



NUS
National University
of Singapore

Global Relations
Office

Resilient **GRO**wth

ANNUAL REPORT 2020

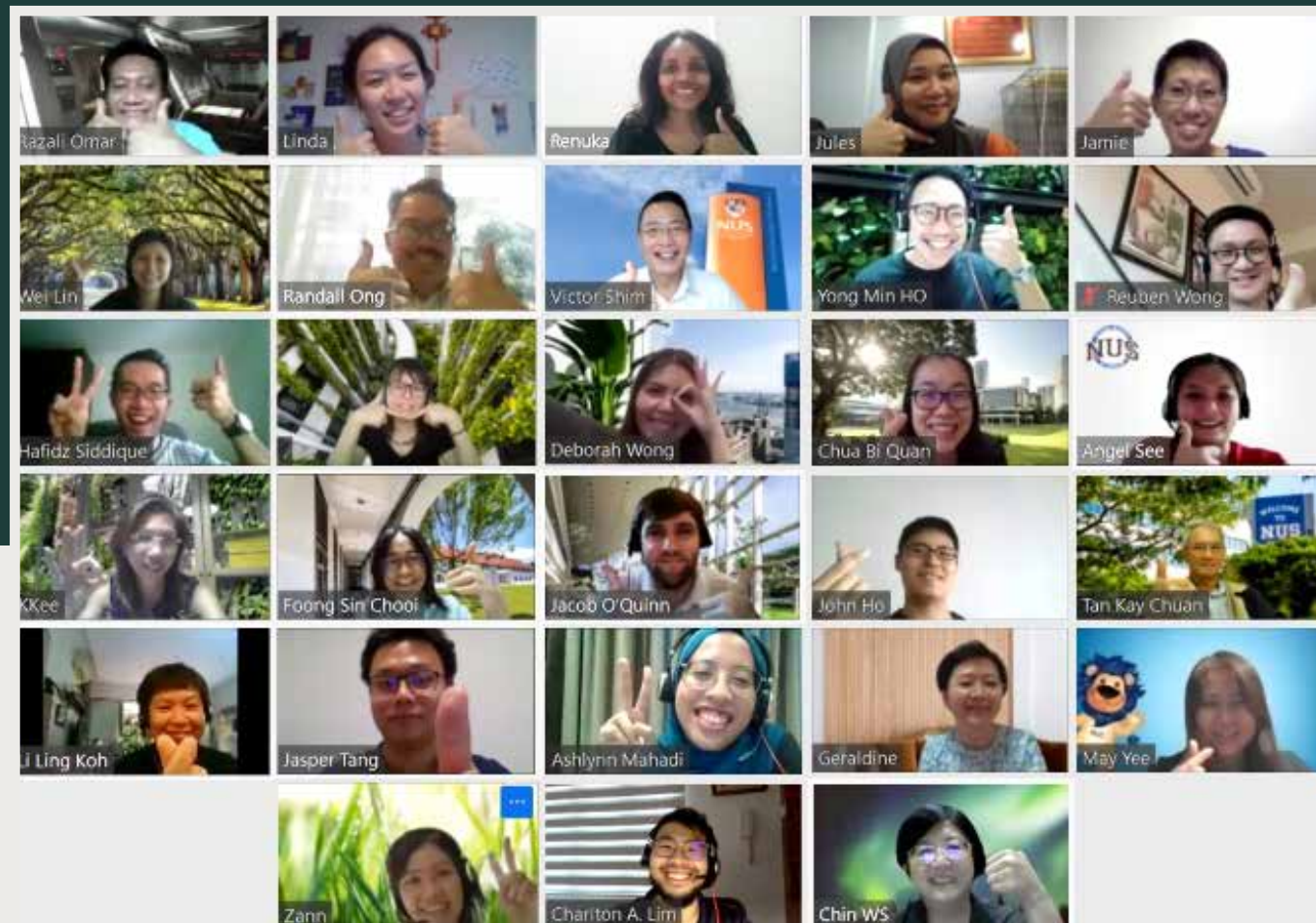


CONTENTS

ABOUT GRO	4
FOREWORD	5
MILESTONES	6
BUILDING THE GLOBAL NETWORK	
Global Impact	10
EXPLORING THE GLOBE IN EXTRAORDINARY TIMES	
Asia	16
Americas	18
Europe	19
Short-term Programmes	21
Stories of Resilience	22
SUSTAINING OUR COMMUNITY	
Go Global Fair 2020	28
Enriching the Singapore Experience	29
Managing the Pandemic	30
New Possibilities for Internationalisation	32
FINANCIAL AID, AWARDS AND SCHOLARSHIPS	34
OUR PARTNERS	35
SUPPORTING US IN SPECIAL TIMES	38

ABOUT GRO

The NUS Global Relations Office (GRO) fosters partnerships with like-minded institutions around the world, to facilitate the advancement of NUS as a globally-renowned institution of higher-learning.



In tandem with NUS' vision of becoming a leading global university shaping the future, GRO has developed meaningful international engagements with many peer institutions, and fostered interactions and collaborations in education, research and technology, which benefit our students, staff and stakeholders. Our partners are higher education leaders from all over the world, with whom we share international standards and best practices, in order to foster a sustained culture of excellence on our own campus.

In addition to the Student Exchange Programme (SEP), GRO also works with NUS Faculties and Schools on other overseas attachments, including International Summer/Winter Programmes (i-SP), International Research Attachment Programmes (i-RAP) and Study Trips for Engagement and EnRichment (STEER).

NUS' memberships in various global university networks facilitate mutual leveraging on the distinctive strengths of other member universities in education and research, and offer opportunities for student participation in summer/winter programmes, research conferences, student forums and internships hosted by partners.

FOREWORD

In the 1990s, many of us had a vision of 2020, to be synonymous with entering a new era characterised by many utopian promises. Interestingly, ophthalmologists use the phrase "20/20 vision" to refer to "normal vision". Ironically, 2020 was far from normal or utopian, and what was envisioned, was marred by the chaos wrought upon the world, upending familiar notions of what is considered "normal".

Consequently, the NUS Global Relations Office (GRO) also experienced a dichotomous 2019/2020 academic year (AY), with a business-as-usual Semester 1 followed by a Semester 2 severely disrupted by the Covid-19 pandemic. The University facilitated 2,200 NUS students travelling overseas on study-abroad student exchange programmes (SEP) and welcomed 2,400 inbound students. In March 2020, NUS made the difficult decision to recall its students and suspend all overseas programmes until end-July 2020, and subsequently extended the suspension until end-2020, because of the protracted pandemic. The recall adversely affected SEP and other overseas programmes in Semester 2 of AY2019/2020; nevertheless, NUS managed to work quickly with Partner Universities to offer their academic programmes online, thus enabling more than 90% of recalled SEP students to fulfil their academic requirements remotely. Similarly, several inbound exchange students also had to return home prematurely due to the Covid-19 pandemic, but continued their studies with NUS remotely, and most were also able to fulfil their academic requirements. This was possible because of the close rapport and co-ordination that NUS enjoys with its more than 300 Partner Universities in over 40 countries.

Prior to the suspension of overseas programmes, short term global programmes were well-subscribed, with students embracing opportunities to participate in summer/winter programmes, research attachments, and STEER (Study Trips for Engagement and EnRichment), which focuses on emerging market destinations in South East Asia, East Asia, and the Middle East. The Covid-19 pandemic spurred the inception of online global programmes. Since travel restrictions curbed physical attendance at



Summer Programmes, 147 students pivoted to online International Summer Programmes, spanning 19 universities and one university consortium. This demonstrated that a virtual learning ecosystem can facilitate new modes of global education; 96% of participants in such programmes provided feedback that they were "Extremely Satisfied or Satisfied".

Despite challenges, GRO launched several innovations. These included the Exchange Buddy Programme in Jan 2020, which pairs NUS students with inbound exchange students, to foster friendships and provide students new to NUS, with additional personal support during their time in Singapore. This supplements other student support initiatives, such as

the Student Ambassador Training Programme, Bridging Returning, Incoming and Departing Groups Experiences (BRIDGE) networking opportunities, as well as the Peer Advising Leaders (PALs) programme. The Go Global Fair for Partner University representatives to advise NUS students on study-abroad opportunities was revamped, via an extension of opening hours into the evening, thus facilitating greater participation, and inclusion of a panel session on short term programmes. The GRO website was also revised, by the incorporation of a Covid-19 resource page for inbound and outbound students.

2020 was a watershed year, because Covid-19 parched the global academic landscape; nevertheless, our deep institutional roots did not shrivel. I'm reminded of an Afghan proverb – "A palm tree growing in the shade will not bear ripe fruit"; the Office pre-empted, adapted, and innovated as much as it could, guided by scientific advice and guidelines on disease prevention and management, to handle rapidly evolving challenges. This encompassed new paradigms, and sustained interactions with Partner Universities and international university consortia and alliances, to collectively encourage and sustain a global perspective with regard to higher education. In various ways, global education has still made progress during this challenging year, and as we look forward to the hope of a more clement 2021, what we did this year, in hindsight, may prove to be 20/20!

Professor Victor Shim

Associate Vice President, Global Relations Office

MILESTONES



NUS Exchangers' Welcome Party



AUN ACTS Steering Committee Meeting



IARU Lifelong Learning Workshop & HR Consultation Group Meeting



APRU Senior International Leaders Meeting



Tan Mingwei Global Community Service Grant



TF LEARN YALF

Aug 2019

Sep 2019

Oct 2019

Nov 2019

Dec 2019



Go Global Fair



IARU Presidents' Hotline



AUA Online Forum on Universities Combating Covid-19

Jan 2020

Mar 2020

Jun 2020

Jul 2020



NUS-MU Virtual Summer Programme



Asia University Online Summer Programme

GLOSSARY

APRU	Association of Pacific Rim Universities
AUA	Asian Universities Alliance
AUN ACTS	ASEAN University Network Academic Credit Transfer System
IARU	International Alliance of Research Universities
MU	Mahidol University
TF LEARN YALF	Temasek Foundation Leadership Enrichment and Regional Networking Programme, Young Asian Leaders Forum

BUILDING THE GLOBAL NETWORK

The GRO team promotes NUS' global presence, through various strategic initiatives and activities, including the coordination of NUS' membership in global university alliances, as well as in thought leadership.

GLOBAL IMPACT

TF LEARN YOUNG ASIAN LEADERS FORUM

The **TF LEARN Young Asian Leaders Forum** was held at the NUS Shaw Foundation Alumni House, on 17 October 2019. The theme of the Forum was “Youth Leaders Today: Uniting Nations for a Peaceful and Sustainable Future”. At the forum, GRO welcomed over 250 guests, including local and international TF LEARN scholars from 4 autonomous universities (NTU, SMU, SUTD and NUS) in Singapore, Temasek Foundation senior management and NUS staff.

The Guest of Honour, Mr. Amrin Amin, (former) Senior Parliamentary Secretary at the Ministry of Home Affairs and Ministry of Health, shared during his keynote address that while the youth of Asia are set to face great challenges in the time to come, they will have the opportunity to act as a dynamic driving force for peaceful and sustainable development. Mr. Amin’s speech was followed by a lively Q&A session with participants, where they discussed issues related to Singapore society.



Sharing by Mr. Amrin Amin, (former) Senior Parliamentary Secretary, Ministry of Home Affairs and Ministry of Health



Sharing by Mr. Khoo Yi Feng

This year, GRO introduced a new element to the forum through the inclusion of thoughts shared by TF-LEARN alumnus, Mr. Khoo Yi Feng. Yi Feng was an engaging presence on stage as he spoke about how his experience and networks built during the TF LEARN programme, continue to influence his life and inspire him to make a positive impact on society.

In a creative departure from previous years, a new experience sharing format was introduced, in which each university sent a pair of students, one local and one international, to recount their learning journey and experiences living abroad under the TF LEARN programme. NUS was represented by Ms. Violet Ng, who had spent a semester abroad in Universitas Gadjah Mada, Indonesia, and Mr. Ravivarma Muniandy from Universiti Kebangsaan Malaysia, who had spent a semester at NUS. Both students shared about how they were able to build networks, engage and contribute to disadvantaged communities and develop leadership and interpersonal skills.



Sharing by Ms. Violet Ng



This was the first year that TF LEARN participants were exposed to a panel of young changemakers from around the region. Participants heard from Mr. Lim Chong Tee, founder of WaterOAM, a social enterprise that builds portable water filtration systems for rural communities, Ms. Annalie Edday, Founding President of KafyeBlaan, a group that advocates for indigenous tribes in the Philippines and Ms. Cynthia Cheung, who leads incubation programmes for young social entrepreneurs at Youth Co:Lab in Bangkok. The panel delivered lively and inspiring presentations on their journeys and the rich opportunities available in Southeast Asia that our students can take advantage of.

INDIA DEVELOPMENT TRIP 2019



GRO's visit to Ashoka University

In November 2019, GRO's Ms. Chooi Foong Sin and Mr. John Ho embarked on a trip to India to expand and deepen NUS' ties with our Indian partner universities. India has thus far been a relatively untapped region of potential for NUS, and there was added impetus for this trip following the Ministry of Education's announcement of new targets for at least 70% of undergraduates seeking an experience abroad to have one in ASEAN, China or India.

During this trip, GRO managed to establish ties with Ashoka University, Shiv Nadar University (SNU) and the International Summer School New Delhi, to gather information on short-term summer/winter programmes that NUS students can participate in.

While the outbreak of the Covid-19 pandemic derailed many short-term programmes, thanks to the ties built during this trip, GRO was able to work together with Ashoka University and SNU to offer two online summer programmes covering topics such as Indian culture and history and Data Science. On top of curating summer programmes, GRO hopes to explore strengthening NUS' relations with its Indian partners on joint research projects and workshops, as well as short study trips with industrial components for NUS students.

EXPLORING THE GLOBE IN EXTRAORDINARY TIMES

GRO paves the way for NUS students to expand the scope of their learning journey by living abroad and exploring the world. Through participation in a diverse array of overseas exchanges, short-term programmes and research attachments with partner universities and organisations, NUS students have found their academic and personal lives enriched, transformed and inspired.

ASIA



“ This exchange has given me a chance to explore parts of China, as well as learn about the historical significance of some places. It was also my first-time attending classes taught in Mandarin for my modules, which was an interesting experience, and seeing how the local students prepare for classes was also different from NUS culture. I stayed in an international dormitory, so many of my friends that I made over here are foreigners; this contributed significantly to an engaging overall experience. ”

Nah Li Shi

School of Design and Environment
SEP to Tongji University, China

“ Being part of the TFLearn Programme @ NUS provides students with an exchange experience that is not just about having fun, but also about being exposed to the harsh realities of the vulnerable populations in society, and an increased awareness of the flaws in society. ”

I believe that these experiences help to instill lifelong values of empathy, compassion, and a heart to serve the society.

Cheryl Teo

Faculty of Arts and Social Sciences
SEP to Chulalongkorn University, Thailand
through the TFLearn Scholarship



“ The winter programme gave me a broad overview of the political, cultural and social settings of doing business in China. In particular, the lectures on strategic negotiation and state-owned enterprises were very engaging. Visits to state-owned enterprises provided deep insights into the running of such companies and their roles in China's economic growth. On a personal level, this trip left a deep impression and an admiration for China and their state of technology and infrastructure. ”

Rayner Ng Jing Kai & Low Yi Ern

Yale-NUS College
NUSRI (Suzhou) Winter Programme, China



“ Despite the shorter duration compared to a semester exchange, the winter programme provided an equally enriching experience. As it took place during the December holidays, we get to keep our brains active, which helped us to be ready for the new semester that started immediately after the programme ended. The content taught in class was interesting, as I learnt about the reality of working as part of a team in a large company, which many fresh graduates can expect upon assuming work duty assignments. ”

Javier Ang & Megan Soo

Faculty of Engineering
Hanyang University International Winter
School, South Korea

AMERICAS

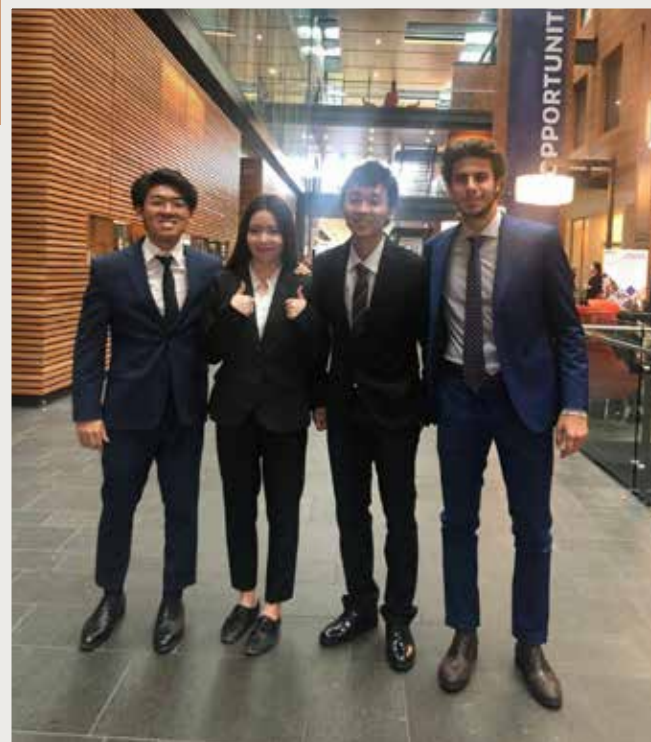
“

The academic culture whilst on SEP is more relaxing, which promotes learning. I would recommend joining any case competition organised by the host university. I joined a few during my exchange and I learnt a lot from my peers. The most memorable experience for me was the Boeing Supply Chain Case Competition, where my roommates and I managed to emerge as first runner-up. Although we didn't proceed to the regional rounds, we were very happy with our results.

”

Liu Yang

NUS Business School
SEP to University of Washington, USA



“

This has been an amazing experience for me, and I am glad to have experienced the teaching and learning culture of another city, country and university. UBC has a beautiful campus and it is definitely worth taking some time to walk around the campus. There is an Exchange Student Club that offers a myriad of activities and is a good way to make new friends. There are many clubs and societies available and I am sure everyone would be able to find something for themselves. I also took part in the Day of the Longboat event with my housemates and some of their friends, and I would recommend future exchange students to do the same! Go out and enjoy the sun and the amazing view at the Jericho Sailing Centre as you paddle hard in the ocean!

”

Desmond Poh Wen Jun

School of Design and Environment
SEP to University of British Columbia, Canada

EUROPE

“

My exchange experience was nothing short of an experience of a lifetime that feels quite like a dream now. Living abroad is very different from going on a holiday; you don't have to pack your day full of sightseeing activities for fear of wasting your precious time abroad. You could sit on a bench at the park all afternoon...and think how could a place be this beautiful, and for a moment feel like the world is too big for you to explore, and it makes you feel so small but in a good way.

”

Toh Si Qi

Faculty of Arts and Social Sciences
SEP to University of Copenhagen, Denmark



“

Exchange is one of the experiences I will cherish the most when I look back on my time in NUS. It has truly taught me so much and pushed me out of my comfort zone, as cliché as it sounds. I managed to forge close friendships with some of the best people. We studied, cooked, travelled, celebrated birthdays and other small wins, and even cried together throughout those 4.5 months. There were of course ups and downs but we worked through them together. Bocconi was also a wonderful place to be in and I had a great International Exchange team who took care of us during our time there. Professors were also very knowledgeable and I think it is this quality of education they provide which contributes a lot to their prestige.

”

Vanesha Khemlani

NUS Business School
SEP to Bocconi University, Italy

EUROPE



“ As cliché as it may sound, this exchange was quite a highlight in my university life. In honesty, when selecting a choice of countries to go on an exchange to, I have not given any countries outside of Asia any consideration. It was only after being rejected, when I realised a unique option like Turkey exists, and I do not regret one bit given this opportunity.

Standing at the crossroads between Europe and Asia (half of Istanbul is in Europe and the other half in Asia), I got to experience a different melting pot of cultures—one where western influence meets so strongly with eastern influence and yet not at odds with each other. A land so rich in history and culture, and people so warm with hospitality, there will be a part of me that is always left there.

Chia Jia Jun
NUS Business School
SEP to Koç University, Turkey

”

SHORT-TERM PROGRAMMES



48th National Day of the United Arab Emirates Reception, Seated fourth to ninth from left:- H.E. Mohamed Ahmed Fathi Abulkheir, Ambassador (Embassy of the Arab Republic of Egypt), H.E. Mahmoud Daifallah Mahmoud Hmoud, Ambassador (Embassy of the Hashemite Kingdom of Jordan), H.E. Saad Saleh I. Alsaleh, Ambassador (Royal Embassy of Saudi Arabia), H.E. Dr Mohamed Omar A. Balfaqeeh (Embassy of the United Arab Emirates), H.E. Yaqoub Yousef AlSanad, Ambassador (Embassy of the State of Kuwait), H.E. Zakariya Hamed Al Saadi, Consul-General (Consulate-General of the Sultanate of Oman)

STEER PROGRAMMES

The Study Trips for Engagement and EnRichment (STEER) programme continued to be popular with students who are keen to enhance their professional and personal development through its academically rewarding, culturally immersive and networking opportunities filled curricula offerings to different regions.

Middle East	7 Dec 19 - 20 Dec 19	Taiwan	13 Dec 19 - 23 Dec 19
Myanmar	8 Dec 19 - 21 Dec 19	Thailand	26 Dec 19 - 5 Jan 20
India (Himalaya)	8 Dec 19 - 22 Dec 19	China (Yunnan)	29 Dec 19 - 9 Jan 20
Nepal	8 Dec 19 - 23 Dec 19		

Total: 139 student participants enrolled in the above 7 STEER programmes

STORIES OF RESILIENCE

The outbreak of Covid-19 imposed great instability on the world of international student mobility, and necessitated the recall of over a thousand students who were overseas. In lieu of traditional physical mobility programmes, universities have had to innovate and find other means of 'remote internationalisation' through virtual programmes.

SHARINGS BY STUDENTS



Marcus Khoo (pictured right)
NUS FASS, on his recall experience from
Chulalongkorn University, Thailand

“ There were certainly a lot of uncertainties on our minds, such as how we were going to take our final examinations, whether our credits could be transferred, down to the financials such as how we were going to fund our air ticket changes and securing our accommodation refunds. Fortunately, GRO was highly supportive and responsive in this aspect, and was concerned about our well-being and facilitated our return to Singapore in terms of the air travel arrangements and financials. Similarly, the professors at Chulalongkorn were very supportive and helpful, and before long, we had managed to make sufficient arrangements for an online learning and online-based assessment for the final examinations. ”

“ When we first learnt that SEP had been cancelled, it was definitely disorienting. I remember heading to school the next day and frantically emailing our respective profs on whether it was possible to do remote learning from back in Singapore. What was comforting for me was that all the NUS students who were in the same PU really banded together and gave each other comfort, support and advice on the next steps that we could take together. ”

Siow Yun Jing (pictured centre)

NUS FASS, on her recall experience from
National Chiao Tung University, Taiwan



Edmund Leong

NUS FASS, on his recall experience from
Ludwig-Maximilians-Universität (LMU), Germany

“ The abrupt interruption to my SEP was made more acceptable thanks to the help of NUS GRO. ”

Throughout the entire ordeal, Hafidz (from GRO) had been very helpful in responding to our queries and took the effort to compile and address a list of FAQs. Following the SEP suspension, FASS' SEP office offered SEP students the opportunity to enrol in Special Term modules with Singapore Management University (SMU). NUS has also explored the possibility of opening more slots and providing more modules in the upcoming Special Term 2.

Additionally, NUS Centre for Future-ready Graduates (CFG) also provided us with a constant stream of internship and career opportunities.

Personally, I think NUS has delivered sufficiently during the Covid-19 situation. I am thankful to NUS for the NUS Resilience Fund, and the partial reimbursement of expenses. ”

“ Not only did Covid-19 impact my academic experience at NUS, it also taught me to adjust to a new lifestyle while living in Singapore. NUS preventive measures (i.e. daily temperature checks) were a lot stricter than anything I've ever experienced in my home country, but I understand why these measures were put into place. Regardless of the new rules, it didn't negatively impact my social life much because I still managed to socialise with other exchange students while studying at the Central Library and eating dinners at UTown. ”



Celia Yu (pictured centre)

University of British Columbia (UBC),
on her recall experience from NUS



NUS-MU VIRTUAL SUMMER PROGRAMME

The NUS-MU Virtual Summer Programme was a pilot collaboration between Mahidol University (MU), Thailand and NUS, as a replacement to physical summer programmes, due to the Covid-19 outbreak.

The programme saw a mix of 21 NUS and MU students build their intercultural competencies and networks by participating in a series of lectures focusing on Thai and Singaporean cultures, as well as interactive activities such as Traditional Thai Dancing lessons. To boost interactivity among the students, they were divided into mixed discussion groups to examine each topic of the programme. MU also mailed Thai traditional costumes to each of our students to share details of how to put them on for a Traditional Thai Dancing lesson led by the MU students. The programme culminated in a virtual party with a sing-along session and snacks that had been mailed to the participants beforehand.



A research team from the Asia Research Institute and the Centre for Language Studies, NUS, was also invited to observe the programme. They interviewed the participants to gauge the effectiveness of virtual programmes in building intercultural competency.



ASHOKA ONLINE SUMMER SESSION 2020



Virtual Museum tour

The Ashoka Online Summer Session 2020 was swiftly curated to replace Ashoka University's physical summer programme due to the outbreak of Covid-19. It provided students with a healthy mix of academic courses and extra-curricular sessions (titled e-SCAPE: Social, Cultural, Academic and Professional enrichment) for networking and cultural enrichment.

Under e-SCAPE, our students got the opportunity to embark on virtual tours of local museums and interacted with peers from Ashoka University.

Two NUS undergraduate participants successfully completed the 6-week Ashoka Online Summer Session 2020, having studied the modules 'Tibetans in India' and 'Histories of South Asian Art'. Both students were recipients of GRO's new India Experience Award, designed to provide financial support to students embarking on GRO programmes to India.



Online discussions with peers from Ashoka University

SUSTAINING OUR COMMUNITY

The life-changing Study Abroad experience is made accessible to more NUS students through supporting activities and financial aid schemes. Through these initiatives, students from diverse backgrounds are empowered to confidently take on distinct educational adventures that will positively impact their future personally and professionally.

GO GLOBAL FAIR 2020



Go Global Fair (previously International Exchange Day), held on 20 January 2020, saw GRO hosting 38 partners and international universities from 15 countries, and attracted a footfall of more than 700 students.

This event saw many firsts: the first time a GRO event was held at Yusof Ishak House – the hub of student clubs in NUS, the introduction of a GRO reception to host stakeholders, and extending the fair into the evening hours to enhance convenience for more students' visits. The central location and timing of the event were key in allowing GRO to interact with our target audience. The GRO reception enabled Associate Vice President (Global Relations) Prof Victor Shim to introduce GRO's global outlook and engage with GRO's stakeholders. Over 70 stakeholders attended the reception, including partner universities, the diplomatic corps in Singapore, NUS senior management, donors and representatives from Foundations.

The record turnout and organisation of the Go Global Fair 2020 was made possible through the strong support of our GRO colleagues, Peer Advising Leaders and faculty colleagues.

ENRICHING THE SINGAPORE EXPERIENCE



GRO's **Peer Advising Leaders (PALs)** are one of our key supporting pillars, helping to organise fun and engaging activities for our inbound, outbound and returning exchange students, to enrich their study abroad experiences.



Throughout the academic year, the PALs organise a host of activities for inbound exchange students to get acquainted with Singapore and NUS, starting with unique activities such as the **Welcome Party** and their flagship event, **Dragonboat @ Kallang**.

Dragonboat @ Kallang enables exchange students to try their hand at dragonboating on the Kallang River.



MANAGING THE PANDEMIC



When the Covid-19 pandemic surfaced in early 2020, it set off a momentous chain reaction around the world that would result in drastic changes to the landscape of international student mobility. Thankfully, our fellow NUS units pulled together with us as One-NUS to manage this crisis.

Support for our students was delivered through three main channels:



Firstly, ensuring that our local students abroad and international students at NUS returned home safely.



Secondly, helping students affected by these recalls to continue their studies.



Lastly, providing financial support to help our affected students with defraying unexpected additional costs incurred by their hasty return to Singapore.

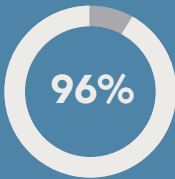
GRO would like to thank all NUS units that worked together with us to ensure the safe return of



2,600 students

to their homes,

helping



of these students to complete their semesters remotely, and the successful disbursement of financial support to affected students via the NUS Resilience Fund.



NEW POSSIBILITIES FOR INTERNATIONALISATION



When the pandemic broke out in early 2020, the GRO Thought-Leadership Team reached out to NUS' Asia Research Institute (ARI) to gather their thoughts on **what International Learning would be like during the pandemic.**

Dr Cheng Yi'En, a Research Fellow at ARI, carries out research on how the Belt and Road Initiative is impacting tertiary education and student mobility in the context of China-Southeast Asia. He is also developing a research agenda on international student mobility and the post-pandemic future in the Asia-Pacific.



Dr Cheng wrote an article for GRO on **the impact of the pandemic on internationalisation** with the following three key insights:

1

The pandemic has presented us with a rare opportunity to reconsider our assumptions about student mobility and travel as the common-sense logic of internationalisation policies and programmes.

Universities should take this as a chance to imagine **new, innovative ways to reap the**



benefits of studying abroad in these times.

2

An alternative model to 'internationalisation abroad' is 'internationalisation at home', which **aims to integrate**



global and intercultural learning experiences into domestic environments.

However, while there is an urgent need to dismantle the elitist aspects of international travel and mobility, we should take careful strides and not lose sight of the power of in situ learning that involves movement travel across borders and cultures. These are not mutually exclusive approaches; both are needed and equally powerful if done right.

3

We must bear in mind the question of which students would be able to 'rebound' more easily and quickly than others? The pandemic brings about different impacts on different groups of people, and it is already clear that the socio-economically disadvantaged will be hit the hardest. Students looking to travel will be unequally impacted even when air travel resumes, given the expected increase in price tag placed on airfares.

Universities must consider how to pay attention to **students who may need support to achieve their international mobility adventures.**

FINANCIAL AID, AWARDS AND SCHOLARSHIPS

NUS, with the support of both internal and external donors, offers the following



financial aid



awards



scholarships

for overseas student programmes.

- Baden-Württemberg Scholarship, Germany
- China Initiatives Steering Committee (CISC) Funding
- Chinese University Study Awards (CUSA)
- DUO-Singapore Exchange Fellowship Award
- EPFL Student Exchange Award
- ETH Zurich Student Exchange Award
- Fulbright Association (Singapore) Student Exchange Award
- Global KU Scholarship, Korea University
- Italian Government Scholarship (for postgraduates only)
- Jacob Phang Memorial Scholarship
- Japan Student Services Organisation (JASSO) Scholarship
- Language Immersion Award (France and Germany)
- Loh Boon Chye & Family SEP Awards
- Mendaki-NUS Overseas Programme Fund
- NUS Alumni Student Exchange Awards
- NUS Awards for Study Abroad (NASA) Exchange Bursary
- NUS Awards for Study Abroad (NASA) Exchange Scholarship

- NUS-French Double Degree Programme (French language immersion)
- NUS-UBC (University of British Columbia) Student Exchange Award
- Overseas Student Programme (OSP) Loan
- SEP Award for the Community Spirited
- STEER (Study Trips for Engagement and EnRichment) Award
- Tan Mingwei Global Community Service Grant
- Technical University of Munich (TUM) Student Exchange Award
- Temasek Foundation Leadership Enrichment and Regional Networking (TF LEaRN) Programme@ NUS
- Universitas 21 (U21) Scholarship, Korea University
- University of Zurich Student Exchange Award
- US-Singapore Summer Exchange Scholarship Programme

OUR PARTNERS

ASIA

China

- Central University of Finance and Economics
- China Europe International Business School
- China University of Political Science and Law
- Chongqing University
- East China University of Political Science and Law
- Fudan University
- Nanjing University
- Nankai University
- Peking University
- Renmin University
- Shanghai Jiao Tong University
- Shanghai University of Finance and Economics
- Shenzhen University
- Southeast University
- Sun Yat-sen University
- Tianjin University
- Tongji University
- Tsinghua University
- Xiamen University
- Xi'an Jiaotong University
- Zhejiang University

Hong Kong

- City University of Hong Kong
- Hong Kong University of Science and Technology
- The Chinese University of Hong Kong
- The Hong Kong Polytechnic University
- The University of Hong Kong

Taiwan

- Asia University
- Chang Gung University
- National Cheng Kung University
- National Chengchi University
- National Chiao Tung University
- National Taiwan University
- National Taiwan University of Science and Technology
- National Tsing Hua University
- Tunghai University

Indonesia

- Universitas Gadjah Mada
- University of Indonesia

India

- Hindu College, University of Delhi
- India School of Business
- Indian Institute of Management, Ahmedabad
- Indian Institute of Management, Bangalore
- Indian Institute of Management, Calcutta
- Indian Institute of Management, Lucknow
- Indian Institute of Technology, Bombay
- Lady Shri Ram College for Women, University of Delhi
- National Law School of India University

Japan

- Akita International University
- International University of Japan
- Keio University
- Kwansei Gakuin University
- Kyoto University
- Kyoto Institute of Technology
- Kyushu University
- Meiji University
- Nagoya University
- Osaka University
- Rikkyo University
- Ritsumeikan University
- The University of Tokyo
- Tohoku University
- Tokyo Institute of Technology
- Tokyo University of Foreign Studies
- Waseda University

South Korea

- Ewha Womans University
- Hankuk University of Foreign Studies
- Hanyang University
- Korea Advanced Institute of Science & Technology
- Korea University
- POSTECH- Pohang University of Science and Technology
- Seoul National University
- University of Seoul
- Yonsei University

Thailand

- Chulalongkorn University
- Khon Kaen University
- Mahidol University
- Princess Galyani Vadhana Institute of Music
- Thammasat University

Vietnam

- Hanoi Law University

AMERICAS

Brazil

- Universidade de São Paulo

Canada

- Concordia University
- Dalhousie University
- HEC Montréal
- McGill University
- McMaster University
- Queen's University at Kingston
- Simon Fraser University
- The University of British Columbia
- Université du Québec à Montréal (UQAM)
- University of Alberta
- University of Calgary
- University of Guelph
- University of Ottawa
- University of Toronto
- University of Victoria
- University of Waterloo
- Western University
- York University

Mexico

- Instituto Tecnológico Autónomo de México (ITAM)
- Tecnológico de Monterrey

USA

- Arizona State University
- Boston College
- Boston University
- Brandeis University
- Carleton College
- Carnegie Mellon University
- Case Western Reserve University
- Clarkson University
- Columbia University
- Colgate University
- Cornell University
- - College of Agriculture & Life Sciences
- - Cornell University, College of Human Ecology
- Duke University
- Emory University

- Franklin W. Olin College of Engineering
- Georgetown University
- Georgia Institute of Technology
- Indiana University
- Iowa State University
- Johns Hopkins University
- New York University
- Northwestern University
- Purdue University
- Rice University
- Stanford University
- Texas A & M University
- The College of William & Mary
- The Cooper Union for the Advancement of Science and Art

- The George Washington University
- The Pennsylvania State University
- The University of Arizona
- The University of Texas at Austin
- Tulane University
- University of Alaska Fairbanks
- University of California - (Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, Santa Barbara, Santa Cruz, San Diego)
- University of Colorado Boulder
- University of Colorado Denver
- University of Connecticut
- University of Delaware
- University of Florida
- University of Georgia
- University of Hawaii at Manoa
- University of Illinois at Urbana Champaign
- University of Kansas
- University of Maryland
- University of Miami
- University of Michigan
- University of Minnesota, Twin Cities
- University of North Carolina at Chapel Hill

- University of Notre Dame
- University of Oregon
- University of Pennsylvania
- University of Pittsburgh
- University of South Carolina
- University of Southern California
- University of Southern California, Viterbi School of Engineering
- University of Virginia
- University of Washington, Seattle
- University of Wisconsin-Madison
- Vanderbilt University
- Washington University in St Louis
- Yale University

EUROPE

Austria

- Management Center Innsbruck
- Universität Innsbruck
- Vienna University of Economics & Business

Belgium

- Katholieke Universiteit Leuven (KU Leuven)
- Solvay Brussels School of Economics & Management
- University of Antwerp
- Université Catholique de Louvain (UCL)

Croatia

- University of Zagreb

Czech Republic

- Czech Technical University in Prague

Denmark

- Aarhus University
- Copenhagen Business School
- Technical University of Denmark
- University of Copenhagen
- University of Southern Denmark

Estonia

- Tallinn University of Technology

Finland

- Aalto University
- Tampere University
- University of the Arts Helsinki – Sibelius Academy
- University of Helsinki
- University of Oulu

France

- CentraleSupélec
 - École Centrale de Paris
 - École Supérieure d'Electricité (Supélec)
- Communauté Université Grenoble Alpes
 - Institut Polytechnique de Grenoble (Grenoble Institute of Technology)
 - Institut d'Études Politiques de Grenoble (Sciences Po Grenoble)
 - Université Grenoble Alpes
- École Nationale Supérieure des Arts Decoratifs
- École Nationale Supérieure des Mines de Paris (MINES ParisTech)
- École Speciale d'Architecture (Paris XIV)
- ESSEC Business School, Paris
- HEC Paris
- Institut Mines-Télécom
- Institut National des Sciences Appliquées de Lyon (INSA Lyon)
- Institut Supérieur de Design
- Les Ateliers École Nationale Supérieure de Création Industrielle (ENSCI)
- Sciences Po Bordeaux
- Sciences Po Paris
- Strate School of Design

- Télécom ParisTech
- The Institute Supérieur de l'Aéronautique et de l'Espace (ISAE-SUPAERO)
- Université de Technologie de Compiègne (UTC)
- Université de Technologie de Troyes (UTT)

Germany

- Albert-Ludwigs-Universität Freiburg
- Bergische Universität Wuppertal
- Bucerius Law School
- Eberhard Karls Universität Tübingen
- European Business School
- Freie Universität Berlin
- Georg-August-Universität Göttingen
- Hertie School of Governance
- Hochschule Esslingen
- Hochschule für Musik, Theater und Medien Hannover
- Humboldt-Universität zu Berlin
- Karlsruher Institut für Technologie
- Ludwig-Maximilians-Universität München
- Rheinischen Friedrich-Wilhelms-Universität Bonn
- Ruprecht-Karls-Universität Heidelberg
- RWTH Aachen
- Technische Universität Berlin
- Technische Universität Darmstadt
- Technische Universität Hamburg
- Technische Universität Kaiserslautern
- Technische Universität München
- Universität Hohenheim
- Universität zu Köln
- Universität Konstanz
- Universität Mannheim
- Universität Stuttgart
- Universität Ulm
- WHU Otto Beisheim School of Management-Koblenz

Hungary

- Budapest University of Technology and Economics
- Corvinus University of Budapest

Iceland

- Iceland Academy of the Arts
- University of Iceland

Ireland

- Trinity College Dublin
- University College Cork
- University College Dublin

Italy

- Politecnico di Milano
- Politecnico di Torino
- Università Commerciale Luigi Bocconi
- University of Bologna

Lithuania

- Vilnius University

Netherlands

- Delft University of Technology
- Eindhoven University of Technology
- Erasmus University Rotterdam
- Leiden University
- Maastricht University
- Radboud University Nijmegen
- The Royal Conservatoire den Haag
- Tilburg University
- University of Amsterdam
- Utrecht University

Norway

- BI Norwegian Business School
- Norwegian Academy of Music
- Norwegian School of Economics
- Norwegian University of Science & Technology
- University of Oslo

Poland

- Cracow University of Technology
- Jagiellonian University
- Warsaw School of Economics
- Warsaw University of Technology

Portugal

- Universidade Catolica Portuguesa, Lisboa
- Universidade Nova de Lisboa

Romania

- Babes-Bolyai University

Russia

- Innopolis University
- Moscow State Institute of International Relations (MGIMO)
- Saint Petersburg State University

Slovenia

- University of Ljubljana

Spain

- ESADE Business School
- IE University
- Universidad Autónoma de Madrid
- Universidad de Navarra

Sweden

- Chalmers University of Technology
- Blekinge Institute of Technology
- Karolinska Institute
- KTH Royal Institute of Technology

- Linköping University
- Lund University
- Stockholm School of Economics
- Stockholm University
- University of Gothenburg
- Uppsala University

Switzerland

- ETH Zurich (Swiss Federal Institute of Technology)
- École Cantonale d'Art de Lausanne
- École Polytechnique Fédérale de Lausanne (EPFL)
- Geneva University of Music
- Graduate Institute of Int'l and Development Studies (IHEID)
- University of Geneva
- University of Lausanne
- University of Music Lausanne
- University of St Gallen
- University of Zurich

Turkey

- Bilkent University
- Koç University
- Sabanci University

Ukraine

- Ukrainian National Tchaikovsky Academy of Music

United Kingdom

- City University of London
- Durham University
- Imperial College London
- King's College London
- London Business School
- Loughborough University
- Newcastle University
- Queen Mary University of London
- Royal Conservatoire of Scotland
- The University of Edinburgh
- The University of Liverpool
- The University of Manchester
- The University of Nottingham
- The University of Sheffield
- The University of York
- University College London
- University of Aberdeen
- University of Bath
- University of Birmingham
- University of Bristol
- University of Cambridge
- University of Dundee
- University of Glasgow
- University of Leeds
- University of Oxford
- University of Southampton
- University of St Andrews
- University of Strathclyde
- University of Warwick

AUSTRALASIA

Australia

- Griffith University
- La Trobe University
- Monash University
- Queensland University of Technology
- The Australian National University
- The University of Adelaide
- The University of Melbourne
- The University of Newcastle
- The University of New South Wales
- The University of Queensland
- The University of Sydney
- The University of Western Australia

New Zealand

- The University of Auckland
- University of Canterbury
- University of Otago
- Victoria University of Wellington

MIDDLE EAST & AFRICA

Israel

- Hebrew University of Jerusalem
- Interdisciplinary Center Herzliya
- Technion-Israel Institute of Technology
- Tel Aviv University

South Africa

- Stellenbosch University

Information is correct as at June 2020

SUPPORTING US IN SPECIAL TIMES

- Baden-Württemberg Stiftung
- Banco Santander, S.A.
- Ecole Polytechnique Federale de Lausanne
- Enterprise Singapore
- ETH Zurich
- Family of the late Jacob Phang
- Family of the late Tan Mingwei
- Fulbright Association (Singapore)
- Government of Japan
- Infocomm Media Development Authority
- Institut Français de Singapour
- Institute for Shipboard Education
- Japan Student Services Organization
- Korea University
- Lee Foundation
- Leong Weng Kee
- Ministry of Foreign Affairs, Singapore
- Mr Dilhan Pillay Sandrasegara,
- Mr Loh Boon Chye & Family
- Ms Tan Guek Noi, Judith
- National Institute for International Education, Korea
- Temasek Foundation
- The Hong Kong Polytechnic University
- The Mitsubishi UFJ Trust Scholarship Foundation
- University of Zurich
- Yayasan MENDAKI





Global Relations
Office

3rd Storey Unit #03-03, Shaw Foundation Alumni House,
11 Kent Ridge Drive, Singapore 119244

T: +(65) 6516 4356 **F:** +(65) 6778 0177 **W:** www.nus.edu.sg/gro