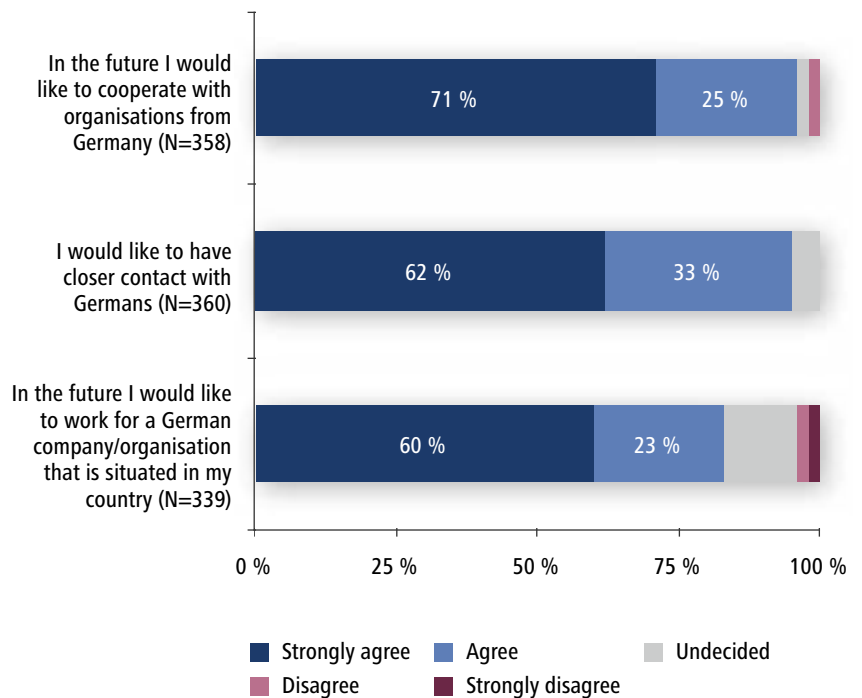
Source: Rambøll Management Consulting 2011

**Dan Quy-Nguyen****Vietnam**
1984*2009–2011:** MA in International Media Studies,
Bonn-Rhein-Sieg University of
Applied Sciences / DW Akademie

Earning first a Bachelor's degree in Germany and somewhat later a Master's degree as well, Dan Quy-Nguyen acquired the knowledge he needed to release his creative potential. As a freelance editor and writer he developed a beauty magazine immediately upon graduating from the Master's programme. He later became Brand Manager of Women's Health Vietnam. Since the end of 2011, the media expert has been managing the editorial department of ELLE Vietnam.

"Since the mentality and character of the German people fit my own, I've always felt very settled and comfortable in Germany. I gained new friends for life during my stay, and until today we still keep supporting each other in both our professional and personal lives. As for the DAAD: DAAD mentors are the best! Thank you DAAD for always being there and supporting me and my colleagues!"

of those surveyed value German work environments, professionalism and innovation. The German universities are perceived as transparent and internationally recognised institutions.



This positive image of Germany is advantageous for German organisations (Figure 29):

- 96% of those surveyed would like to co-operate with German organisations in the future.
- 83% would like to work with a German organisation in their country.

Individual partnerships involving joint research projects between DAAD scholarship holders and German universities have already been established.

Lasting bonds with alumni

Networking begins from the commencement of postgraduate study in Germany. As they live and learn together at the host universities, scholarship holders build contacts with fellow students, lecturers and professionals from research and practice. These contacts are usually maintained even after graduation – this is also shown in the 2012 external evaluation of the postgraduate course programme.

Keeping contact with and interest in Germany alive and well requires active alumni work. Ideally such alumni work combines continuing education and networking, as well as providing a forum for personal and professional exchange based on joint study and work experience. Individual universities and postgraduate programmes, as well as the DAAD, have developed a wide range of opportunities for their alumni that meet these criteria and promote the maintenance of existing networks.

The long-term objective of the postgraduate programme is the creation of a network of experts in various fields of expertise in the area of development co-operation – possible events include invitations for short research stays, expert seminars and summer schools, both in Germany and in the respective regions. In addition, the DAAD supports work directly in the field by making equipment and specialist literature available and helping establish and expand contacts between institutions, such as professional university partnerships.

One example of especially successful alumni work is the programme's co-operation with the DAAD's so-called "Alumni Special Projects". Within the scope of these projects, alumni, primarily from the postgraduate courses, are invited to Germany for summer schools in combination with international trade fairs, where they can update and renew their knowledge and expand contacts to German business and industry. In this way, existing contacts to Germany and other former scholarship holders are refreshed and maintained and new contacts and networks created.

The DAAD can do even more to activate and network the alumni. The in-class phases of the postgraduate courses in Germany can be used even more intensely for bonding with the scholarship holders. In this phase, scholarship holders could already be introduced to the various opportunities for networking and maintaining contacts after graduation from the postgraduate course.

The investment in human and financial resources required for active alumni work pays off – especially when the alumni form long-term ties with German universities, German economy and development co-operation, and the DAAD. This turns scholarship holders into future partners for a common cause.

The long-term objective of the postgraduate programme is the creation of a network of experts in various fields of expertise in the area of development co-operation.



Aymé Gissela Muzo Quishpe

Ecuador
***1982**

2008–2010: MSc in International Agribusiness and Rural Development, University of Göttingen and Universidad de Talca

Aymé Gissela Muzo Quishpe arrived in Germany after gaining experience as a research assistant at the Agricultural Research Center in Illinois (USA). After completing her Master's degree in Göttingen, she first worked at the Department for Agricultural Economics and Rural Development at the University of Göttingen. In 2011, she returned home. As a consultant for the Ministry of Foreign Affairs, Trade and Integration she dealt with issues involving fair trade and its consequences for agriculture. Since 2012, Aymé Gissela Muzo Quishpe has been Junior Consultant in the Center for International Forestry Research.

"The programme was very interesting because it was so different from the system in Ecuador. I also found the programme quite useful as it taught me about quantitative and qualitative research. This knowledge is generally lacking in Ecuador and the university I worked for knew very little about quantitative research. This said, the demand for this kind of research methodology is growing. Having this knowledge helped me get my current job."

Conclusion

Active alumni work after graduation from the postgraduate courses ensures that the German economy and other organisations involved in German development co-operation will have long-term contacts with partners for a joint approach to global challenges. In this regard as well, the postgraduate course programme effectively supports development co-operation.

Summary



Aldo Daniel Guzman

Argentina
 *1963

1992–1993: MSc in Civil Engineering for
 Developing Countries,
 Leibniz University of Hannover

Back in Argentina, Aldo Daniel Guzman did not have to wait long to use the knowledge he acquired during his Master's studies in Germany. One month after returning, he was already working as an engineer for the company Cimentaciones, afterwards for the company "Pilotes Terratest" in Chile. Today he runs the business there.

"My studies in Germany have had an enormous impact on my professional career. My knowledge of the language and my contact with German engineers enabled me to secure a very good position rather quickly once I returned home. I also had the opportunity to introduce technologies that were not yet available in my country."

For 25 years, the DAAD has been promoting the continued education of professionals from developing and emerging countries with its programme "Development-Related Postgraduate Courses" funded by the Federal Ministry for Economic Cooperation and Development at German universities. Today students receive a postgraduate education with a heavy emphasis on practice in 42 Master and doctoral courses, the majority of which are taught in English. The goal is for these alumni to act as change agents and multipliers after graduation, initiating reform in their home countries. Since the very first call for applications in 1987, more than 6,000 international professionals have gone through the programme. Far above 90% of them completed it successfully.

In 2011, the DAAD commissioned the University of Oldenburg under the project direction of Michael Golba to examine the educational and career paths of the postgraduate course alumni. A survey undertaken by Rambøll Management Consulting concerning the effectiveness of the programme supplements this alumni tracer study. Data collection took place online via questionnaire. The response rates were excellent, with 45% and 36% of the 6,021 and 1,538 survey participants respectively. This current publication focuses on the total of 2,343 DAAD alumni from all three surveys. However, data from self-paying students and recipients of scholarships from other organisations is used for purposes of comparison.

This is the third time that the University of Oldenburg has carried out the alumni survey. Similar studies were conducted in 1998/99 and 2004. By combining data from these previous surveys, it was also possible for the current study to compare results over a longer period of time.

The results reveal several trends, including the following:

90% of the alumni of the postgraduate course programme come from developing and emerging countries, as well as the core regions of German development co-operation.

In past years, the percentage of female DAAD alumni has continually increased, both regionally and in the individual fields of study.

The DAAD is more successful than other scholarship donors in targeting and achieving a balanced distribution of scholarship holders from all educational backgrounds. Throughout the years, the DAAD has increasingly been able to support scholarship holders with lower cultural capital. The reason for this is the selection procedure, which preferentially promotes applicants from disadvantaged social classes if all other qualifications are equal.

The results document the success of the DAAD programme over the past 25 years:

The continuously high return rate: More than two-third (70%) of the DAAD alumni surveyed return to their country or region of origin after graduation and initiate positive changes there.

The vast majority of these alumni (89%) are reintegrated into the labour market in their home country after graduation.

Almost half (47%) of the DAAD alumni are currently working in middle or upper management. This is only the case among 34% of self-paying students. Throughout the years, the number of DAAD scholarship holders in positions of leadership increases.

DAAD alumni are more likely than other alumni to transfer and apply the knowledge that they acquired in the postgraduate courses to their home countries. Three-quarters of them actively pass the newly acquired knowledge on in their organisations of origin or their professional surroundings. The percentage of recipients of scholarships from other organisations and self-paying students who do so is only 43% and 32% respectively. DAAD alumni want to make a positive impact on the government, society and economy of their countries of origin and co-operate towards achieving the UN Millennium Development Goals. For this reason, more than half of DAAD scholarship holders actively initiate change in their home countries and regions.

DAAD scholarship holders derive a high personal benefit from the programme as well: 85% of DAAD scholarship holders responded that the postgraduate course expanded opportunities for developing their career. 79% improved their professional position, meaning that 73% have more responsibility and 56% a higher salary.

All in all, the results demonstrate that the postgraduate course programme wins new partners for Germany in developing and emerging countries and makes an overall valuable contribution to German development co-operation.



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