

DIES

# ProGRANT

Proposal Writing Courses for Research Grants



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DIES

# ProGRANT

Proposal Writing Courses for Research Grants

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DAAD

Deutscher Akademischer Austauschdienst  
German Academic Exchange Service



Folge an internationaler Higher Education Strategien

BMZ



Federal Ministry  
for Economic Cooperation  
and Development



proWiss

Consulting Services for Research

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# PREFACE



## DAAD

GERMAN  
ACADEMIC  
EXCHANGE  
SERVICE

The aim of the training course “Proposal Writing for Research Grants” (ProGRANT) is to support upcoming academics from Africa, Latin America, the Middle East and Southeast Asia to perfect their proposal writing skills according to international standards and to design, write and budget a competitive proposal for national and international research funding.

The courses are organised within the scope of the programme “Dialogue on Innovative Higher Education Strategies” (DIES). Universities throughout the world are operating in an increasingly dynamic environment characterised by global challenges. They face intense competition for students, highly qualified researchers and third-party funding. This holds true for developing countries too, where the demand for tertiary education has been skyrocketing over the last decades. In light of these developments, higher education management in all its particulars is becoming more and more important in the field of international development cooperation. The **DIES programme**, jointly coordinated by the German Academic Exchange Service (DAAD) and the German Rectors’ Conference (HRK), assists universities in developing countries with a bundle of measures to tackle these challenges. All DIES components have in common that they pursue a practical approach, facilitating change by means of developing skills and competencies of individuals.

DIES training courses are one of the key instruments for this. The implementation of DIES proposal writing courses started back in 2005 when the first course took place in Nairobi, Kenya. During the following decade, the training course has been successfully offered in different regions of the world and the steadily increasing demand for this type of training has led the DAAD to scale up its efforts and create a Proposal Writing Coordination Centre.

Since 2013, the International Office of the University of Cologne hosts the Proposal Writing Coordination Centre and is responsible in close cooperation with proWiss (Consulting Services for

Researchers) and partner institutions in the regions for designing and implementing every year four proposal writing courses in different regions of the world.

I hope the information booklet proves useful and interesting to you and will give you a deeper insight into the ProGRANT training activities. Further information about the DIES programme in general or other training courses can be found on our website: [www.daad.de/dies](http://www.daad.de/dies).

Best regards,



**Tobias Wolf**

Deputy Head of Section P32 „Development Cooperation: Partnership Programmes and Higher Education Management“ German Academic Exchange Service - DAAD

## PREFACE

### THE UNIVERSITY OF COLOGNE

I still have in mind the friendly, cooperative and good atmosphere among the 30 participants from four different countries which I experienced during the last ProGRANT - Seminar.

Besides the hard work during the seminar where we had captivating conversations and discussions, we also had a lot of fun together. The feedback of the participants in the emails and WhatsApp-group continues to be overwhelming, such as “amazing course which successfully could break the barriers of countries, languages, religions and cultures and raise the concepts of care, concern, cooperation, passion and building up the knowledge”, as one of the participants put it.

Four years ago, the University of Cologne applied for the DIES Proposal Writing Programme because it fits perfectly into our Internationalisation Strategy. Combining our primary objective to be a top international university in research, teaching and study, and our ambition to take on global responsibility, by holding ProGRANT Seminars, the University of Cologne contributes to knowledge generation and exchange as a capacity building measure.

The cooperation with universities in the United States, in Europe and also in Japan has a rather long tradition. However, more and more countries in the so-called Global South come into our focus. In 2013, the Global South Studies Center (GSSC) was founded, a key profile area in the University of Cologne’s application in the Excellence Initiative with a focus on research on topics related to social, economic, cultural and political transformations in countries of the global south. The ProGRANT - Seminars give us the chance to enhance the presence and reputation in those countries and to deepen and extend our networks.

I am sure that the sense of responsibility of scientists and

of science itself is a crucial point for the planetary welfare – all the more in a world as irrational, as chaotic and partly as inhuman as today. In my vision, science, as well as education and particularly cooperation in science and education worldwide, are of fundamental importance to build a better and peaceful world.

All this is only possible because of the enthusiasm, the hard work and the openness and fruitful cooperation of all those involved. Thus, we very much appreciate the good cooperation with the DAAD - in Bonn and all over the world.

I feel honoured and very glad to be a part of this growing team of inspiring and interesting people and I am looking forward to many more seminars in many different countries and to many successful applications for third party funding by the participants.



A handwritten signature in black ink that reads "Stefan Bildhauer". The signature is written in a cursive, flowing style.

**Dr. Stefan Bildhauer**

Head of International Office, the University of Cologne

## OVERVIEW



Research is an intrinsic part of the higher education landscape worldwide. Knowledge production and teaching, as well as the innovative character that distinguishes higher education, are products of strides made in research. However, research is not done and produced all over the world in an equitable way. Research, like most other things, has a cost. Funding agencies have specific evaluation criteria that have created unfair advantages for researchers in the global north. This advantage has led to inequities in the distribution of funds, access to information, and journal publications (among other areas). This inequity has resulted in a distortion in the kinds of perspectives and voices that carry knowledge forward, limiting the scope and complexity of academic discourse. The DIES ProGRANT program (ProGRANT) at the University of Cologne (UoC) is a program that is bringing more voices into the conversation by having researchers from the global north and south come together to develop successful research proposals. The program also shows potential as a tool in furthering gender equality.

The UoC took over the coordination of the DAAD DIES Proposal Writing Courses at the end of 2013. Since 2014, 14 courses have taken place with participants from over 30 different countries. The past 4 years have proved ProGRANT and the UoC to be a perfect match. On the one hand, the UoC is one of the largest and oldest universities in Europe and has decade-long experience in international exchange. Thanks to its excellent reputation, the UoC can draw on a well-established network boasting more than 200 research partnerships and collaborative projects all around the world. This experience and these contacts are integrated into the project with the aim to create fruitful synergies for the participating researchers and institutions in the global south.

On the other hand, ProGRANT supports the advancement of goals in the UoC's internationalisation strategy. Successful research requires international partners for; transnational research themes, the regular exchange of current results, collaborative projects, creating synergies and procuring third-party funding for joint research projects. Through the project, the strategic development of international contacts and the international network of the UoC are being further developed. ProGRANT also complements the efforts of the University of Cologne to create platforms for international scientific exchange and the quest for collaboration with the best academics from around the world.

# THE ProGRANT CONCEPT



ProGRANT participants are upcoming researchers and PhD-holders from four regions of the Global South: South-East Asia, Africa, the Middle East and Latin America. ProGRANT is open for researchers from all disciplines which makes each course grouping an interdisciplinary experience for the 30 participants from the respective region.

Using a blended learning approach, a ProGRANT-course is structured in three phases: Two on-site seminars (Seminar I and Seminar II) and an intermediate, trainer guided E-Learning phase.

1

## SEMINAR I

Train basic technical skills

2

## E-LEARNING

Further develop research proposal at home institution

3

## SEMINAR II

Complete proposal

The goal of ProGRANT is to support researchers during their proposal writing process, by transferring knowledge on general proposal writing skills and through engaging in a peer-review process to further perfect their research idea and text. At the end of the course, researchers should have a fully developed proposal and a budget plan that is ready for submission to research funding agencies.

During Seminar I the ProGRANT trainers share knowledge on important principles of grant writing that are applicable across all disciplines. They also shed light on fundamental structural elements that are required by most international funding organisations. The ProGRANT trainer teams consist of head trainers and regional experts. These teams also cooperate with researchers and professors from the University of Cologne in order to provide participants with multi-disciplinary guidance. Seminar I is characterized by lectures, group work and exercises. The next phase is the E-Learning phase, which is specifically designed to turn theoretical knowledge into practical skills.

During the E-Learning phase, participants work on their proposal (including the creation of a work plan and a budget plan) at their home institution in order to further develop it. Personalised online support is offered to all participants by the ProGRANT trainer team. This includes a virtual classroom for meetings and discussing with peers and trainers.

During the second seminar, the proposal drafts are presented, discussed, evaluated and fine-tuned in a participative review process. The objective of this seminar is to engage in a collaborative feedback process between trainers and participants and ultimately develop a final version of the proposal.

# EXPERIENCE OUR COURSES



PICTURE: PUCP

The following section will give a small tour of the 10 ProGRANT courses that took place from 2014-2016. A brief introduction to the host country will set the stage, and highlights from the courses, as well as the voices of our alumni will help give a taste of what the ProGRANT experience is about.

# 2014 SOUTH AFRICA

in cooperation with the University of Cape Town



## HOST COUNTRY PROFILE

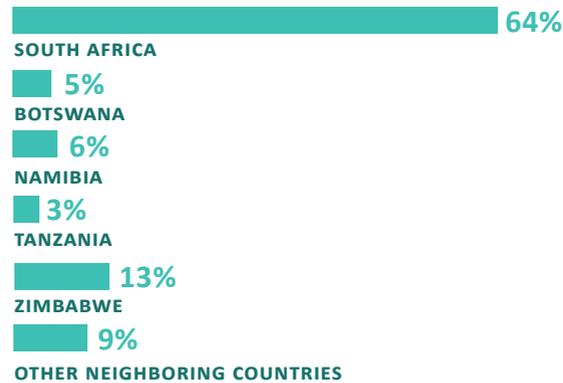
With a total of 159 tertiary educational institutions, the landscape of higher education in South Africa is easily able to compete on an international level. One of the most well-renowned institutions is the University of Cape Town. Both the Shanghai and Times Higher Education rankings confirm its outstanding position on the African continent.

## ProGRANT STATISTIC

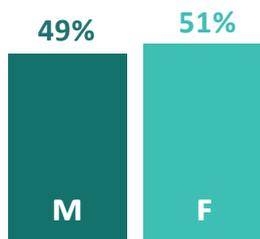
TOTAL NUMBER OF APPLICANTS

# 120

### APPLICATION BY COUNTRY



### GENDER BREAKDOWN



### RESEARCH AREAS



PICTURE: DR. MATTHIAS BRENZINGER



## HIGHLIGHT INDIVIDUAL CONSULTING

In addition to acquiring general grant writing skills, proposal writing is a highly individualized process. Proposals must be adapted to specific disciplines and tailored to the guidelines of the financing agency in question. In order to achieve this, individual consulting is an important element of the courses. Participants can approach trainers at the end of the day during the seminar for individual consulting, as well as during the entirety of the E-Learning phase. The most common themes during these consulting sessions are: developing the research idea, clarifying the aim of the project, and building up confidence in one's own grant proposal.

The course in South Africa in 2014 was remarkable in that individual consulting was requested intensively. Some of the participants frequented the individual consulting regularly throughout the entire duration of the ProGRANT course. One participant from South Africa improved his proposal writing skills by revising the proposal text over and over again with the support of individual consulting. In 2015, he received a grant from the Alexander von Humboldt Foundation.

### ALUMNI TESTIMONIALS:

"I am grateful for this course, it did not only improve my research skills but it also enabled me to network with people from countries and different disciplines. Now I have a different perspective on research. I can also evaluate proposals."

by JOSEFINA HAMUTOKO, Namibia

# 2014 THAILAND

in cooperation with Chulalongkorn University

## HOST COUNTRY PROFILE



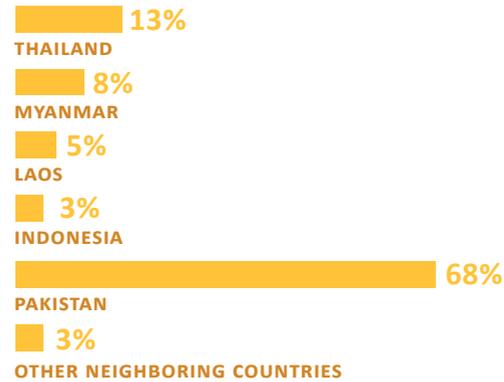
The higher education landscape in Thailand is made up of more than 100 public and private universities, of which Chulalongkorn University the oldest and most prestigious one is. It has been instrumental in the country's development since it was founded in 1917. Many courses of study are not only offered in Thai but also in Chinese, English and some even in German.

## ProGRANT STATISTIC

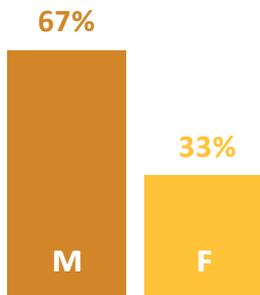
TOTAL NUMBER OF APPLICANTS

61

### APPLICATION BY COUNTRY



### GENDER BREAKDOWN



### RESEARCH AREAS



PICTURE: CHULALONGKORN UNIVERSITY



## HIGHLIGHT CULTURAL EVENING

During Seminar I in our Thailand course, the regional expert from Indonesia, Professor Leenawaty Limantara, suggested we organize a "cultural evening" during the second seminar. The event centers on learning about the different regions our participants and trainers come from. Everyone is invited to prepare a five-minute presentation, either individually or in groups, in which they will present a song, typical dance, poem, historical fun facts, or whatever they can think of, that tells about their home country and region. From a didactic point of view, the cultural evening has proved to be a valuable tool allowing participants and trainers get to know each other better on a personal level, and build trust. The participants feel more at ease the next day when it comes to presenting their grant proposals and receiving criticism and feedback from trainers and peers.

## ALUMNI TESTIMONIALS:

"My participation in the ProGRANT research seminar in Bangkok has changed my perspective, or should I say, my interest in research. I am proud that I have become a part of this group, and I look forward to full-blast research undertakings soon."

by HENZEL EMBALZADO, Philippines

# 2015 VIETNAM

in Hanoi and Ho Chi Minh City



## HOST COUNTRY PROFILE



Since the end of 1993, numerous small universities in Vietnam merged in order to form larger multi-disciplinary universities. This was one of the steps included in the Vietnamese government's "Higher Education Reform Agenda". The program's objective is to transform Vietnam into a knowledge-based society by the end of 2020.

## ProGRANT STATISTIC

TOTAL NUMBER OF APPLICANTS

# 89

### APPLICATION BY COUNTRY

VIETNAM 57%

LAOS 21%

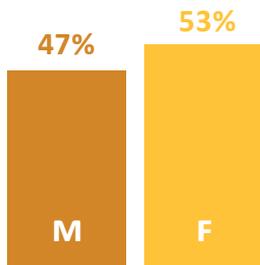
MYANMAR 4%

CAMBODIA 6%

INDONESIA 9%

OTHER NEIGHBORING COUNTRIES

## GENDER BREAKDOWN



## RESEARCH AREAS

FOOD WATER CONTROL SOCIAL BIOLOGY  
 CULTURAL CIVIL LIPIDS FIELD  
**AGRICULTURAL ENGINEERING**  
**CONTRACT MANAGEMENT**  
 AERONAUTICAL

PICTURE: MAREIKE BAETHGE



## HIGHLIGHT ELEVATOR PITCH

An "elevator pitch" is a scenario-based exercise where participants must imagine an accidental encounter with someone important in an elevator, in the case of ProGRANT, with a reviewer of a research funding agency. The task is to present a concise description of the research project to them in the 30 seconds it would take you to go up a couple of floors in an elevator.

One may think that this situation is unlikely to happen in real life. Yet similar scenarios occur all the time throughout an academic career, e.g. at a conference where one has only a short moment to get someone important interested in a project idea. And believe it or not: One of our participants from Vietnam actually experienced a real-life elevator encounter with a reviewer, he was glad they had already practised.

## ALUMNI TESTIMONIALS:

"A journey of a thousand miles begins with a single step". I am grateful to organizers of the ProGRANT program which provided a very useful course and helped me to go further with stronger steps on the research road. It is very difficult to find such a valuable program in a developing country like Vietnam."

by THI-BICH-NGOC PHAM, Vietnam

# 2015 JORDAN

in cooperation with the University of Jordan



## HOST COUNTRY PROFILE



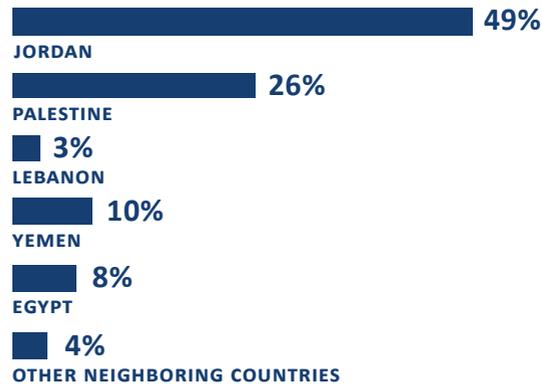
The Hashemite Kingdom of Jordan has one of the highest levels of education in the Middle East. The country has 10 public and 19 private universities as well as 50 community colleges. The University of Jordan ranks as number one university in the country and 8th in the Arab world in the 2016 QS University Rankings

## ProGRANT STATISTIC

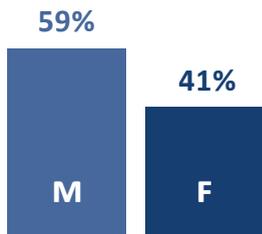
TOTAL NUMBER OF APPLICANTS

# 104

### APPLICATION BY COUNTRY



### GENDER BREAKDOWN



### RESEARCH AREAS

**BIOLOGY**    **SOCIOLOGY**    **TEXTILE**  
**MAGNET**    **CONTROL**    **MEDICINAL**  
**POSTCOLONIAL**    **CHEMISTRY**    **URBAN**  
**AGRICULTURE**    **JORDAN**    **MEDICAL**  
**FOOD**    **STRUCTURE**    **PHARMACY**  
**PSYCHOLOGY**    **INDUSTRIES**    **MATERIAL**

PICTURE: UNIVERSITY OF JORDAN



## HIGHLIGHT E-LEARNING

Immediately following Seminar I participants have the opportunity to further develop their grant proposals under the guidance and online counselling of the trainer team via digital means. The E-Learning consists of two main components, the online lessons and communication forums. Lessons cover the topics of Seminar I and offer additional in-depth information, including exercises and tests. The communication forums allow for chats between trainers and participants and between participants themselves.

Trainers can track participants' progress through various scheduled group chat sessions which can be used to address individual issues. The chats are also a great opportunity to keep in touch with each other as they allow for spontaneous, vivid discussions and help address important issues and answer pressing questions.

During the Jordan course, participants went through the online reading material, filled out exercises and tests, and chatted with trainers and participants, on a regular basis. The feedback received was very positive. It gave new insights into the didactic requirements of the E-Learning, which always has to be adapted to regional conditions in order to fit specific learning cultures.

### ALUMNI TESTIMONIALS:

"ProGRANT is a great opportunity to meet and learn from others, to learn how to professionally write, present and defend your research proposals alongside the professionals and experts, ProGRANT is the warm home for that."

by WAEL ABU HASSAN, Palestine

# 2015 CAMEROON

in cooperation with the Université de Yaoundé

## HOST COUNTRY PROFILE



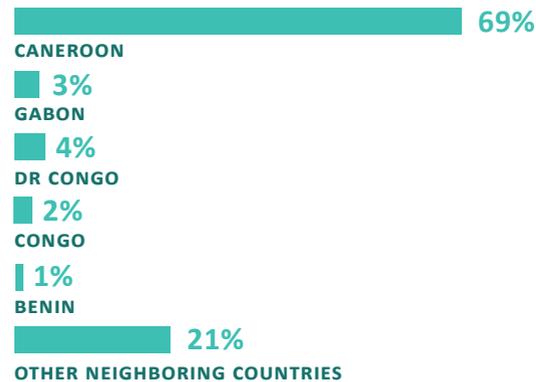
The Republic of Cameroon has two education systems, the British system and the French system, the languages of instruction are accordingly English and French. Cameroon has 168 institutions of higher education, of which 52 are public, while 116 are private.

## ProGRANT STATISTIC

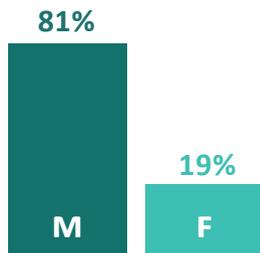
TOTAL NUMBER OF APPLICANTS

# 91

### APPLICATION BY COUNTRY



### GENDER BREAKDOWN



### RESEARCH AREAS

LINGUISTIC VIROLOGY SOCIOLOGY  
 BIOLOGY PHYSIOLOGY AUTOMATIC  
 CLIMATIC DROIT ANTHROPOLOGY  
 HISTORY LITERATURE RESOURCE  
 EDUCATION BIOCHEMISTRY PUBLIC

PICTURE: DAAD YAOUNDÉ



## HIGHLIGHT COLLABORATIVE LEARNING

The ProGRANT Course in Yaoundé is the perfect example that collaborative activities like group work and peer reviews are effective training tools that create opportunities for the participants to learn from each other, share knowledge and to support each other. For that reason, the ProGRANT courses build upon group work and peer reviews to a large extent.

During Seminar I, for example, participants evaluate both their own and group members' proposals by asking critical questions like "Is the research aim clearly stated?" They must also prepare presentations on a first provisional budget for their projects.

In Seminar II, participants from diverse disciplines evaluate the proposals of another group in reviewer teams. By grouping together researchers from different disciplines, they are "forced" to reflect very intensively on the contents of the proposal as they have to explain their project to somebody, who is not a specialist in the field.

In Cameroon, we saw that these peer reviews and group work sparked participants' enthusiasm so much, that they consistently worked on their grant proposals far beyond the end of the seminar day.

### ALUMNI TESTIMONIALS:

"Through ProGRANT, I got in contact with many other researchers from across the region and from different countries with whom I am now working together."

by AYAGIRWE RODRIGUE BALTHAZAR BASENGERE, Democratic Republic of Congo

# 2015 PERU

in cooperation with the Pontificia Universidad Católica del Perú



## HOST COUNTRY PROFILE



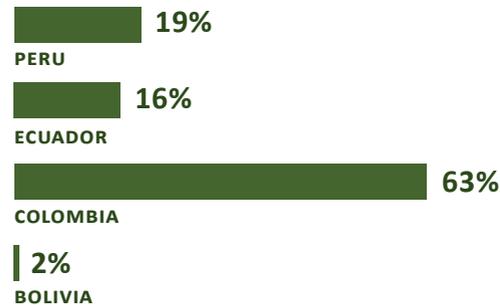
The education sector of Peru includes 31 public and 45 private universities. The institutions with the highest level of learning and research are located in Lima as well as in regional centres such as Arequipa and Piura – so is the Pontificia Universidad Católica del Peru (PUCP) where the ProGRANT course was hosted.

## ProGRANT STATISTIC

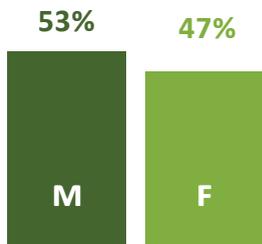
TOTAL NUMBER OF APPLICANTS

# 449

### APPLICATION BY COUNTRY



### GENDER BREAKDOWN



### RESEARCH AREAS



PICTURE: PUCP



## HIGHLIGHT EXPERTS AND NETWORKING

The Peru course demonstrated how important the learning environment is - in terms of venue, facilities and officials involved - for the success of a course.

The PUCP provided an excellent learning environment which contributed significantly to the success of the seminars. Throughout the course, representatives from various organisations shared their expertise on funding. Experts from CONCYTEC, the national Peruvian research organization, shared information about national and regional funders. They also offered inside knowledge on the administrative mechanisms of funding organisations. Experts from the DAAD detailed funding opportunities in Germany, and were highly involved in Seminar I and open to questions from participants. The Vice-Rector of the PUCP Prof. Patrón and Prof. Alegre Henderson shared valuable information on funding based on their experience as successful members of an institution of higher education in Latin America. A representative of the German Consulate was also present and took the time to talk with and get to know participants.

For many, this was an important international networking experience where they were able to make contacts and exchange knowledge about proposal writing and their general research interests.

### ALUMNI TESTIMONIALS:

“ProGRANT marked a before and an after to my academic life, equipping me with a rich and enlightening range of skills to pursue constant excellence.”

by **ABNER PÉREZ**, Ecuador

# 2016 EGYPT

in cooperation with Cairo University



## HOST COUNTRY PROFILE



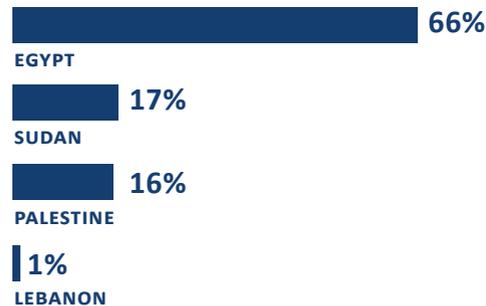
With the foundation of the Al Azhar University in 975, Egypt has had a long academic tradition and is the most important country in the Arab world in regards to research. There are 24 public and 23 private universities in the country. At the moment, approximately 2.5 million students are enrolled. The plan, however, is to increase the number of students to 3.5 million until 2030.

## ProGRANT STATISTIC

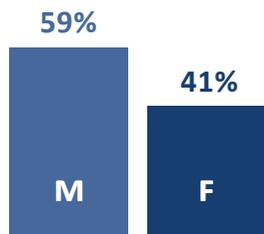
TOTAL NUMBER OF APPLICANTS

# 153

### APPLICATION BY COUNTRY



### GENDER BREAKDOWN



### RESEARCH AREAS

**BIOPOLYMERS**      **ENGINEERING**  
**SCIENCE**      SECURITY      **TEXTILE**  
 ZOONOTIC DISEASES      **COMPUTER**  
 EDUCATION      POLITICAL      **URBAN**  
**BIOLOGY**      GEOGRAPHY      MEDICAL  
**FOOD**      STRUCTURE      **PHARMACY**

PICTURE: CAIRO UNIVERSITY



## HIGHLIGHT PEER FEEDBACK

One of the highlights during Seminar II was the presentation of the revised proposals. The group is split into teams and participants evaluate the proposals of another team and prepare thoughtful feedback. After the evaluation takes place, each participant must present their proposal in front of the whole group and receive the prepared feedback.

This process is limited to 20 minutes per proposal. Each project is presented, feedback from the evaluating team is given, the plenum has the possibility to give additional feedback, and trainers comment on both proposal and presentation style. The second seminar in Cairo was an outstanding example of vivid participation. Through their qualified comments and professionalism participants from all disciplines demonstrated they had learned to adopt a reviewer's perspective.

## ALUMNI TESTIMONIALS:

"Participation in the ProGRANT course is a more complete experience than reading several books. Much of the time is not spent talking about theory. Practice makes it very interesting. The whole program is very well designed and touches on very specific and sophisticated parts of the proposal writing and evaluation."

by **HAMDY ABDEL-SHAFY, Egypt**

# 2016 KENYA

in cooperation with Karatina University and Kenyatta University



## HOST COUNTRY PROFILE



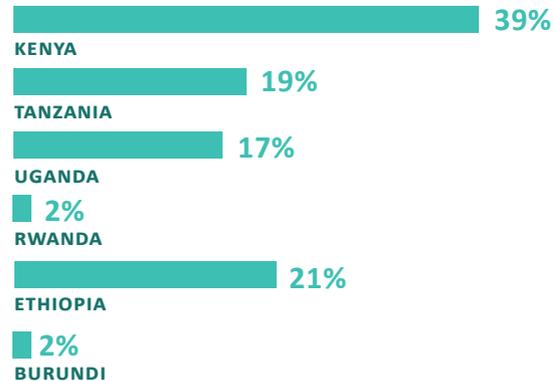
In Kenya, the number of university enrollments has massively risen over the last years. While in 2000, only 41,000 students were enrolled in universities, by 2015 it was 440,000. Simultaneously to the growing number of students, new institutions of higher education are also founded regularly. As of now, Kenya has 67 institutions of higher education, 22 of those are public universities, 14 are 'Constituent Colleges', and 17 are private institutions.

## ProGRANT STATISTIC

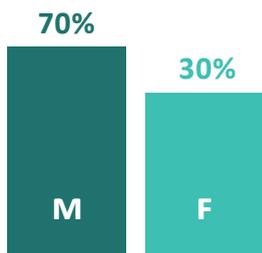
TOTAL NUMBER OF APPLICANTS

# 180

### APPLICATION BY COUNTRY



### GENDER BREAKDOWN



### RESEARCH AREAS

**BUSINESS** VIROLOGY **LINGUISTICS**  
**SCIENCE** BIOLOGY PLANT PATHOLOGY  
 URBAN PLANNING **MANAGEMENT**  
 BIOCHEMISTRY HUMANITIES MEDICAL  
**SOCIAL EDUCATION** CHEMISTRY  
 BOTANY **STUDIES ANTHROPOLOGY**

PICTURE: DR. REINHARD KLEIN-ARENDT



## HIGHLIGHT METAPLAN

“The “Metaplan” is a basic tool for gathering and processing ideas in a group and for moderating discussions. This tool usually consists of collecting ideas on cards and then grouping them based on shared characteristics. People vote to rank these groups in order to prioritize ideas. In Kenya, meta-planning was used to clarify what aspects are important in grant writing, what criteria are used to evaluate proposals, and also to explore specific projects to develop a work plan. Metaplanning facilitated the identification of the activities that need to be done in order to achieve the project aim. Structuring the project activities is one of the most challenging tasks when writing a grant proposal and this tool has proved to be invaluable in this process. Metaplans have been successfully implemented throughout all ProGRANT courses.

## ALUMNI TESTIMONIALS:

“I would say that this is one of the most outstanding professional courses I have attended. [...] I have learnt the do’s and don’ts of grant writing. I have won a grant myself by applying the skills taught, I would recommend this course to all researchers interested in learning the art of writing for grants.”

by JOHN GITHIGARO, Kenya

# 2016 INDONESIA

in Jakarta

## HOST COUNTRY PROFILE



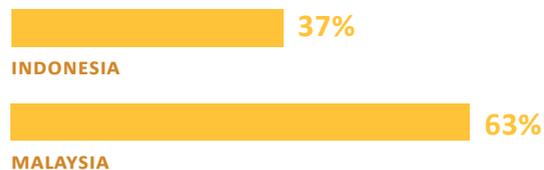
Indonesia has one of the most heterogeneous systems of higher education in the world with a total of 4,338 private and public institutions. Of those 472 are universities, 2,082 are institutes, and 1,130 are academies or polytechnic institutions. Some of the institutions are headed by the Ministry of Research, Technology and Higher Education, while others are directed by the Ministry of Religious Affairs.

## ProGRANT STATISTIC

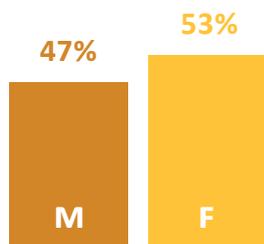
TOTAL NUMBER OF APPLICANTS

200

APPLICATION BY COUNTRY



GENDER BREAKDOWN



RESEARCH AREAS

ELECTRICAL ENGINEERING DESIGN SCIENCE BIOLOGY  
 MICROBIOLOGY CIVIL TECHNOLOGY CHEMISTRY BIOTECHNOLOGY LIPIDS BIOMEDICAL GEOGRAPHY MEDICAL

PICTURE: DR. REINHARD KLEIN-ARENDT



## HIGHLIGHT TEAMBUILDING

The most important prerequisite for a successful ProGRANT course is that the participants grow together as a team. Several techniques are employed that facilitate and promote team building. Among those techniques are several so-called “ice-breakers” and an introduction to “intercultural awareness”, which we define as the ability to be more aware of one’s own culture and of other cultures and how these interact. As participants and trainers do not only come from different countries and cultures but also from different academic disciplines, it is important to become aware that we - at an unconscious level - see, interpret and evaluate things in different ways. This helps in supporting mutual understanding and thoughtfulness.

During the Indonesia course, the regional experts were key players in achieving true intercultural communication. They not only supported the course by presenting on the regional characteristics of research funding but provided vital information and counselling on the intricacies of giving and accepting feedback.

## ALUMNI TESTIMONIALS:

“The ProGrant course was a real eye-opener. I am extremely thankful to Birte, Reinhard and others for this wonderful opportunity!”

by ZAID OMAR, Malaysia

# 2016 COLOMBIA

in cooperation with the Universidad Nacional de Colombia, Bogotá

## HOST COUNTRY PROFILE



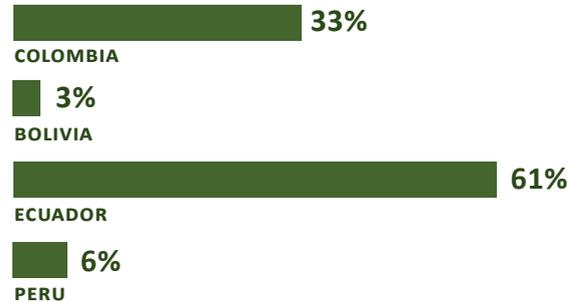
The Colombian landscape of higher education consists of 288 institutions of higher education, including 82 universities, 32 of which are public and 50 private. Additionally, 120 institutions exclusively offer Undergraduate programs and 86 focus on technical-oriented training. The National University of Colombia ranks amongst the 500 best universities in the world.

## ProGRANT STATISTIC

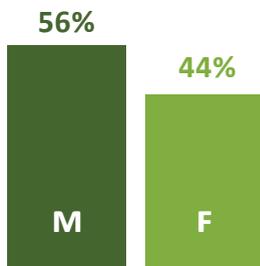
TOTAL NUMBER OF APPLICANTS

# 157

APPLICATION BY COUNTRY



GENDER BREAKDOWN



RESEARCH AREAS

ANTHROPOLOGY ENGINEERING  
 PSYCHOLOGY ADOPTION MODELS  
 SCIENCES E-LEARNING COMPUTER  
 ORGANIC CHEMISTRY ENERGY  
 ECOLOGICAL URBANISM ERGONOMICS  
 LATIN AMERICAN STUDIES TOXICOLOGY



## HIGHLIGHT ROLE PLAYING

In various ProGRANT exercises, participants are forced to play different “roles” and evaluate both their own and others’ proposals from different perspectives. On the one hand, each participant adopts the role of a non-expert reviewer, evaluating proposals outside of their own discipline. On the other hand, each participant has to present their own project to non-expert reviewers from other disciplines. This task is very demanding and complex.

During the ProGRANT course in Bogotá, this role-playing exercise proved to be an eye opener: Reviewing other proposals helped participants develop a keen eye and presenting their proposals with these different perspectives in mind helped them realize where potential pitfalls and areas of opportunity in their own projects were. These exchanges lead to inspiration- In Colombia, one participant was able to find creative ways of improving their work by adapting successful writing strategies from a colleague in another discipline.

## ALUMNI TESTIMONIALS:

“ProGRANT has enabled me with knowledge, courage, and skills that will help me pursue my academic goals.”

by DANIEL PÉREZ, ECUADOR

# 2017 COURSE OVERVIEW

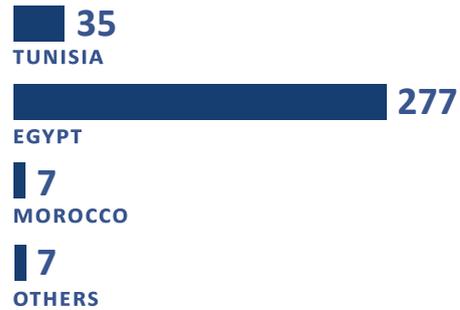


HOST COUNTRY  
**TUNISIA**

TOTAL NUMBER  
OF APPLICANTS

**326**

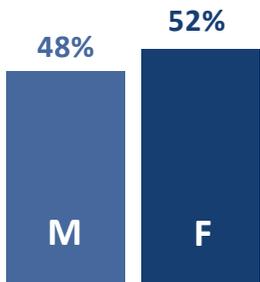
APPLICATION BY COUNTRY



RESEARCH AREAS



GENDER BREAKDOWN



# 2017 COURSE OVERVIEW



HOST COUNTRY  
**MYANMAR**

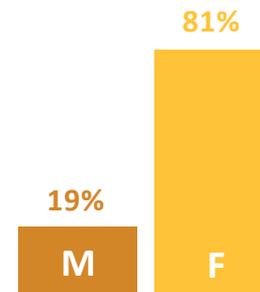
TOTAL NUMBER  
OF APPLICANTS

**119**

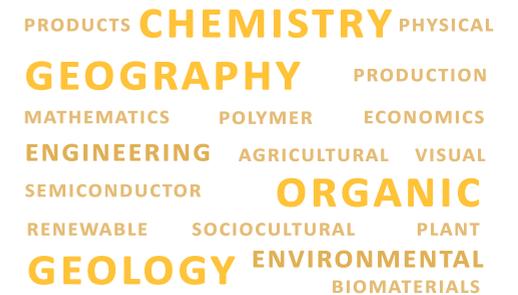
APPLICATION BY COUNTRY



GENDER BREAKDOWN



RESEARCH AREAS





HOST COUNTRY

# ARGENTINA

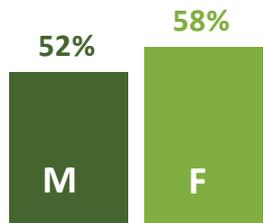
TOTAL NUMBER OF APPLICANTS

# 70

APPLICATION BY COUNTRY



GENDER BREAKDOWN



RESEARCH AREAS



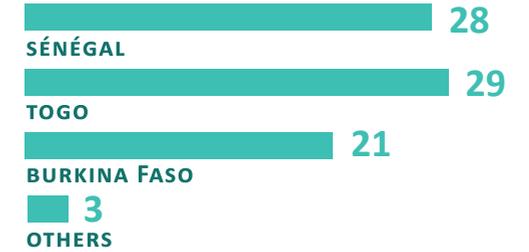
HOST COUNTRY

# SÉNÉGAL

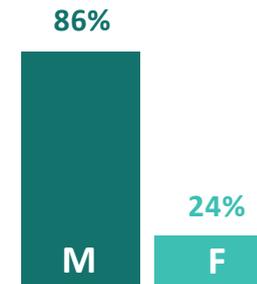
TOTAL NUMBER OF APPLICANTS

# 81

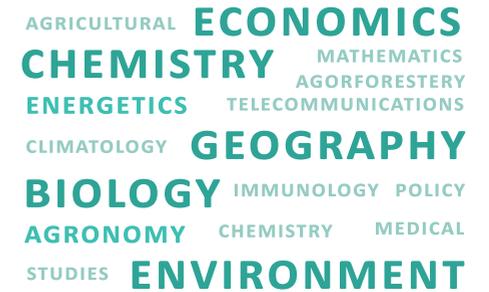
APPLICATION BY COUNTRY



GENDER BREAKDOWN



RESEARCH AREAS



# IMPACT AND FUTURE PERSPECTIVES



ProGRANT takes a holistic approach to proposal writing. Research and knowledge management should not be considered as solely academic exercises but also be seen as an income-generating and team building activity for researchers and institutions. In retrospect, the previous courses have proven to be highly beneficial for all participants, as can be read from testimonials.

The impact of ProGRANT goes far beyond capacity building and the improvement of soft skills. By offering a platform for researchers to exchange and interact, ProGRANT participants can create regional and international networks and gain intercultural experience. As a result, ProGRANT is also very helpful with regard to career development and opportunities. In addition, ProGRANT is especially useful for female career development. Although much can be said about the impacts this project has had, our participants speak for themselves:

*“The course really empowered me. Amongst other things the grant writing skills came with other benefits beyond getting some successful grant application, I have been appointed Head of School of Human and Community Development.”*

*Dr. Mzi Nduna, South Africa*



PICTURE: PUCP

ProGRANT regional trainers, for instance receive the chance to support their local research communities:

*“The ProGRANT training is an enriching research and cultural experience that exposes both the trainers and trainees to a wide range of innovative research ideas and provide a platform not only for learning but also for sharing and networking.”*

*Dr. Joy Obando, Regional Trainer, Kenyatta University, Kenya*

*“I have engaged in the whole three programmes of ProGRANT conducted in Thailand, Vietnam and Indonesia. The programme has been very successful, well attended by young, energetic and promising researchers from ASEAN countries. I believed ProGRANT has contributed greatly to sharpen skills of all attendants, including trainer, a regional expert, administrative assistants and the participants, of (1) how to write an excellence research proposal, (2) bridging long term network, and (3) contribute directly to enhance research career of the participants. I am proud to witness participants have been successful in getting national and international research grants and to be connected within ProGRANT as a big family.”*

*Prof. Leenawaty Limantara, Regional Trainer, Indonesia*

For the scientists at the University of Cologne, ProGRANT offers new ways of not only exchanging knowledge with researchers from the Global South, but also for building networks with view to possible common research projects:

*“ProGRANT is a great opportunity for researchers from the University of Cologne to establish and strengthen contacts with fellow researchers. This is very helpful for the development of international networks and common research exchanges. Ever since I have accompanied the seminars in Jordan and Tunisia, I have been closely working together with my research colleagues from those regions.”*

*Dr. Stephan Milich, Department of Oriental Studies, University of Cologne*

ProGRANT also enables Project Managers to enhance their professional skills:

*“In general, the experience of being a local administrative officer for the ProGRANT Workshop in Jakarta in April and November 2016, ProGRANT has given me an opportunity to sharpen my collaborative project management skills.”*

*Gita Widya Laksmi Soerjoatmodjo, Regional Managing Assistant, Indonesia*

Cooperating Institutions receive the chance of collaborating with and welcoming a group of international researchers when hosting ProGRANT courses:

*“One of the biggest challenges faced by universities in Africa is the professional development of the next generation of researchers. For this reason, the University of Cape Town’s collaboration with the University of Cologne has proved to be particularly beneficial, as exemplified through the co-hosting of a Grant Proposal Writing Course for postdoctoral fellows and emerging researchers. The 33 participants came from universities in seven Southern African Development Community (SADC) countries and represented a wide range of disciplines. The importance of this event lay in that it not only provides practical-oriented training for young researchers, it also strengthens south-south links among scholars, with financial and academic support from the north.”*

*Dr. Marilet Sienaert, Executive Director Research, University of Cape Town, South Africa*

DIES ProGRANT regional expert for South America, Juan David Guzmán Vasquez, argues that

*“the DIES ProGRANT seminar is extremely useful for any researcher aiming to finance a research project on a local, national or international setting. The seminar is organised so that the attendants have the opportunity to present the project and hear comments and valuable critics from colleagues and experts from other areas of study. I have witnessed that this activity significantly enhances the projects. In addition, the seminar promotes communication between the participants, and occasionally the networking ends up in research collaboration boosting the research and linking different areas of study. I sincerely recommend the DIES ProGRANT seminar to any serious researcher aiming to strengthen a research proposal.”*

*Dr. Juan David Guzmán Vasquez, Regional Trainer, Universidad Nacional de Colombia Medellín, Colombia*



PICTURE: LISANNE ROLOFF



PICTURE: HEIWA WONG

The work and impact of ProGRANT continues after the courses. The University of Cologne manages the ProGRANT Alumni Network which is made up of more than 280 international researchers. From December 6<sup>th</sup> to December 9<sup>th</sup>, 2017, the first ProGRANT Alumni Workshop was hosted in Cologne. Thirty alumni of the ProGRANT program took part in a three-day workshop. While the ProGRANT courses focus on grant proposal writing, those alumni participated in a training course on “Teaching Approaches in Higher Education” with interactive units on cultural aspects, didactical concepts, as well as teaching methods.

The workshop was a great opportunity for strengthening the network of highly professional and culturally diverse ProGRANT Alumni and training them as international multipliers for the program. Apart from the academic program of the workshop, participants also got to explore the city of Cologne on a guided city tour, and learn about its culture during a visit to a traditional German restaurant.

The success of the last three years will continue, the 2018 ProGRANT courses are well underway in Iran, Namibia, Thailand and Mexico. And we are looking forward to continuing our work in the years to come, by promoting further exchanges with inspiring researchers and to opening the doors to new possibilities for international research cooperation.

# MEET OUR TEAM



## ProGRANT CORE TRAINERS (proWiss)

proWiss is a private research consulting firm supporting scientists - individuals and research teams - in raising external funds for research projects, capacity building and international cooperation. proWiss workshops, E-Learning courses and individual consultings cover topics like grant writing, project design, project management and research funding. In the context of ProGRANT, the experts from proWiss are responsible for the contents and the training-related aspects of the courses <http://www.prowiss.com/>



**Birte Kathage, PhD** is head trainer for the ProGRANT courses. Together with Reinhard Klein-Arendt she is the author of the didactical concept and in charge of coordinating the course contents and the other ProGRANT trainers. She is a research consultant at proWiss Consulting Services for researchers and expert in the fields of grant proposal writing, research funding and research (project) management.



**Reinhard Klein-Arendt, PhD** is head trainer for the ProGRANT courses with a focus on research funding and research proposal writing. Together with Birte Kathage, he is the author of the didactical concept. He is a research consultant at proWiss Consulting Services for researchers, a research funding expert, certified project manager, and associate professor at the Institute for African Studies, University of Cologne.

## ProGRANT CORE TRAINERS



**Prof. Lizette Jacinto, PhD (Mexico)** is a ProGRANT trainer with the regional focus and expertise for the Spanish ProGRANT courses in Latin America. She obtained her PhD in History in 2010 (University Witten-Herdecke, Germany). From 2009 to 2014 she was a lecturer at the University of Cologne and the University of Düsseldorf. She is Professor of the Theory of History at the Institute of Social Sciences and Humanities “Alfonso Véllez Pliego” at the Benemérita Universidad Autónoma de Puebla and is a member of the National System of Researchers (SNI) in Mexico.



**Nisrine Machaka-Houri, PhD (Lebanon)** was a regional expert for ProGRANT courses in 2016. For the future courses in French-speaking regions, she will join the team as a regional trainer. Since 2015, Nisrine Machaka-Houri is an Honoree of the Women in Science Hall of Fame Award from the Lebanese Department of State. She is an environmental consultant for national and international organisations as well as a scientist and researcher who has published several books, papers and chapters. She teaches plant biology and environmental health at Saint Joseph University (USJ) and Modern University for Business and Sciences (MUBS), Lebanon.

## REGIONAL EXPERTS



**Prof. Nguyen Thi Tuong Anh, PhD (Vietnam)** is a regional expert for ProGRANT courses in Southeast Asia. She is a senior research fellow at Development and Policy Research Centre DEPOCEN and a lecturer at Faculty of International Economics, Foreign Trade University, Vietnam.



**Prof. Leenawaty Limantara, PhD (Indonesia)** is a regional expert for ProGRANT courses in Southeast Asia. She is a principal investigator at Ma Chung Research Center for Photosynthetic Pigments (MRCPP), a national centre of excellence in Indonesia for Chlorophylls and Carotenoids, as well as a rector of Universitas Pembangunan Jaya (UPJ), Indonesia.



**Jude N. Kimengsi, PhD (Cameroon)** is a regional expert for the ProGRANT courses in Africa. He holds a PhD in Geography with a focus on Natural Resources and Development. Dr. Kimengsi is a senior lecturer and Chair of Geography and Environmental Studies at the Catholic University of Cameroon. He served as Consultant on Sustainable Development and Coordinator of Research, Consultancy and Publications Division at the Pan African Institute for Development – West Africa (PAID-WA). He has served as a consultant with the WWF and GIZ and has published extensively in the diverse fields of Geography and Sustainable Development.



**Juan David Guzmán Vasquez, PhD (Colombia)** is a regional expert for the ProGRANT courses in Latin America. He has experience in writing grant proposals and he has been the recipient of a number of research grants on national and international settings. He is currently a lecturer in chemistry at the Universidad del Norte in Barranquilla, Colombia, and he teaches both at the undergraduate and graduate levels.



**Prof. Joy Obando, PhD (Kenya)** is a regional expert for the ProGRANT courses in Africa. She holds a PhD in Geomorphology from King's College London. She is currently an associate professor in the Department of Geography, Kenyatta University. Prof. Obando is a mentor, researcher and is involved in training and community outreach. She has won several national and international research grant awards and has published widely. She is a member of the Steering Committee of the International Geographical Union (IGU) Geomorphology and Society Commission; and also a member of the International Advisory Board of Water Resources Research Center (WARREC), Kenya.



**Dr. Tarek Tawfik (Egypt)** obtained his PhD in Egyptology as a DAAD scholarship holder at the University of Bonn. Currently he is the Director-General of the Grand Egyptian Museum Project and vice-minister at the Egyptian Ministry of Antiquities. Dr. Tawfik has given international lectures and presentations in Germany, Switzerland, France, England, Italy, Czech and Malta and is a Trainer at the international DAAD Academy in Bonn. He is a member of the Arab-German Young Academy of Sciences and Humanities in Berlin.

## STRATEGIC PLANNING AND MANAGEMENT: THE UNIVERSITY OF COLOGNE GLOBAL SOUTH TEAM

The Global South Team which is part of the International Office at the University of Cologne is responsible for the ProGRANT project management. The team is in charge of strategic planning, logistics, network activities, researcher contact, marketing and branding of the courses, technical development, financial planning and controlling, evaluation of the course, quality management, participant support, project-internal communication and alumni engagement.



**Susanne Preuschoff, PhD**, is the Head of Department “International Students and Academic Cooperation Asia, Africa and the Middle East at the International Office of the University of Cologne”. With her senior experience in higher education management, internationalisation, intercultural communication and regional expertise, Dr. Preuschoff serves as a key advisor for ProGRANT.



**Marejke Baethge, M.A.**, is Head of the Global South Section at the International Office. She supports the faculties in their strategical planning towards contacts in the Global South. Mrs Baethge identifies potential ProGRANT partnerships and connects the project to corresponding researchers and focus areas at the University of Cologne. Her specialisation is the African continent.



**Mariana Arjona-Soberón, M.Sc.**, is the Coordinator for International Cooperation Projects & Innovation. She is in charge of new project development and conception, digitalization initiatives, and diversity projects. Since the beginning of the project, she has developed the internal process management, introduced management tools and quality assurance. Her regional focus is Latin America. Mrs Arjona-Sobéron has a cultural anthropology degree from the Yale University.



**Sarah-Marleen Dannenberg, M.Phil.**, is the ProGRANT Project Coordinator and main contact for the project administration at the International Office. This includes the financial management, overall administrative coordination, internal and external team coordination, project logistics and scholar support for the project. Additionally, she is an expert for India-related activities at the International Office. Sarah obtained her Master’s degree in Linguistics from Trinity College Dublin.



**Antonia Chibuzor, M.A.**, joined the ProGRANT Team in January 2017. As External Relations Manager for ProGRANT she is in charge of the coordination of the ProGRANT Alumni network as well as the project’s Social Media content and marketing activities. Ms Chibuzor holds a Master’s degree in Mass Communication and English Studies from the University of Cologne.



**Judith Kistl, B.A.**, has been a part of the ProGRANT project since April 2016 and is currently the Lead Administrative Assistant within the team. Her focus is on the financial management and accounting of the seminars. Judith has a Bachelor's degree in Social Sciences and is about to finish her Master's in Political Science at the University of Cologne.



**Henry Okolie, B.Sc.**, is a Student Administrative Assistant under the ProGRANT course. He is currently pursuing an International Master of Environmental Science (IMES) degree at the University of Cologne.



**Hei Wa Wong** is from Hong Kong and currently studying her Bachelor Degree in Integrated Design. She assists the project team in all design-related tasks with the aim of enhancing the digital marketing and communication effectiveness and branding.