

DAAD

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

Division 43 Development Co-operation



Wissenschaftsforum Berlin, 27. April 2004



change by **exchange** ■ wandel durch **austausch** ■ cambio por **intercambio** ■



What do we expect from professional training at higher education level?

- Acquisition of up-to-date professional knowledge
- Acquisition of important practical skills, e.g. project management
- Acquisition of soft skills like the ability to converse, intercultural understanding, conflict resolution, ability of lifelong learning
- Practice-oriented, applied knowledge based on state-of-the-art technology
- Orientation towards processes in development co-operation
- Networking with economic sector and administration
- Networking with colleagues



DAAD supports the individual training in an industrial country (Germany)

Advantages:

- + Participants from developing countries are provided with up-to-date knowledge and modern infrastructure in the developed country.
- + Participants from developing countries get involved in multinational (multicultural) professional networks.
- + Participants from developing countries can study and do research without financial distress
- + Participants from developing countries become acquainted with the economy of an industrial country.

Disadvantages:

- The topics that are dealt with might not necessarily be oriented towards developing countries or -processes.
- Ability and willingness to apply the acquired knowledge in developing countries does not always exist (up to the point of brain drain).
- Higher costs
- Alienation from the region of origin





DAAD supports further education in the home country or region with its “sur-place”-/“third country” programme

Advantages:

- + No alienation from the region of origin
- + Lower costs
- + The topics that are dealt with refer to the respective region
- + High probability of existing ability and willingness to apply the acquired knowledge within the region
- + Due to scholarships, participants may study and do research without major trouble

Disadvantages:

- The knowledge available in industrial countries is not accessible so easily
- Professional networks are less multinational (multicultural)
- Connections to the economies of developed countries do not exist





Cross-border approaches in DAAD programmes

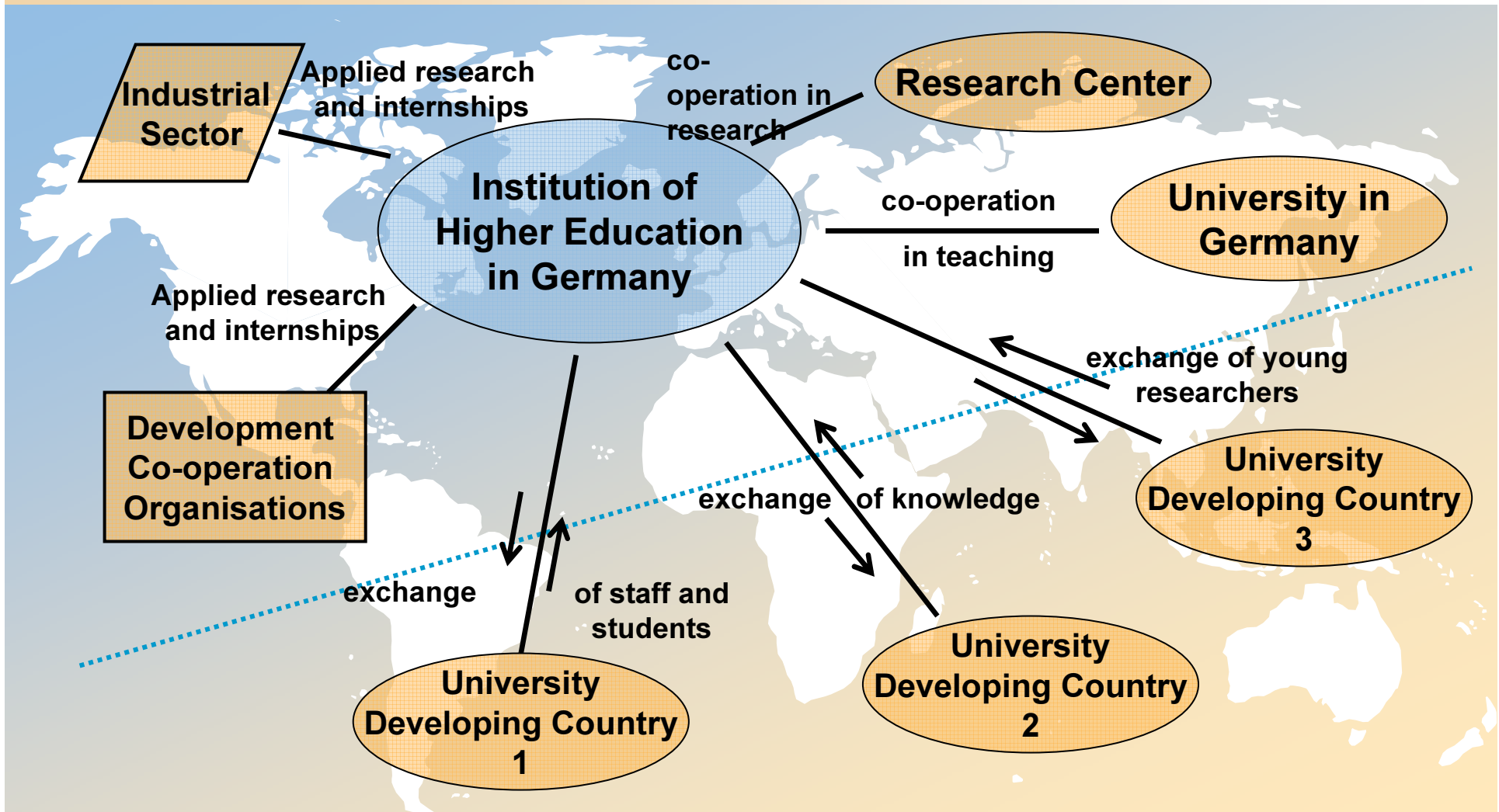
- A** Several PhD-students work on a (also developing country related) topic during study and research periods in both Germany and the partner country (Sandwich-Programme)
- B** Groups of students (mostly MSc-students) take part in courses in which
- the fieldwork is carried out in developing countries,
 - the fieldwork in developing countries is supervised by on-the-spot universities
 - one study phase is completed at an university in a developing country



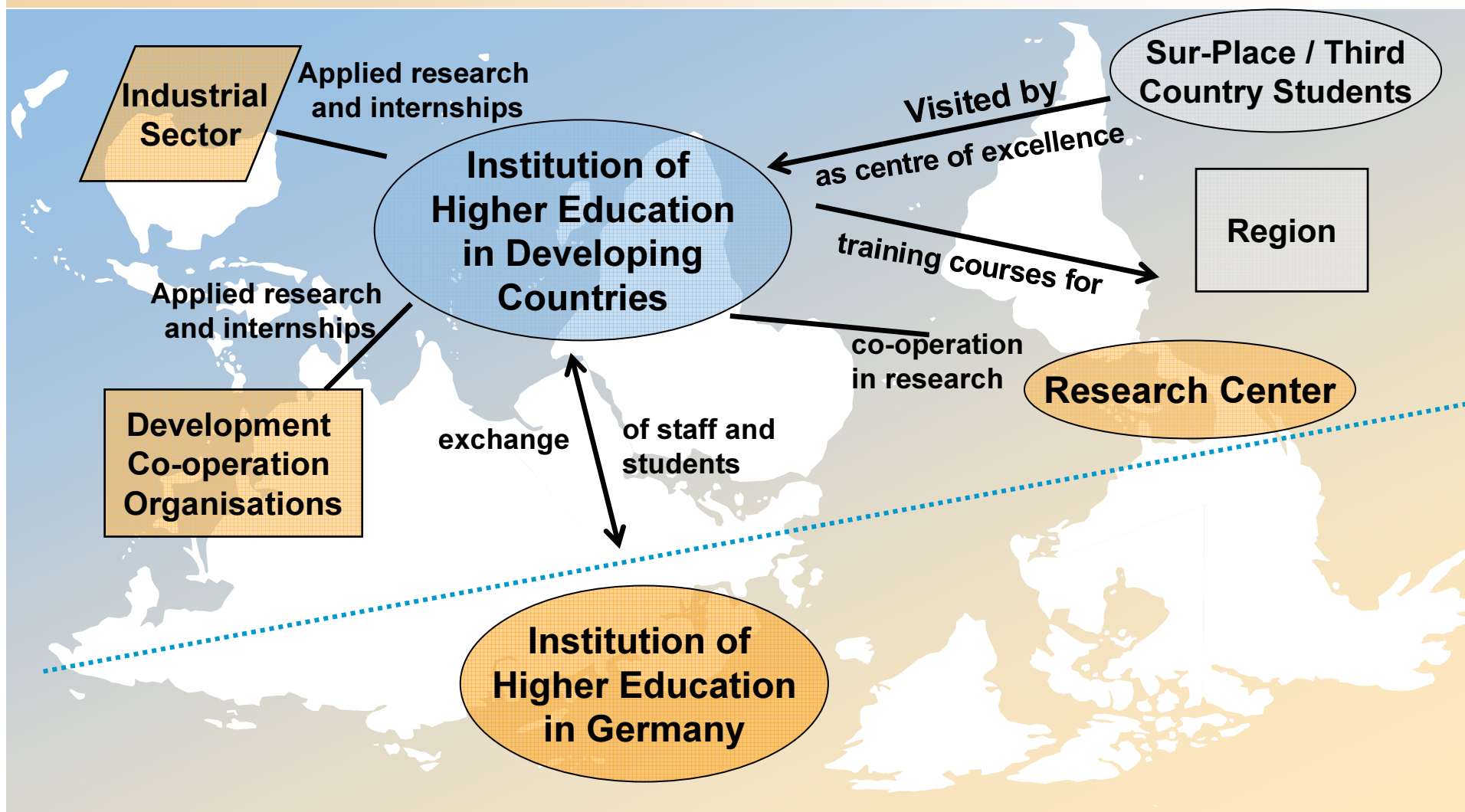
We are convinced that by this scheme we are doing more than just summing up the advantages of further education in Germany and in developing countries!



Tertiary Education Networks

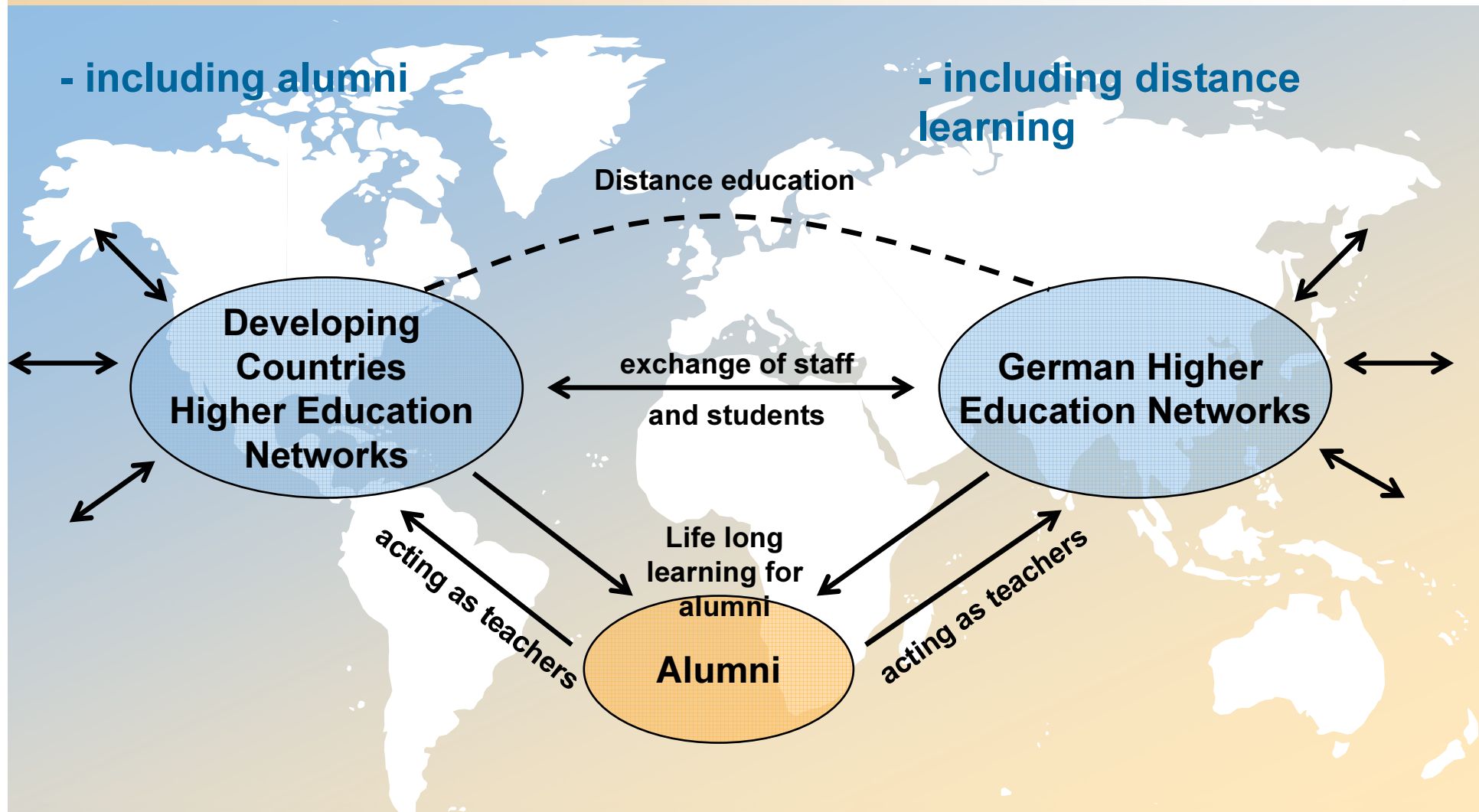


Tertiary Education Networks





Tertiary Education Networks





Our expectations regarding modern education networks

- Transfer of recent knowledge, taking into account indigenous knowledge
- Practice-oriented towards economy/industries and applicability in developing countries
- Gain of industrial country-experience but prevention from brain drain
- Aquisition of essential key qualifications
- Networking in the north as well as in the south
- Alumni play an active part
- State-of-the-art education at lower costs
- Reduction of stay abroad via Distance Education
- Southern universities benefit from strategic alliances and northern universities open up global research fields



Will this conference confirm, amend or complement these perceptions?

How can we achieve our aims via cross border learning?