UNIVERSITÄT ERFURT

Second Internationalisation Strategy of the University of Erfurt

PREAMBLE

In today's globally connected and highly competitive academic world, the extent of a university's internationalisation is a decisive factor in its visibility beyond its home region and in its ability to attract students and academics. Experience of international study, teaching and research is one of the key ingredients of a successful academic career. Internationalisation gives students, teaching staff and researchers the chance to develop intercultural understanding, whether through time spent abroad or through the international character of their own campus. It does so in an environment that is built on mutual respect and actively supports the exchange of knowledge across cultural boundaries. The resulting diversity of perspectives is in itself a source of academic excellence; it improves the quality of study and stimulates innovation.

Universities are also shaped by their local settings. As such, they are doubly positioned – or 'glocal'. Through the knowledge they create and share, through the international backgrounds of their members and through a genuine openness to the world, they influence and are influenced by their local and regional contexts. As important actors in their locations, they carry responsibilities that go beyond simply supplying well-educated graduates for the labour market in research, education, business and administration. In an era of major societal change driven by political, economic, social and environmental pressures at both local and global levels, these responsibilities include fostering spaces for informed, evidence-based discussion of issues that matter to society – both inside the university and in the wider public domain.

The University of Erfurt's second internationalisation strategy builds directly on the first, which was adopted in the 2018 winter semester. It deliberately situates the University within this 'glocal' tension. By joining the *Magna Charta Universitatum* at the start of the new strategy period, the University affirms its place among the roughly 900 universities worldwide that uphold the principles of academic freedom, institutional autonomy, international cooperation and local responsibility.

It is now approaching internationalisation more consciously as a cross-cutting responsibility and as an integral part of quality assurance across the campus. Its aim is to secure what has already been achieved, raise its quality and develop it further in selected priority areas.

I INTERNATIONALISATION AT THE UNIVERSITY OF ERFURT. DEVELOPMENTS AND STATUS QUO

Since its re-establishment in 1994 as a reform university with a distinctive profile in the humanities, cultural studies, social sciences and educational science, and with a strong interdisciplinary ethos, the University of Erfurt has regarded interculturality and openness to the world as central to its identity. Excellence in research and high-quality teaching and learning were core ambitions from the beginning, and both have always, to some extent, depended on the promotion of internationality. This approach was given institutional form as early as 1998 with the founding of the Max-Weber-Kolleg for Advanced Cultural and Social Studies as an Institute for Advanced Study.[1] In 2013, five years before the first internationalisation strategy, two further internationally oriented institutions were established: the In 2013, five years before the first internationalisation strategy, two further internationally oriented institutions were established: the Willy Brandt School of Public Policy (WBS) and the Gotha Research Centre (FZG).[2]

The first internationalisation strategy, adopted in the winter semester 2018, concentrated on three main objectives: embedding internationality across the whole campus, increasing outward mobility and building a shared understanding of internationality and interculturality in relation to the University of Erfurt's goals for research and teaching. While the last point requires the ongoing engagement of all members of the university community and continues to play a major role (see Part III: Fields of Action), the University has, in principle, achieved the other two goals since the adoption of the first strategy.

The following section reviews the current status quo in research and teaching. It draws on developments over the past decade – the five-year periods before and after the Covid year of 2020 – and uses this analysis as the foundation for the next phase of strategic planning. Several indicators are used to assess how far internationality has become embedded at the University of Erfurt. These indicators appear in different combinations in research and teaching and show varying degrees of institutionalisation, depending on the extent to which they are supported by clear objectives and dedicated administrative structures.[3] In addition to the internationality and mobility of the actors themselves – which can include members of the University as well as its research institutions, subject areas and other units in research and teaching – the examination of the status quo also encompasses the nature, number and impact of relevant research and teaching projects at the University, including internationally oriented degree programmes with regard to both the student body and thematic focus. Impact (inside or outside the University) and relevance can be judged both quantitatively and qualitatively: the former, for example, through the type and scale of funding or the number of researchers, teaching staff and students involved;[4] the latter also through the internationality or international relevance of the content itself as part of the University's overall profile.

Over the past decade, two quantitative indicators have been seen as particularly strong signs of successful internationalisation in teaching: the presence of international students on campus (including exchange students and doctoral students) and the outward mobility of the University's own students. The following pages therefore focus on how internationalisation has been institutionally anchored, on trends in international student numbers, and on outward mobility within the EU.[5] The overview ends with a survey of the University's internationally oriented project landscape in research and teaching.

1 https://www.uni-erfurt.de/en/max-weber-kolleg

2 https://www.uni-erfurt.de/en/brandtschool; https://www.uni-erfurt.de/forschungszentrum-gotha

3 For a detailed discussion of institutionalisation and 'cosmopolitan orientation' in German higher education, see Carola Richter, Anne Grüne, Kai Hafez et al. (2023) 'Die tiefe Internationalisierung der deutschen Kommunikationswissenschaft? Eine Evaluation der Personal- und Forschungsstrukturen sowie der Lehrprogramme deutscher Hochschulen' *Global Media Journal 13–1 (https://doi.org/10.22032/dbt.57904).*

4 Student figures are based on averaged annual data for the five-year periods before and after the first Covid year 2020/21, together with the position in 2024/25. The assessment of research internationalisation also draws on third-party funding data for 2020/21–2024/25.

5 Nationwide comparative figures for universities and higher education institutions are taken from *Wissenschaft weltoffen kompakt* (published by DAAD and DZHW): for 2015/16 and 2020/21 see the 2022 edition; for 2023/24 see the 2025 edition.

Institutional anchoring of internationality

The degree of institutionalisation of internationally oriented research and teaching constitutes a first meaningful indicator in the actor dimension. It also reflects the significance of the content for which these actors are responsible within the University of Erfurt. Since the adoption of the first strategy, further research institutions of the University of Erfurt oriented towards international research in various ways have been established: through the expansion of the Gotha Research Centre to include the Gotha Research Library[6] in 2018 and the Centre for Transcultural Studies/Perthes Collection[7] in 2021, the Gotha Research Campus was created. Most recently, in 2022, the Institute of Planetary Health Behaviour was founded as a research institution whose research enriches the University of Erfurt's internationalisation profile with a thematic facet of global relevance by enabling cross-faculty research on the complex of climate-healthy behaviour and by maintaining a deliberate presence in the wider public sphere beyond the University (Science4Society).[8]

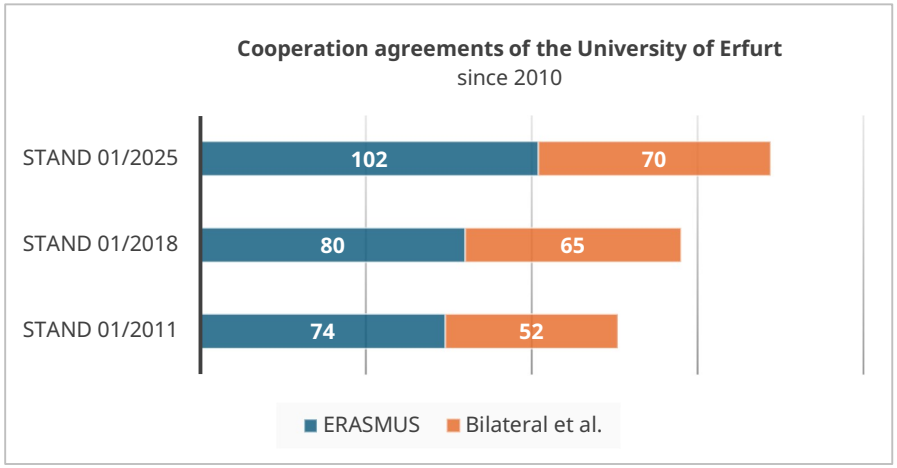
Overall, this thematically diverse configuration is sustained by the rich and highly dynamic project landscape at the subject areas and faculties of the entire University, which also encompasses the research training groups and depends on the commitment of many members of the University community (see the section 'International projects in research and teaching').

The research building 'Weltbeziehungen' – initiated by an application from the Max-Weber-Kolleg to the Federal Ministry of Education and Research, confirmed by the Federal Ministry of Education and Research and the German Science and Humanities Council in 2016 and opened in 2023 – makes the programmatic significance of internationality in the University of Erfurt's research and teaching profile directly visible and immediately tangible. By physically bringing together the Max-Weber-Kolleg, the Willy Brandt School of Public Policy and the Institute of Planetary Health Behaviour, along with internationally oriented research projects and groups,[9] it enables the participating researchers and teaching staff to interact directly – both with one another and with students, in particular the international students of the Willy Brandt School of Public Policy and the doctoral students in the doctoral programmes of all participating areas. The events arising from this interdisciplinary encounter and cooperation have, since the opening of the research building, enriched the extracurricular interdisciplinary offering on international topics for a wider audience on campus.

Furthermore, in the context of the institutionalisation of internationality, the long-term development of the portfolio of international cooperation agreements – that is, the individual partnerships of the University of Erfurt with universities and higher education institutions within and outside the EU – also plays a very important role. Cooperation with the University of Erfurt's international partners creates the prerequisites not only for the outward mobility of the University's own students but also for collaborative projects in research and teaching, including doctoral studies. Over the past two decades the number of cooperation agreements has grown steadily and, since 2017 – the year before the adoption of the first internationalisation strategy – has risen from 145 to 185 agreements with universities from more than fifty countries worldwide (as of January 2026).[10] These include more than 100 Erasmus+ agreements with universities in 23 EU countries and four further associated European countries as well as Israel.[11] In doctoral studies, cotutelle agreements in the context of jointly supervised doctorates with international partners also play an important role.[12]

6 www.uni-erfurt.de/forschungsbibliothek-gotha
7 www.uni-erfurt.de/forschungskolleg-transkulturelle-studien
8 www.uni-erfurt.de/institute-for-planetary-health-behaviour
9 These include the Collaborative Research Centre 'Structural Change of Property' (SFB TRR294, in particular subprojects C01 'Hybrid property regimes in state capitalism', C06 'Making things available. Property as a specific form of world relation', B01 'Urban property regimes and the transformation of citizenship'), the DFG research training group 'Religion and Urbanity' and further research projects, currently e.g. the Theological Research Centre/Early-Career research training group t3 and the DFG Research Group 'Freiwilligkeit' ('Voluntariness').
10 See appendix: Table 1.1 on the development of the University of Erfurt's cooperation portfolio (individual partnerships within the framework of Erasmus+) and Table 1.2 on the nationalities of current cooperation partners.
11 Erasmus+: cooperations with partner countries of the EU as well as Key Action (KA) 171 partner higher education institutions: Hebrew University, Oranim College.
12 In addition to the Max-Weber-Kolleg's graduate school with the University of Graz at the Max-Weber-Kolleg itself as well as at the faculties, there have been 19 cotutelle agreements since 2014 with 6 European and 6 non-European partners: Complutense Universidad Madrid, Durham University, Fondazione Collegio San Carlo of Modena, L`Ecole des Hautes Études en Sciences Sociales Paris, Rijksuniversiteit Groningen, Universidad Pontificia Comillas, Universidade de São Paulo, University of Calicut, University Mek'ele.

International degree programmes at the University of Erfurt – that is, programmes that also or primarily address an international audience – are institutionalised to a greater extent than other international projects in teaching and research with regard to the processing of applications and admissions as well as the accreditation of their examination regulations over longer periods. The grown administrative structures and processes at the faculties cannot, however, always adequately meet the increased and changed administrative workload in the relevant subject areas (see also the section 'On opportunities and risks of newer developments').



Internationality of the student body

In the 2024/25 winter semester, the University of Erfurt welcomed 528 international students on campus, of whom 104 were enrolled in bachelor's programmes, 290 in master's programmes and 72 in doctoral programmes. Over the past decade both the absolute number of international students and their share of the total student body have risen slightly.[13] Starting from an average of 481 international students in the five-year period before academic year 2020/21 (8.3% of the total student body), the average rose to 538 international students in the five-year period since 2020/21, with their share of total student numbers also increasing slightly (to 9%). The strategic goal of long-term embedding of internationality has therefore, in principle, been achieved as far as student numbers are concerned. A more in-depth assessment of this development, however, requires a comparison with the proportion of international students across all German universities while bearing in mind the University of Erfurt's particular subject profile. This can be illustrated for the current year using the national overview provided in Wissenschaft Weltoffen Kompakt (DAAD 2023/24). That year, international students accounted for 15% of the overall student body at German universities. In the fields of economics, social sciences, law, humanities and the arts, however, they made up only just under 6% of the total student population nationwide. Given that these disciplines define almost the entire profile of the University of Erfurt, the corresponding figure there stood at 9.15% in the same year.

From the perspective of the University of Erfurt's key goals in research and teaching, the linguistic and cultural diversity brought by the presence of international students on campus matters more for the level of internationalisation achieved than simply measuring their share of the total student body. This diversity is shaped primarily by the range of countries from which the international students come and by how they are distributed across different degree types, faculties and subjects. Over the past decade, the international student body at the University of Erfurt has stood out for its consistently high number of countries of origin, averaging 88 in the first half of the decade and 90 in the second. Even so, shifts are apparent in the ranking of the leading countries of origin – those sending at least ten students each.[14] For instance, India's rise to the top spot at the University of Erfurt over the last three years, ahead of Russia, China and the USA, or the growth in numbers from Iran since 2020/21, mirror broader changes in global student mobility that are also evident nationally.[15] At the same time, the University of Erfurt has continued to attract substantial groups from other countries, such as Brazil, Italy, Pakistan, Spain and Ukraine, who have maintained a presence on campus throughout the decade. In the

13 Enrolment figures are taken from winter-semester reports, including exchange students and doctoral students but excluding guest or secondary listeners.

14 See appendix, Table 2 for the ranking of the largest groups of international students by country of origin over the last decade (annual winter-semester figures).

15 National trends in countries of origin for 2020/21: China represented 12% of all students, India 9% and Syria 5%; for 2023/24: India 13%, China 10% and Turkey 5%.

most recent five-year period, it has also seen increased numbers from the Global South, notably Ghana, Nigeria and Mexico.

Throughout the decade, international students at the University of Erfurt have pursued all types of degrees – bachelor's, master's and doctoral – meaning that, in keeping with the aims of the first strategy, the whole campus has in principle been able to benefit from the resulting intercultural environment (see also Part III: Field of action 'Internationalisation@home').[16]

In the second half of the decade, though, the lead in enrolment numbers for master's programmes over bachelor's programmes at the University of Erfurt has become much more pronounced.[17] This stems from a sharp increase in the average annual enrolments for master's programmes (from 181 to 286 students) alongside a modest drop in those for bachelor's programmes (from 123 to 114 students). As a result, the ratio of bachelor's to master's degree types at the University of Erfurt in the second five-year period (1:2.5) far outstrips the trend seen nationally (across all universities in 2023/24, the ratio was 1:1.9).[18]

More specifically, the strong presence of master's programmes among the degree types in the recent five-year period owes much to the addition of two further English-taught M.A. programmes at the Faculty of Philosophy: the master's programmes 'Global Communications: Politics and Society' and 'Religious Studies'. Alongside the well-established continuing professional development master's programme in Public Policy (MPP) at the Willy-Brandt-School of Public Policy (Faculty of Economics, Law and Social Sciences), the University of Erfurt now offers – above all through Global Communications – a major internationally focused master's programme within its regular study offerings. With an average of 81 international students per year in the second five-year period and over 100 international students in the two years since 2023/24, it has grown to match the scale of the long-standing MPP. Like the MPP, it features internationally oriented teaching content, bolsters the University of Erfurt's overall profile and received the University of Erfurt's Internationalisation Prize (first place) in 2020/21.

In doctoral studies, the share of international students has remained steady at 14.5% of the total over the past decade – a figure that compares favourably with the average share of doctoral researchers among international students across all German universities in 2023/24 (11.9%).[19] This underscores how attractive the University of Erfurt has been for international researchers at the early-career stage throughout this period. The Max-Weber-Kolleg, with its international orientation, has played a key part, accounting on average for 27% of all international doctoral researchers at the University of Erfurt in the five-year period since 2020/21. Equally positive, in light of the first strategy's aim to embed internationality across the whole campus, is the fact that more than two-thirds of these international doctoral researchers are spread across other areas and doctoral programmes at the University of Erfurt. This positive picture is further supported by the share of international doctoral researchers within the University of Erfurt's total doctoral researcher population. Back in 2018, when the first strategy was adopted, this already stood at 22.67% of all doctoral

16 See appendix, Table 3: Development of intended degree types at the University of Erfurt over the decade to 2024/25.

17 For the University of Erfurt in the five-year period up to 2019/20, the ratio of bachelor's to master's programmes was 1:1.5; across all German universities in 2020/21, it was 1:1.6. the ratio was 1:1.6.

18 The national ratio of enrolments in university bachelor's versus master's programmes (for universities only) stood at 29.3% to 46.2% (1:1.6) in 2020/21 and 25.8% to 48.0% (1:1.9) in 2023/24.

19 In the five-year period up to 2019/20 there was an annual average of 71 doctoral researchers (14.7% of the University of Erfurt's international students); in the five-year period up to 2024/25 the average was 76 doctoral researchers (14.1%).

researchers (117 students) – more than double the overall share of international students in the University of Erfurt's student body. Since then, it has risen to 28%.[20]

The broader field of academic qualification – encompassing doctoral studies and postdoctoral paths – is increasingly overlapping with academic staff positions, driven by the growing preference for qualification posts over doctoral scholarships and by junior professorships in career-track structures. Following a modest rise from 10% to 12% in the years leading up to 2020, the proportion of all international employees at the University of Erfurt reached just under 14% by the end of the decade. This is almost entirely attributable to academic staff.[21] Here too, the Max-Weber-Kolleg, through its fellowship programme for international academics, plays a distinctive role.

Finally, regarding the distribution of international students across the faculties, it is worth noting that – consistent with the goals of the first strategy – the modest growth in international student numbers at the University of Erfurt during the second half of the decade up to 2024/25 has not been driven solely by the notable increases in international enrolments at the Faculty of Philosophy mentioned earlier (from an annual average of 196 to 223 students across the two halves of the period).

The rise at the Faculty of Education and the Faculty of Catholic Theology has also contributed significantly to the overall increase in internationalisation. Meanwhile, the Faculty of Economics, Law and Social Sciences has maintained very high annual figures throughout the second half of the decade (221 compared with 214 international students as an annual average in the first and second halves, respectively).[22]

Overall, the dimensions of degree types, the number of countries of origin and the distribution of international students across the faculties will continue to be central to internationalisation at the University of Erfurt. These dimensions underpin a form of diversity that is highly relevant to the University's core objectives in research and teaching, making interculturality directly tangible as an element of everyday campus life, both within and beyond the curriculum.[23]

The results of the DAAD BintHo survey (2024) nevertheless indicate that the University will also need to make further efforts in future to actively support its domestic students who lack experience abroad. The aim is to help them integrate more fully into the international and diverse student community on campus and to recognise and make use of this international environment as a genuine enrichment for their own academic and personal development.

20 The share of international students among all doctoral researchers at the University of Erfurt in the second half of the last decade was as follows: 2020/21 25.65% (148 students); 2021/22 26.16% (146 students); 2022/23 28.01% (149 students); 2023/24 27.96% (137 students); 2024/25 27.40% (134 students).

21 As at 1 December 2025, for instance, 61 members of staff (13.96%, excluding those on secondment) in academic and artistic roles held foreign nationality, while only 4 staff members in total (1.2%) did so in other areas (library, technical services and administration).

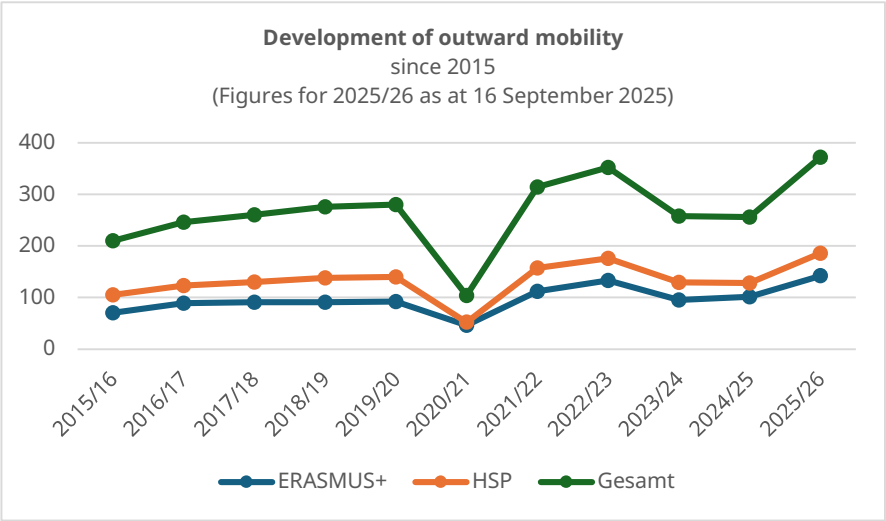
22 See appendix, Table 4: International Students at the Faculties

23 https://www.uni-erfurt.de/en/university/profile/diversity-and-inclusion

Student mobility abroad

The exchange opportunities made possible by the University of Erfurt's portfolio of cooperation agreements with partner universities and higher education institutions in Europe and beyond form the basis for the outward and inward mobility of students from the participating partner institutions, usually on a semester basis.

When summer-semester mobility is also taken into account, the annual outward and inward student mobility figures remained stable throughout the decade from 2015/16 to 2024/25.[24] In addition, the period from 2021/22 to 2025/26 (that is, after the Covid year of 2020/21) shows an increase in outward mobility of more than 20% compared with the five-year period up to 2019/20, despite some fluctuations (rising from an average of 127 to 155 students per year).[25] It remains to be seen whether this represents a sustainable rise.



This increase in mobility has been driven by growth in Erasmus+ mobility, while mobility under bilateral agreements has remained relatively stable on average since 2020, albeit slightly below the pre-Covid level.[26] With a total of 251 students participating in the Erasmus+ programme over the period 2020/21–2024/25 (an annual average of 57 students), the bachelor's degree programme in International Relations dominates by a considerable margin over other subjects with strong outward mobility.[27]

In addition to the outward mobility of the student body organised through the University of Erfurt's institutional partnerships (Erasmus+ and bilateral agreements), managed by the University's International Office and recorded in its statistics, there are also Erasmus+ internship placements for Thuringia allocated centrally via TU Ilmenau, as well as short-term mobilities that have not yet been recorded centrally. These include projects delivered under the Erasmus+ Blended Intensive Programme (BIP) funding line, together with all mobility undertaken by teaching staff or (to a much lesser extent) by staff in academic support services (see also Part III: Field of action 'Cooperation portfolio & mobility').

Following the first strategy, the University of Erfurt took a major project-based step forward in significantly boosting outward mobility for teacher training. The DAAD-funded project ELsA (Erfurter Lehramtsstudierende im Ausland, 'Erfurt-based teacher training students go abroad')[28] makes full use of the practical phases built into the B.A. and M.Ed. programmes as natural windows for mobility. At the same time, it gives students the chance to develop intercultural skills and gain valuable professional experience through placements abroad. The enormous increase in outward mobility for teacher training that the project has delivered is, however, barely visible in the University of Erfurt's official mobility statistics, because the numbers are recorded under internships. Even the pilot project run by the Erfurt School of Education ('KSP im Ausland')

24 Averaged annual figures for the first versus the second five-year period: inward mobility 79 versus 78 students; outward mobility 127 versus 128 students.

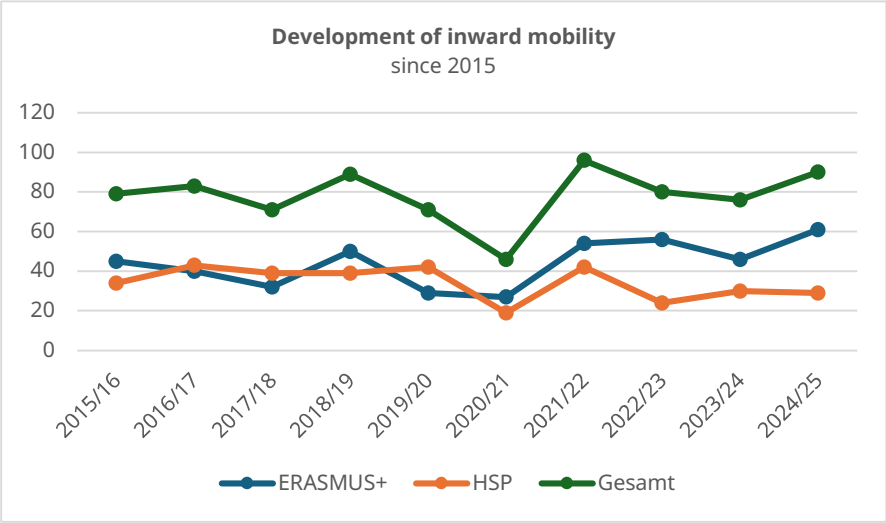
25 Reference values for the share of student exchange (inward, winter semester only) in 2020/21 across all German higher education institutions show a drop from 8% to 4%. Latest figures for the five-year period 2021/22–2025/26 at the University of Erfurt as at 16 September 2025.

26 Average annual outward mobility by type of agreement – period up to 2019/20 versus period from 2021/22 onwards: Erasmus+ 87 versus 117 students; bilateral agreements 41 versus 39 students; figure for 2025/26 as at 6 August 2025.

27 Outgoing exchange students in the period 2020/21–2024/25, total figures for degree programmes with at least 20 students in the exchange programme – annual average: International Relations 251 (57); Social Science 34 (11); Communication Science 32 (9); English and American Studies 28 (10); Teaching, Learning and Training Psychology 24 (5); Economics 20 (8)).

28 First funding period 2021–2024, following a pilot project run by the Erfurt School of Education since 2014/15: 'Komplexes Schulpraktikum im Ausland', led by Dr. Madlen Protzel.

had already produced double-digit figures from 2017/18 onwards. Since 2021/22, more than 30 students have taken part each year; since 2023/24, the figure has risen above 40. Since 2022, the project has headed the DAAD third-party funding rankings for the University of Erfurt. Its follow-up phase (2025–2029), which will combine mobility, digitalisation and intercultural training in new hybrid formats for teacher education, brings the total DAAD funding to around €854,000. The University of Erfurt is contributing a further €157,000 of its own resources over the full project period.[29]



Inward mobility through exchange programmes accounts for only a modest share of the international student body on campus, yet it is vital for keeping the whole exchange system running and, therefore, supports outward mobility as well. Numbers have stayed remarkably steady across the past decade.[30] In the five years before 2020/21 the average was 79 incoming exchange students a year — roughly 16% of all international students at the University of Erfurt. Even after the sharp Covid-related drop in the first year of the following period, the average held at 78 students annually (around 14%).[31] Looking at the five-year period from 2021/22 onwards (figures for 2025/26 as at 5 August 2025), the average has actually risen to 85 incoming exchange students a year – about 9% of the total international student body. This brings the share of exchange students among all international students back to the 16% level seen in the earlier comparison period. Over the five-year averages, the strong growth in Erasmus+ exchanges (from 39 to 49 students a year) offset the decline in bilateral exchanges (from 39 down to 28 students a year).

International projects in research and teaching

International projects in research and teaching give the University of Erfurt's internationalisation a very personal character. They usually grow out of the ideas and energy of committed individuals, subject groups or teams across all faculties, including the MWK. Most do not rest on existing university partnerships, yet they often spark new cooperations and can even trigger wider institutional developments that later become strategically important for the University of Erfurt.

The nominations for the University of Erfurt's Internationalisation Prize (introduced after the first strategy) in 2018/19, 2020/21 and 2022/23 have helped bring a rich variety of ambitious and creative projects, especially in teaching, into the spotlight and given them support. These projects let both students and staff gain intercultural experience and see their own fields from new angles, often enriching their studies or research in lasting ways.

The aforementioned DAAD-funded ELsA project for teacher-training mobility, for example, was already running as a pilot under the name *Komplexes Schulpraktikum im Ausland* ('complex school internship abroad') at the Erfurt School of Education from 2014/15 and won the University of Erfurt's Internationalisation Prize in 2019. Three of the five projects shortlisted for the 2022/23 double prize (including the two winners) were later included in the HRK

29 See appendix, Tables 5.1 and 5.2: DAAD funding balances for the University of Erfurt since 2017.

30 Enrolment reports for winter semesters do not include summer-semester inward mobility figures. These numbers rose sharply after the Covid year 2020/21 and are therefore included in the analysis here.

31 National statistics for inward mobility (exchange across all German universities and higher education institutions) are available only for winter semesters: 11.4% in 2015/16, 3.8% in 2020/21 and 6.6% in 2023/24). Share of exchange among all international students at the University of Erfurt: 15.8% in the five-year period from 2015/16; 9.3% in the five-year period from 2020/21. For the University of Erfurt, these later figures underestimate the true share of exchange students because summer-semester inward mobility has increased so strongly.

ADVANCE 'good practice' list in the international category.[32] Through the DAAD scheme supporting international guest lecturers, two subjects in the Faculty of Philosophy and the Faculty of Education secured long-term visits that strengthened teaching internationalisation and deepened existing university partnerships.[33]

In doctoral studies, two graduate schools set up as international collaborations played a key role in internationalising early-career research during the strategy period.[34] Other thematically relevant graduate schools at the University of Erfurt also deserve mention.[35]

Internationally oriented research projects have always been central to the University of Erfurt's research profile and form an equally important part of its wider internationality profile. Beyond the main research centres (MWK, Research Campus Gotha, WBS and IPB), this is clearly reflected in the wide variety of projects running across the whole University.

In the five-year period 2020/21–2024/25, around 40% of all third-party-funded projects (80 out of 185) – representing roughly €31 million or just under 30% of total third-party funding – had a relevant international or global focus.[36] Although European research funding was not a stated priority in the first internationalisation strategy, the results are worth noting. After two completed EU projects in the previous decade, the University of Erfurt has since 2020 secured an ERC Advanced Grant and two HORIZON projects, both made possible by the special strengths of the MWK and IPB.[37] These three projects alone brought in €3,909,975.61, 3.7% of the University of Erfurt's total third-party funding in the period. Their real value for the University of Erfurt's internationality profile, however, lies in the Europe-wide and even global visibility they have created in fields situated at the heart of both its research profile and its internationality profile.

Since the first strategy was adopted, teaching staff and researchers have also made greater efforts to tackle internationally relevant topics through a range of cross-faculty formats. They have also worked to raise the profile of existing international research as a core element of the University of Erfurt's overall internationality profile.[38]

Opportunities and risks of recent developments

A detailed look at the current situation shows that, alongside the stability or steady moderate growth seen in international student numbers, outward mobility and campus diversity by nationality, some new trends have also emerged since the first strategy.

Developments in master's programmes are particularly important for strategic planning. The sharp rise in international applications, especially since the online application portal opened, has created heavy workloads in the International Office and in the affected subjects. Yet these pressures have not been matched by corresponding increases in actual enrolments.[39] Most of the

32 'Ecuador³: Studierende in inklusionspädagogischer Förderung, Lehre und Forschung', Dr. Amelie Abarca-Heidemann, Erziehungswissenschaftliche Fakultät (1st Prize); 'Internationalisierung und Digitalisierung der Lehre', Dr. Hasnain Bokhari, Staatswissenschaftliche Fakultät: WBS (2nd Prize); 'Internationalization at Home in COVID Times: The Wellbeing of the Child: Protection – Promotion – Rights', Prof. Dr. Myriam Wijlens, Faculty of Catholic Theology (nomination).

33 Communication Studies (Dr. Subekti W. Priyadharma, Universitas Padjadjaran, Bandung, Indonesia, invited by Prof. Dr. Kai Hafez and Dr. Anne Grüne); Primary Education (Prof. Dr. Anja Kraus, Stockholm University, invited by Prof. Dr. Agnes Pfrang).

34 European Graduate School 'Theology in Religious, Cultural and Political Processes of Transformation' (Prof. Dr. Julia Knop, Prof. Dr. Benedikt Kranemann); International Graduate School 'Resonant Self-World Relations in Ancient and Modern Socio-Religious Practices' (Prof. Dr. Jörg Rüpke).

35 For example, the doctoral programme 'De-Globalisation and Global Decoupling (DeGlobE)', funded by the Hans Böckler Foundation (https://www.uni-erfurt.de/en/brandtschool/research/research-projects/de-globalisation-and-global-decoupling-deglobe), and the graduate school 't3 Theologie – Tradition – Transformation' (www.uni-erfurt.de/katholisch-theologische-fakultaet/forschung/forschungsprofil/theologisches-forschungskolleg)

36 Using a conservative definition based on explicit international or global references in project titles or descriptions, around 80 of the 185 projects qualify as internationally relevant according to the University of Erfurt's third-party funding statistics (FGF).

37 ERC projects at the MWK over the last decade: Starting Grant: Bettina von Jagow (2010–2015), 'JewCom – History of European-Jewish Communication in the 20th Century'; Advanced Grant: Jörg Rüpke (2012–2017) 'LAR – Lived Ancient Religion: Questioning "Cults" and "Polis Religion"'. Projects since 2020: ERC Advanced Grant: Irene Schneider (since November 2024) '"(De)Colonizing Sharia?" Tracing Transformation, Change and Continuity in Islamic Law in the Middle East and North Africa in the 19th and 20th Centuries'; Horizon Programme 2020: 'JITSUVAX', led by Cornelia Betsch, IPB; Horizon Programme 2022: 'COEVOLVERS: Coevolutionary Approach to Unlock the Transformative Potential of Nature-based Solutions for More Inclusive and Resilient Communities', Prof. Dr. Carsten Herrmann-Pillath, MWK.

38 Examples include the inter-university network 'Postcolonial Hierarchies in Peace and Conflict', funded by the BMFTR (www.postcolonial-hierarchies.net/) and the recently launched 'Global South Studies Center' (https://www.uni-erfurt.de/en/faculty-of-philosophy/research/forschungsstellen/global-south-studies-center-erfurt).

39 Overall, annual applications for international study places (excluding doctoral studies and the MPP) have roughly tripled over the last two-and-a-half decades (2001–2025). The average rose

reasons lie outside the University of Erfurt's control. The low barrier to online applications has led to many parallel applications, so the number of well-qualified candidates has not kept pace with the total number of applications. At the same time, even with faster admission processes, enrolment figures still lag behind admissions because of external factors such as visa delays and housing shortages. Any future expansion of internationally oriented programmes will therefore also require supportive measures for the affected subjects and the International Office, for example, through clearer and more efficient administrative processes.

Despite the modest overall growth in exchange numbers, the long-standing imbalance between outward and inward mobility has remained pronounced: outward mobility still accounts for more than 60% of all mobilities in the period from 2021/22 to 2025/26 (as at 16 September 2025). This imbalance carries risks for the future security of student exchange. At the same time, the relatively stable figures for inward mobility, despite the steadily rising number of partnership agreements, suggest that the University of Erfurt has little room left to expand individual exchange formats much further. The University of Erfurt's strong performance within its own goals and resources is clear from its recent positions in the DAAD's size-adjusted rankings for individual funding (Top 100 member institutions): In the 2023 rankings, it placed in the overall Top 10 and led the other Thuringian universities in outward mobility.[40]

With regard to more recent developments within the European Union or in the context of Erasmus+ university cooperations, which aim at more integrative formats beyond traditional exchanges or individual projects and may therefore also bring institutional changes beyond simple partnership management,[41] the University of Erfurt has not positioned itself during the current strategy period. This reflects both strategic priorities and limited staff and financial resources. As a result, despite its lively and highly valued project landscape, the University of Erfurt has slipped in the DAAD's size-adjusted overall funding ranking – from 32/100 in 2016 to 63/100 in 2023 and 93 in 2024 – and has fallen out of the top 100 for larger-scale project and programme funding since 2017.

If the University of Erfurt wants to remain successful in line with its own goals, the second internationalisation strategy must not ignore these shifts, as they bring both opportunities and risks for further development. For the coming period, the University of Erfurt therefore intends to strengthen those projects and formats in research and teaching that best support internationalisation within existing resources and strategic priorities. It will also remain open, where appropriate, to deeper or more innovative forms of cooperation with international partners (see Part III: International research and teaching). Evaluations of any new developments will continue to be carried out in the light of the University of Erfurt's own conditions and objectives for research, teaching, academic careers and administrative support, with new positions derived from those evaluations.

from 338 applications a year in 2001–2010 to 658 in 2011–2020 and reached 1,071 (and still rising) in the period 2021–2025. In bachelor's programmes, the numbers have settled back to around 300 applications a year since 2021, following a peak in the previous decade.

40 'Individual funding' ranking: University of Erfurt 10/100 (BUW 2/100; FSU 33/100; TUI 67/100). In the sub-ranking 'Individual funding: Funded from Germany' it came 5/100 (BUW 20/100; FSU 50/100).

41 This is especially true for deeper cluster-style integration under the 'European Universities' programme.

II FROM THE FIRST TO THE SECOND STRATEGY. CONTINUATION AND INNOVATION

With its second internationalisation strategy, the University of Erfurt aims to reach a shared understanding of how to consolidate what has already been achieved and how to develop it further under changing local and global conditions and updated objectives. At the same time, it seeks to position itself afresh. In doing so, it will give greater weight to qualitative aspects of internationalisation, including the content of research and teaching itself, when thinking strategically about the further development of the University of Erfurt's internationality profile.

Internationalisation as quality development

Building on and further developing its first strategy, the University of Erfurt understands internationalisation as a key dimension of its quality development. The continuing goal is to promote international and intercultural knowledge transfer in research and teaching. The further development of its internationality profile under the second strategy is aligned with the University of Erfurt's overarching aim of consolidating and qualitatively strengthening what has been achieved in recent years in teaching, research, academic careers and science-supporting administration. Stabilising and expanding the quantitative dimensions of internationalisation processes discussed in Part I will remain important.

At the same time, the second strategy attaches central importance to all measures that strengthen qualitative dimensions of the degree of internationalisation already achieved, provided they align with the University of Erfurt's general goals and are understood as aspects of quality development – even when these measures do not translate directly into further quantitative growth.

Since the first strategy was adopted, the University of Erfurt's Internationalisation Prize has acted as a driver of innovation in internationalisation and as a key element of quality assurance through internationalisation processes. It was first awarded in 2019 and has been presented as a double prize every two years since 2023. The stocktake (see Part I: International projects in research and teaching) showed that such projects can, at their best, spark lasting profile-shaping developments on campus. In future, then, the prize will continue to highlight innovative international projects with strong outreach and the commitment of key university players. Building on the first strategy, the award process will become more differentiated. As a double prize, it will, on the one hand, recognise long-standing engagement with lasting impact on the university community – or even beyond it – and, on the other, provide seed funding and practical encouragement for new projects that have already shown early success and high potential.

At the same time, the annual award of the DAAD Prize for the best international student will continue to allow the faculties and subjects to showcase outstanding academic performance and special social or cultural engagement among international students, fully in line with the spirit of the prize established by the DAAD. By making this award, the University of Erfurt expressly acknowledges the contribution of the international student body to high-quality and enriching studies as well as to extracurricular social life on campus and in the wider community. Simultaneously, the individual annual award is intended to support the further academic or professional development of the prize-winner in an outstanding individual case.

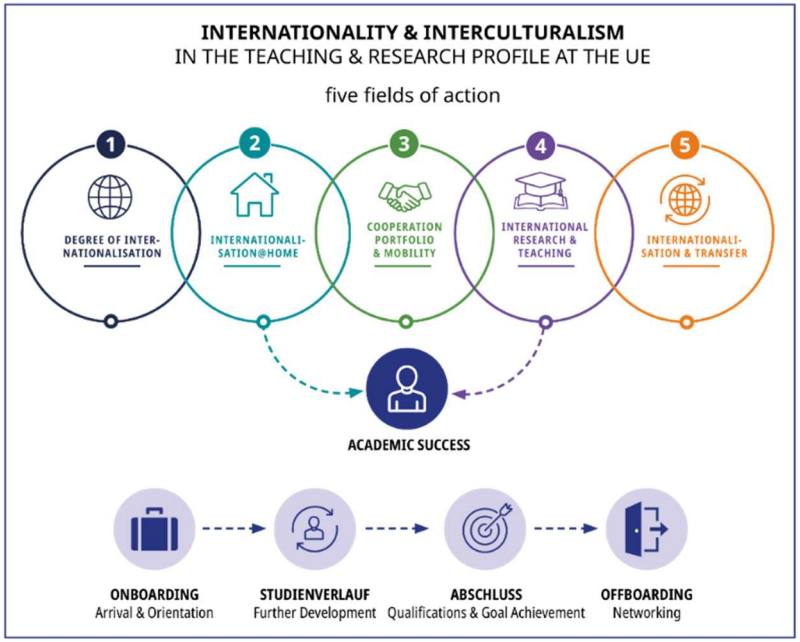
Internationalisation as a cross-cutting task

As a cross-cutting task, internationalisation processes are highly complex to implement. They affect the University of Erfurt as a whole, because they can be defined across subjects or faculties or at university-wide level and are shaped by objectives that touch both the traditionally strongly emphasised area of study and teaching and the area of research and graduate support. They also usually require action by a range of science-supporting or service units at the University of Erfurt.

In concrete terms, implementing the overarching long-term strategic goal of internationality and interculturality in the teaching and research profile calls for specific measures in five broad, overlapping and mutually reinforcing central *fields of action*:

(1) Degree of internationalisation,
(2) Internationalisation@home,
(3) Cooperation portfolio and mobility,

(4) International research and teaching,
(5) Internationalisation & transfer.



The academic success of international students from onboarding through to successful graduation and offboarding depends especially on the University of Erfurt's effective work in the closely linked fields of action (2) and (4). These fields of action were already important for the first strategy, but their interaction is now addressed explicitly with a view to the overarching strategic goal. In response to the needs of the current study programme and research profile, together with current regional, national and international dynamics, specific extensions to the basic approaches of the first strategy arise in all fields of action. Over the period to 2030/31, the University of Erfurt will therefore also focus more strongly on target groups and aspects of internationalisation on campus that had not previously been central to strategic thinking.

Section III will formulate specific strategic goals for the period up to 2030/31 in all five fields of action, drawing on the status quo sketched at the outset and on key recent developments.

III FIELDS OF ACTION AND SPECIFIC GOALS

Field of action (1): *Degree of internationalisation of the University of Erfurt*

In line with its subject profile and the associated teaching goals, the University of Erfurt aims, for the longer-term development from 2026 onwards, to maintain its overall very stable share of international students and academic staff. This share is already widely distributed across faculties, subjects and degree types. In keeping with its teaching and study culture, the great diversity of countries of origin will continue to play an important role.

To consolidate this degree of internationalisation in teaching for the future, the University will first ensure that the current core areas of internationalisation in the English-language master's programmes continue to receive the support they need. This applies especially to the increased workload in admissions, administration and coordination. Finding a way of handling this extra burden that eases the load for everyone involved – both in the subjects and in the International Office – is particularly important.

Secondly, the University will also look more closely at its bachelor's programmes in order to counter the decline in enrolments in these (mainly German-language) degree programmes. A cooperation between Bauhaus-Universität Weimar (BUW), Technische Universität Ilmenau (TUI) and the University of Erfurt was already successful in mid-2024 with the application 'intro.thüringen' under the DAAD funding line 'Support Initiative for German Schools Abroad and Partner Schools (BIDS)' for the years 2025–2027. The aim is to build contacts with German-speaking schools in other European countries, so that school-leavers who already have a strong orientation towards the German language and culture can be introduced in good time to the distinctive Erfurt study profile, the campus and the Erfurt and Thuringian environment. The project will also offer advice during the application phase and provide targeted support at the start of studies through the 'Study in Thuringia' scheme.[42]

For all degree programmes, the University will in future concentrate on ensuring the high quality of study it aims for on campus for every student (see also Internationalisation@home). In the international sphere it will pay parti-

42 www.uni-erfurt.de/international/aus-dem-ausland/introthueringen

cular attention to the phase of successful graduation and the transition into further study, the next academic qualification stage or subsequent professional employment (see also field of action 5). To this end, the second strategy period will aim for a systematic review of the study and graduation success of international students through the University's quality-management monitoring.

Thirdly, and as an extension of previous strategic thinking, the University will seek in the research area to respond more systematically to the needs of international academics. In particular, it aims to improve aspects of further academic qualification and, for this purpose, to gain a clearer picture of the specific needs of international (post)doctoral researchers on campus (see also field of action 2). Drawing on the positive experience of the University's research institutions – especially the MWK and the Gotha Research Centre, which have long provided very targeted support for their international doctoral researchers – the University as a whole will work to improve its internal processes for international (post)doctoral researchers who are not members of one of its research institutions. These are researchers who pursue their doctorates either in one of the graduate schools or under individual supervision in one of the faculties. New forms of collaboration between the International Office, the Research and Graduate Services unit and other science-supporting areas, together with transparent onboarding procedures for doctoral candidates (whether on a qualification post, with an internal or external scholarship, or with their own research or supervision resources),[43] can approximate the functionality of a Welcome Centre, even if not its formal structure. Initial preparatory work on this will be carried out by a project post in the International Office until the end of 2026 (see also fields of action 4 and 5).

In the area of academic qualification, the international doctoral and graduate training programmes are important for the university's international profile (see Part I: *International Projects*). In addition, a more holistic approach will be pursued in the future. The aim is to encourage more highly qualified international graduates to remain in Thuringia or Germany in the longer term. This can range from deeper support for international graduates of the University's own master's programmes, through targeted alumni work, to attracting them into doctoral study (see also field of action 5). In this context, the University will, for example, make greater use not only of its own or state doctoral scholarships for outstanding applicants but also of DAAD doctoral scholarships. These offer excellent conditions during the qualification phase and also opportunities for networking beyond the University with DAAD scholarship holders from other institutions and disciplines.

Statements on the internationalisation of academic staff overlap with those on doctoral study, because academic staff also includes posts for academic qualification. In order to maintain a share of around 12% in the future, the University has already taken basic steps such as the general switch to bilingual job advertisements. Further improvements can be achieved through targeted adjustments to application and appointment procedures. These could include, for example, the University of Erfurt's participation as an employer in the accelerated granting of residence permits for future staff or dispensing with the need for certified documents or formal recognition in advance of an appointment.

Field of action (2): *Internationalisation@home*

Building on what was achieved in the area of Internationalisation@home during the first strategy period, the second strategy focuses more strongly on three main aspects:

- the targeted support of intercultural competence among members and affiliates of the University of Erfurt,
- the closely related promotion of bilingualism – and where appropriate multilingualism – in research and teaching as part of cross-cutting efforts to create transparent and diversity-friendly forms of communication across the whole campus, and
- the underpinning of all measures aimed at maintaining and expanding internationality, including inward mobility, through targeted improvements to living and working conditions for both international and domestic students and staff.

43 In addition, the Gotha Research Centre continues to run the Herzog-Ernst Scholarship Programme, funded by the Ernst Abbe Foundation, to support work with the Gotha holdings of the Research Library and the Perthes Collection.

With regard to the long-term strategic goal of curricular and extracurricular dialogue on internationality and interculturality, the University of Erfurt will continue its activities. The DAAD BintHo survey (2024) has shown both nationwide and for the University of Erfurt that first-year students who have not yet spent time abroad are insufficiently aware of the value of intercultural exchange for their own academic development. Alongside the continuation of international themes and intercultural components in teaching – especially in the interdisciplinary *Studium Fundamentale* of the bachelor's and exchange programmes – the University of Erfurt will also make permanent the workshops and training on interculturality that have been offered on a project basis since 2023 for all academic and science-supporting areas. These will become an important part of the lived campus culture. Here the University of Erfurt can draw both on experience of working with external partners and on expertise within the International Office itself.

A solid intermediate command of German (reference level B2) is also of considerable relevance for international students on the English-language master's programmes, particularly with a view to their later employment on the Thuringian or wider German labour market outside the major metropolitan regions. The University's Language Centre will continue to maintain a range of German as a Foreign Language (DaF) courses that meets demand, including in the free language-learning programme. In the medium term the University will also work on the *further development of its degree programmes*, seeking models that better incorporate the acquisition of German during the course of study as an essential objective and as a prerequisite for successful integration after graduation.[44]

In close connection with this, and in order to strengthen bilingualism (German–English) in all areas of the campus, the Language Centre is expanding its non-curricular offer. While staff whose first language is German continue to be offered English courses for further language development, the German as a Foreign Language courses are also open to international staff and to students on doctoral programmes. Through their content these courses can also convey everyday cultural knowledge that supports successful integration. For the delivery of preparatory German courses for full-time students before enrolment, the University will continue its cooperations with external partners while also maintaining the DSH examination at its own Language Centre.

Further expansion of bi- and, where appropriate, multilingual communication in teaching and across the campus as a whole remains relevant. While bilingualism has already been largely achieved on the website, there is still a need for improved and more uniform access to English-language documents and forms. For the heterogeneous group of international students, these must be clearly distinguishable from supporting translations, descriptions or completion guides for German-language forms.

More fundamentally, the further development of campus infrastructure for all students also plays an essential role in field of action 2. A medium-term goal is a campus-wide, transparent and bilingual campus-management system. Following the first bilingual components of HisInOne (application portal and student data), a fair and likewise bilingual course-allocation procedure compatible with HisInOne is currently being trialled. The aim is campus-wide introduction in the next strategy period, so that all students, teaching staff and

44 Fully bilingual (German/English) master's programmes, such as the master's degree in Applied Linguistics, present a double language barrier for international applicants with other first languages and therefore attract a very specific (multilingual) international applicant field.

subject-level academic advisers can organise studies more easily before the start of the semester through a single campus-wide access route to courses with limited capacity. This will also improve conditions for exchange studies, because the allocation of course places that match Learning Agreements will reduce the advisory workload in the International Office and the subjects while raising study quality for exchange students.

Improving conditions for international students also includes appropriate monitoring of study quality and study success by the University of Erfurt's central quality management (see also field of action 5: Transfer).

With the medium-term creation of flexibly usable workspaces as part of the forthcoming building measures, and of individually or temporarily bookable desks, conditions for international and exchange students will improve over time. These facilities are also an essential prerequisite for short- and long-term stays by visiting scholars (see also field of action 3).

In cooperation with the other universities and higher education institutions in Erfurt and Thuringia, as well as with the authorities of the City of Erfurt and the Free State and with the Student Services Organisation, the University of Erfurt is ultimately concerned with improving the living conditions of international students and academics – both on its own campus and with regard to the University's relations with the surrounding living environment of the state, in particular the Thuringian state capital as a place of study. In the context of the City's efforts to develop further as a higher education location by the end of the decade, through membership of the municipal higher education advisory board of the City of Erfurt and through direct cooperation with the municipal authorities, the University leadership is paying particular attention to improving the framework conditions for internationalisation at the study and research location of Erfurt.

Beyond this collaboration, the University of Erfurt will also continue in the coming strategy period – together with the City of Erfurt and the University of Applied Sciences Erfurt – to support the long-standing and highly successful initiative 'Fremde werden Freunde' ('Strangers become Friends'). Unique in Germany, this initiative builds on substantial civic engagement in Erfurt and promotes intercultural exchange between international students and the city community through encounter, tandem and mentoring offers. In this way it enables sustainable social networks in everyday life and (inter)cultural encounters for both sides.

Overall, the University of Erfurt, as an open and internationally minded institution, regards it as one of its tasks in the international sphere to ensure that international students can study on campus safely and free from racially motivated attacks, in an atmosphere of mutual understanding and tolerance.[45] The University is aware that this takes place in a political and social environment in which, despite the substantial civic engagement in Erfurt, values such as openness to the world and internationality are viewed with increasing scepticism by parts of the political spectrum in the state and by sections of the population, and in which hostility towards foreigners can be turned into an element of political strategy. The University therefore takes increased care to ensure that relevant information, advice and support services are available to its international students and academics, and it also advocates for these concerns in the context of its cooperation with the authorities in the urban environment of the state capital as a higher education location (see also field of action 5).

Field of action (3): *Cooperation portfolio and mobility*

Building on its first strategy, the University of Erfurt will continue to refine and expand its portfolio of partnerships in both quality and scale, guided by the evolving needs of the subjects. On the qualitative side, given the limits to further growth in individual partnerships and individual mobility noted in Part I, the University will place stronger emphasis on developing more strategic partnerships rather than relying solely on single, subject-specific links.

Classical mobility presents medium-term challenges. Demand among Erfurt students for exchange semesters has risen, yet inward mobility has not kept pace. Attracting exchange students to Erfurt, integrating them successfully into the academic calendar and enabling them to complete their studies remain

45 See also the University of Erfurt's long-standing support for the National Code of Conduct for Foreign Students at German Higher Education Institutions, the initiative Weltoffenes Thüringen, and, with the adoption of this strategy, the Magna Charta Universitatum.

essential if the outward mobility of Erfurt students is to be maintained and expanded. For many programmes, outward mobility is an optional mark of quality; for some strongly internationally oriented bachelor's programmes – such as English and American Studies, Romance Studies or International Relations – it is very strongly recommended.

To secure the necessary level of outward mobility in the years ahead, the University will expand the teaching offer available to exchange students in the most popular subject areas and in those with particularly high demand for outgoing places. This will involve targeted English-language courses and thematically suitable parallel or alternative seminars. Exchange students will also receive additional support in meeting general study requirements, which may include adapted examination formats and timings. These measures will create extra work for teaching staff and subjects. The University will therefore need to consider appropriate incentives or forms of compensation.

Improving conditions for incoming exchange students alone will not solve the problem: subjects with strong demand for outward mobility do not always generate matching inward mobility, and vice versa. For this reason, the University will, as part of its strategic approach to the partnership portfolio, shift more of its classical individual partnerships towards strategic collaborations based on clusters of subjects or on institution-wide exchange. It will also explore new forms of partnership and cooperation, including networks, which can give greater weight to particular target regions.

In the second strategy period, the International Office will both consolidate successful project-based initiatives and introduce new formats. Among the former are the mentoring scheme now extended to master's level (the 'Buddy Programme'),[46] the International Community Forum supporting international and exchange students,[47] and the more informal networking opportunities for staff and students (Café International, Internationaler Stammtisch and German Meet & Speak).

Above all, the International Office's information services on international study and the exchange programmes will be strongly shaped by new formats. Information and outreach activities will be reshaped around a year-round programme of events. Smaller, more targeted gatherings will initially replace the large-scale International Day and later complement it. These events will be tailored to specific groups – international students, incoming and outgoing exchange students, and others – and will make the lived reality of internationality on campus more continuously visible and accessible to a wider section of the academic community. The first events in this cycle – the International Welcome Fair and the action day Go Out! – already took place successfully and with strong participation in the winter semester 2025/26.

For incoming teaching-staff mobility the University will continue to enable short-term visits through Erasmus+ and, working with the faculties, will support applications to the DAAD programme that funds international guest lecturers for teaching at German higher education institutions. Successful integration of guest academics, especially those on longer stays, will require appropriate access to campus facilities comparable to the thoska card (library, cafeteria, office space, IT services and so on) as well as realistic accommodation options. In the second strategy period the University of Erfurt will work with the other Thuringian universities, the city and the Student Services Organisation to develop practical solutions.

Outward mobility of Erfurt teaching staff under Erasmus+ has so far received little structured support. Staff feedback consistently identifies the double burden of additional teaching as the main obstacle. Where such stays help to deepen cooperation – particularly with strategically important partners – the University will offer targeted advice on Erasmus+ opportunities and will consider compensatory measures, such as counting exchange teaching towards the regular teaching load.

The diversification of mobility and cooperation formats will continue to rely on project-based innovation. This includes both smaller formats such as BIPs and larger, programme-based collaborations that incorporate shared modules delivered through hybrid teaching. Over time, these can grow into more substantial teaching partnerships. Hybrid teaching formats – which also form part of the University's thinking on the sustainability of international teaching – benefit from campus rooms already equipped for digitalised academic exchange. Combining real-time digital course elements with short physical stays (BIPs) can bring experiences of internationality and interculturality to a

46 https://www.uni-erfurt.de/en/international/counselling/buddy-programme

47 https://elearning.uni-erfurt.de/enrol/index.php?id=14673

wider group of students within their subject teaching, in line with the Erfurt diversity strategy.[48] At the same time, the University of Erfurt recognises that BIPs significantly increase the administrative workload of the International Office. Where the learning outcomes cannot be integrated into regular module examinations, new forms of recognition (such as microcredentials) may become necessary. These, too, add to administrative effort, and the legal framework for them is still being developed in Thuringia.

Field of action (4): *International research and teaching*

In line with its long-standing strategic goals, the University of Erfurt intends to maintain the rich diversity of its project landscape during the second strategy period. It sees this diversity as a source of innovation in international research and teaching and as a significant enrichment of its overall profile.

The University will therefore keep supporting innovative teaching and research projects across all its areas during the second strategy period, focusing on those that best advance internationalisation in line with Erfurt's strategic aims. Collectively, these projects should further strengthen both the University's academic profile and the cultural and disciplinary diversity of its international student body. They can also be carried out through interdisciplinary or inter-faculty collaboration on the Erfurt side. Looking ahead, the University of Erfurt will more actively encourage deeper forms of cooperation with international partners. This includes the possibility of establishing new internationally oriented degree programmes taught in English or in more than one language.

In teaching, cooperation with international partners can take many forms – from joint modules or collaborative projects such as BIPs and summer schools to the creation of strategic partnership networks Over the medium term, these networks may also lead to joint degree programmes (double degrees). After suitable transitional phases such programmes could be supported by external funding schemes such as Erasmus Mundus or DAAD programmes.

In regular bachelor's teaching, the University of Erfurt will continue to use the interdisciplinary Studium Fundamentale. This allows students at bachelor's level to engage with globally relevant topics – global citizenship, the UN Sustainable Development Goals, climate change, children's wellbeing and others – outside their main subject studies and, where appropriate, in English.

The University will also maintain a strong focus on the internationalisation of teacher education. One concrete aim is to embed the core of the internship-based ELsA project (run by the Erfurt School of Education) on a more permanent footing once its second funding phase ends towards the close of the next strategy period.

In doctoral studies – research at the first academic career stage – internationally oriented and third-party-funded graduate and doctoral schools should continue to add to the variety of research training opportunities. At the same time, the University will give stronger support to international doctorates within the regular graduate schools and, for individual doctorates, directly in the subject areas. Individual *cotutelle* agreements with partner universities will remain important. As with postdoctoral researchers and visiting scholars, new forms of collaboration between science-supporting units – especially Research and Graduate Services and the International Office – will help ensure high-quality administrative processes across the campus (see also field of action 2).

48 https://www.uni-erfurt.de/en/university/profile/diversity-and-inclusion

A further strategic question is whether, and how, larger interdisciplinary and inter-faculty research collaborations can position themselves in the medium term within major international funding schemes – both DAAD project and programme funding and European research funding. Examples already exist in the IPB and are currently being developed in the Global South Studies Centre (see Part I: International projects). It will also matter whether these internal collaborations can, over the medium to longer term, give rise to new inter-faculty degree programmes. Such programmes would open further possibilities for cooperation with international partners and for attracting international students.

Building on the successes of the first strategy period, the University of Erfurt will continue to encourage and support its researchers in applying for European-level projects, particularly ERC Grants (see Part I: International projects in research and teaching). A substantial and sustainable increase in European research funding would, however, require a level of advice and support that risks stretching current administrative structures and capacity.[49] The University will therefore work to improve the structures and processes that underpin advice and support for internationally oriented applications in both research and teaching. Stronger cooperation between Research and Graduate Services and the International Office will form part of this effort (see also field of action 1). Even with strong interest from teaching and research staff, participation in thematically suitable European University Alliances would only be feasible in the very long term and cannot be realised during the next strategy period. Such involvement demands substantial staff and capacity resources. It also requires an existing alliance whose goals align with campus-wide priorities and, in practical terms, an upcoming extension or reaccreditation of that alliance. By contrast, involvement in less formal or less heavily institutionalised larger consortia and strategic partnerships that grow out of existing research or teaching relationships will remain an important element of the University's medium-term strategic orientation.[50]

Field of action (5): *Internationalisation and transfer*

In its second strategy, the University of Erfurt is also addressing more systematically the factors and measures that enable or strengthen transfer effects into the (supra-)regional environment. These include the state and national goal of attracting skilled professionals through at least medium-term professional ties to Thuringia or Germany after graduation.[51] Both the University's own targeted measures and packages of measures, especially in the closely related fields of action (2) and (4), and possibilities for closer cooperation with the other Thuringian universities and higher education institutions as well as with public authorities will be considered in this context.

Relevant measures in the area of teaching that can be taken directly at the University of Erfurt require close coordination and cooperation between the subject areas, the International Office, Department 1 (Registrar's Office) and quality management. They focus in particular on the specific features of the study cycle of international students and aim to improve the conditions for their study success. This includes successful entry into a degree programme (university onboarding) as well as successful completion (university offboarding). For this purpose, during the second strategy period the international dimension of teaching will also receive stronger support from the central monitoring of quality management and from central data collection in Department 1, so that the entire student cycle for international students can be adequately supported.

Efforts to support the study success of international students also include systematic attention to the preconditions for successful linguistic and social integration, not least in everyday student life on campus itself. Such integration

49 By way of illustration, between August and October 2025 alone eight applications were submitted under the EU Framework Programme 'Horizon Europe' across different strands (including Excellent Science with ERC Grants and Marie Skłodowska-Curie Fellowships, and Global Challenges in the areas of democracy research and cultural heritage) as well as under other EU programmes.

50 The ICAS (M. S. Merian International Centre of Advanced Studies 'Metamorphoses of the Political') in New Delhi – an MWK project and one of five Merian Centres funded by the BMFTR (alongside CALAS in Guadalajara, Mexico; MECILA in São Paulo, Brazil; MIASA in Accra, Ghana; and MECAM in Tunis, Tunisia) – exemplifies a strategic partnership network that links the Merian Centres in the Global South with their European partners (the University of Erfurt, Friedrich Schiller University Jena, the University of Cologne, the University of Freiburg and the University of Marburg).

51 According to an IW study on the economic benefit of international students, the taxes and social contributions they pay in the three years after graduation already cover the state's investment in their education if 40% of a cohort remain in the country (at least initially) after completing their studies (https://static.daad.de/media/daad_de/infos-services-fuer-hochschulen/expertise-zu-themen-laendern-regionen/daad_2025_vweffekteinst_gutachten.pdf)

is an essential prerequisite for the prospect of at least medium-term professional activity in Thuringia or wider Germany after graduation and therefore has a major influence on the retention of international graduates (see also field of action 2: Internationalisation@home).

Extending the first internationalisation strategy, the focus on graduation covers not only study success itself but also the administrative processes associated with graduation both inside and outside the University. It also concerns the specific features of degree certificates and their format, as well as access to information about deregistration and questions of immediate and medium-term further residence. Strategic attention to offboarding is becoming increasingly important in view of the growing group of international graduates from Erfurt's master's programmes. The University of Erfurt will therefore, in cooperation and close coordination with the other Thuringian universities and higher education institutions, engage more strongly with the possibilities of successful offboarding into the regional and national labour market.

Alongside the informal, practical support that international students also receive with internship placement and applications through the 'Fremde werden Freunde' project, the University will continue its collaboration with the Thuringian Agency for the Recruitment of Skilled Workers (ThAFF). ThAFF connects international students and graduates with regional employers and institutions through advice, networking and integration offers, including in English. In this context, it is also relevant that the two large international master's programmes 'Public Policy' and 'Global Communication', which primarily prepare graduates for a supra-regional or even global labour market, maintain alumni networks. These networks indirectly enhance the supra-regional and international visibility of the University of Erfurt as part of the region by acting as multipliers.

Start-up activities emerging from the universities and higher education institutions can also contribute during the second strategy period to the Free State's efforts to increase the transition of international graduates into professional activity in the regional and supra-regional environment. Although international start-up projects have so far played only a minor role at the University of Erfurt, 40% of the University's international students expressed interest in entrepreneurial activities in the DAAD BintHo survey (2024). As part of the continuation of a statewide cooperation among Thuringian start-up advice services (StarTH Network Thuringia), the University of Erfurt's Founders Service will therefore in future also help to involve international students more strongly as a heterogeneous target group with particular needs in start-up activities at Thuringian higher education institutions.

On the research side, the University of Erfurt aims, in continuity with its first strategy, to communicate key international content from its research and teaching profile – particularly from areas such as democracy, sustainability and the UN Sustainable Development Goals, and planetary health – to a broader regional public as part of its knowledge transfer. In this respect, the University's expansion in the field of peace research will also play a particular role in the second strategy period.

Legal Notice

University of Erfurt's Second Internationalization Strategy
Adopted by resolution of the Senate on February 4, 2026

contact:

Professor Beate Hampe
Vice President for International Affairs
email: vpi@uni-erfurt.de

Dr Antje Dallmann
Head of the International Office
email: international@uni-erfurt.de

Translation: Sylvie A. Martlew
Photos: Kai Hafez (p. 5), Tilo Tallig (cover. p. 4), Marcus Glahn

Table 1.1: Development of the University of Erfurt's portfolio of international cooperations

	Cooperations, total	**Erasmus+ agreements** [of which: KA 171]	**Bilateral agreements**
As at 01/2025	**172**	102 [2]	70
As at 01/2018	**145**	80	65
As at 01/2011	**126** [122 institutions]	74	52

Table 1.2: Nationalities of the University of Erfurt's current international cooperation partners*

More than 10 agreements	Italy (15); France (14); Spain (12)
More than 3 agreements	Turkey (8); United States of America (8); Switzerland (7); **Greece** (6); **Poland** (6); **Belgium** (5); Russian Federation (5); **Czech Republic** (5); Japan (4)
3 agreements	Argentina; Brazil; China (People's Republic); **Ireland**; Israel; Canada; Colombia; Lebanon; Mexico; **Netherlands**; **Austria**; **Romania**; **Hungary**; United Kingdom
2 agreements	**Denmark**; Ecuador; **Finland**; India; Republic of Korea; **Croatia**; **Lithuania**; Norway; **Portugal**; **Sweden**; **Slovenia**
1 agreement	Ethiopia; **Bulgaria**; Chile; Taiwan (Republic of China); **Estonia**; Indonesia; Malaysia; Peru; **Slovak Republic**; South Africa; Uruguay; **Cyprus**

* **Agreement types:** bold: Erasmus +; italics: associated or KA 171 (as at 01/2025)

Table 2: Countries of origin of international students (only countries with at least 10 students)

WiSe 2024-25		WiSe 2023-24		WiSe 2022-23		WiSe 2021-22		WiSe 2020-21		WiSe 2019-20		WiSe 2018-19		WiSe 2017-18		WiSe 2016-17		WiSe 2015-16	
87 Countries		***88 Countries***		***91 Countries***		***92 Countries***		***92 Countries***		***89 Countries***		***88 Countries***		***92 Countries***		***88 Countries***		***85 Countries***	
Students		*Students*		*Students*		*Students*		*Students*		*Students*		*Students*		*Students*		*Students*		*Students*	
(1) India	36	(1) India	36	(1) India	30	(1) RUS	35	(1) RUS	29	**(1) Italy**	29	(1) RUS	32	(1) USA	31	(1) Syria	46	(1) RUS	35
(2) RUS	35	(2) RUS	29	(2) USA	28	(2) India	30	(2) USA	23	(2) RUS	27	(2) China	25	(2) RUS	30	(2) China	29	(2) USA	30
(3) Pakistan	31	(3) Pakistan	27	(3) RUS	27	(3) USA	29	(3) China	22	(3) China	25	(2) USA	25	(3) Pakistan	22	(2) Pakistan	29	(3) Pakistan	27
(4) Ghana	26	(4) China	25	(4) Pakistan	25	(4) China	26	(3) India	22	(3) USA	25	**(3) Italy**	23	(4) Ukraine	20	(2) USA	29	(4) China	23
(5) Turkey	21	(5) USA	23	(5) China	22	**(5) Spain**	21	**(4) Italy**	20	(4) India	21	(4) Ukraine	22	(5) China	18	(3) RUS	26	(5) Vietnam	18
(6) Iran	20	(6) Iran	21	(5) Brazil	22	(6) Brazil	19	(5) Brazil	17	(5) Ukraine	19	(5) Pakistan	17	(6) Syria	17	(4) Ukraine	19	(6) Ukraine	16
(7) Brazil	19	(7) Ghana	20	(6) Ukraine	20	(6) Nigeria	19	(5) Syria	17	(6) Brazil	17	**(5) Spain**	17	(7) Vietnam	15	(5) Vietnam	17	(7) UK	13
(8) USA	18	**(7) Italy**	20	**(7) Italy**	18	(7) Turkey	18	(5) Ukraine	17	(7) Vietnam	16	(5) Vietnam	17	**(8) Italy**	13	**(6) Italy**	14	(8) India	14
(9) China	17	(8) Brazil	19	**(7) Spain**	18	(8) Ukraine	17	(5) Vietnam	17	(8) Syria	15	(6) India	14	(9) Japan	12	**(7) Spain**	12	(9) Brazil	11
(10) Italy	15	(9) Turkey	17	(8) Iran	17	**(8) Italy**	17	(6) Nigeria	16	(9) Nigeria	14	(7) Brazil	12	(9) Colombia	12	(8) UK	10	(9) France	11
(10) Nigeria	15	**(10) Spain**	16	(8) Turkey	17	(9) Pakistan	15	**(7) Spain**	14	(10) Pakistan	13	(7) Syria	12	**(9) Spain**	12	(8) Iran	10	**(9) Italy**	11
(11) Spain	14	(11) Ukraine	15	(9) Nigeria	16	(9) Syria	15	(7) Ghana	14	(10) Ghana	13	(8) Iran	11	(10) Brazil	11			(10) Colombia	10
(12) Ukraine	13	(12) Nigeria	12	(9) Syria	16	(10) Iran	14	(8) Chile	11	(11) Iran	11	(8) Japan	11	(11) India	10			(10) Syria	10
(13) Rep. Korea	12	(13) Mexico	11	(10) Afghanist.	10	(11) Vietnam	13	(8) Iran	11	(11) Japan	11	(8) Nigeria	11	(11) Rep. Korea	10				
		(13) Austria	11	(10) Ghana	10	(12) Chile	11	(8) Turkey	11	(11) Rep. Korea	11	(9) Rep. Korea	10						
		(14) Chile	10	(10) Mexico	10	(12) Austria	11	(9) Indonesia	10	**(12) Spain**	10								
		(14) Rep. Korea	10			(13) Rep. Korea	10	(9) Pakistan	10										
		(14) Syria	10			(13) Mexico	10												
Total no. of stud.	**528**		**545**		**558**		**553**		**504**		**509**		**480**		**456**		**502**		**457**

*** In blue:** Countries of the European Union or associated partner states

DAAD background information: Top 5 countries of origin and destination of the DAAD in 2024 (all higher-education institutions)*

REGION	**Target countries** for **DAAD** outgoings	**Countries of origin**, **DAAD** incomings
Western, Central and Eastern Europe	Spain, France, Italy, Austria, Sweden,	**Turkey**, Poland, **Italy**, France, United Kingdom
Eastern Europe, Central Asia, South Caucasus	Georgia, Kazakhstan, Uzbekistan, Armenia, Kyrgyzstan	**Ukraine**, **Russian Federation**, Kazakhstan, Uzbekistan, Georgia
North America	USA, Canada	**USA**, Canada
Latin America	Brazil, Mexico, Argentina, Colombia, Chile	Colombia, Mexico, **Brazil**, Argentina, Cuba
Sub-Saharan Africa	Egypt, Jordan, Tunisia, Israel, Morocco	Egypt, Jordan, Tunisia, **Iran**, **Pakistan**
Middle East and North Africa	South Africa, Kenya, Ghana, Namibia, Tanzania	**Ghana**, Kenya, **Nigeria**, Ethiopia, Rwanda
Asia and Pacific	Japan, Australia, China, Republic of Korea, India	**India**, **China**, Vietnam, Indonesia, **Republic of Korea**

* **Bold:** Countries of origin in the University of Erfurt's Top 15 (2024/25)

Table 3: Development of intended degree types in the decade to 2024/25

Degree type	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Ø 2015–19	Ø 2020–24
Students, UE total	5,652	5,731	5,837	5,829	6,028	6,371	6,144	6,016	5,954	5,580	**5,815**	**6,013**
Intern. stud., UE total*	457	502	456	480	509	504	553	558	545	528	**480.8**	**537.6**
Countries of origin	85	88	92	88	89	92	92	91	88	87	**88.4**	**90**
German-qualified international students	49	52	59	62	52	62	49	56	48	46	**54.8**	**52.2**
First-semesters	-	-	-	-	-	158	208	183	182	181	-	**182.4**
B.A., total	111	123	130	129	122	132	120	116	98	104	**123**	**114**
M.A./Mag., total	165	166	163	189	226	255	282	295	309	288	**181.8**	**285.8**
M Public Policy	110	105	100	99	122	112	113	108	102	94	**107.2**	**105.8**
M Global Communication	-	-	-	15	32	49	62	83	106	107	-	**81.4**
Doctorate, total	68	69	70	66	81	79	77	71	79	72	**70.8**	**75.6**
MWK	5	4	7	8	16	22	21	15	23	21	**8**	**20.4**
Exchange students, total	84	74	65	82	74	34	61	53	54	48	**75.8**	**50**
Erasmus+	37	32	22	35	27	17	31	33	33	30	**30.6**	**28.8**
Certificate programme	-	-	4	5	6	11	11	5	8	13	-	**9.6**
Guest/secondary listeners	10	46	-	42	12	10	2	15	6	4	**27.5**	**7.4**

* **Total figures:** excluding guest/secondary listeners

Table 4: International students at the University and their various Faculties in the decade to 2024/25

Number/share of students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Ø 2015–19	Ø 2020–24
University of Erfurt, total												
Student numbers, UE total	5,652	5,731	5,837	5,829	6,028	6,371	6,144	6,016	5,954	5,580	5,815	6,013
International students	**457**	**502**	**456**	**480**	**509**	**504**	**553**	**558**	**545**	**528**	**481**	**538**
Share of int. students	8.09%	8.76%	7.81%	8.23%	8.44%	7.91%	9.00%	9.28%	9.15%	9.46%	**8.27%**	**8.96%**
Faculty of Education												
Student numbers, Fac.*	1,835	1,925	2,183	2,325	2,491	2,650	2,487	2,354	2,472	2,105	2,151.8	2,413.6
Share of Fac. in total UE stud.	32.47%	33.59%	37.40%	39.89%	41.32%	41.59%	40.48%	39.13%	41.52%	37.72%	**36.93%**	**40.09%**
International students	**41**	**50**	**50**	**49**	**59**	**74**	**78**	**71**	**62**	**60**	**50**	**69**
Share of int. stud. in Fac.	2.23%	2.60%	2.29%	2.11%	2.37%	2.79%	3.14%	3.02%	2.51%	2.85%	**2.32%**	**2.86%**
Faculty of Catholic Theology												
Student numbers, Fac.*	78	66	54	54	55	56	50	38	48	41	**61.4**	**46.6**
Share of Fac. in total UE stud.	1.38%	1.15%	0.93%	0.93%	0.91%	0.88%	0.81%	0.63%	0.81%	0.73%	**1.06%**	**0.77%**
International students	**5**	**5**	**6**	**7**	**8**	**9**	**10**	**10**	**9**	**11**	**6**	**10**
Share of int. stud. in Fac.	6.41%	7.58%	11.11%	12.96%	14.55%	16.07%	20.00%	26.32%	18.75%	26.83%	**10.52%**	**21.59%**
Faculty of Philosophy												
Student numbers, Fac.*	1,240	1,194	1,172	1,156	1,087	1,231	1,185	1,207	1,156	1,129	**1,169.8**	**1,181.6**
Share of Fac. in total UE stud.	21.94%	20.83%	20.08%	19.83%	18.03%	19.32%	19.29%	20.06%	19.42%	20.23%	**20.14%**	**19.66%**
International students	**194**	**222**	**178**	**198**	**187**	**173**	**206**	**223**	**257**	**256**	**196**	**223**
Share of int. stud. in Fac.	15.65%	18.59%	15.19%	17.13%	17.20%	14.05%	17.38%	18.48%	22.23%	22.67%	**16.75%**	**18.96%**
Faculty of Economics, Law and Social Sciences												
Student numbers, Fac.*	1,273	1,348	1,301	1,191	1,160	1,179	1,037	992	979	961	**1,254.6**	**1,029.6**
Share of Fac. in total UE stud.	22.52%	23.52%	22.29%	20.43%	19.24%	18.51%	16.88%	16.49%	16.44%	17.22%	**21.60%**	**17.11%**
International students	**212**	**221**	**215**	**218**	**239**	**226**	**238**	**224**	**198**	**184**	**221**	**214**
Share of int. stud. in Fac.	16.65%	16.39%	16.53%	18.30%	20.60%	19.17%	22.95%	22.58%	20.22%	19.15%	**17.70%**	**20.81%**

* **Students at the faculties**: only bachelor's (major subject) and master's degree programmes, excluding doctoral/certificate programmes

Table 5.1: DAAD funding balances for the University of Erfurt (2015–24): Mobility and project types

Funding area	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Third-party funding in € (total)	**1,093,787**	**1.140125**	**1,113,421**	**1,003,082**	**1,147,825**	**1,084,919**	**1,225,372**	**1,384,500**	**1,484,888**	**1,163,991**
Personal mobility in €	690,544	635,078	605,424	577,139	693,879	740,518	583,579	792,874	760,124	700,452
(stud., grad. | teaching staff)	**(88 | 11)**	**(85 | 15)**	**(74 | 18)**	**(98 | 10)**	**(85 | 11)**	**(78 | 5)**	**(77 | 0)**	**(86 | 4)**	**(95 | 5)**	**(85 | 2)**
Project funding in €	403,243	477,229	507,997	425,942	453,946	344,401	641,793	591,626	623,091	463,538
Erasmus+	120,272	148,742	140,164	132,188	192,755	185,551	245,116	327,636	378,457	277,623
Largest further grants* (from ~ € 30,000)	IntDopp STIBET PPGG ISAP	ISAP IntDopp STIBET PPGG P.R.I.M.E. DIsIW	IntDopp ISAP P.R.I.M.E. PPGG DIslW STIBET GermInst	IntDopp ISAP STIBET PPGG GermInst	ISAP STIBET IntDopp PPGG GermInst PROMOS	P.R.I.M.E. HSPr STIBET	P.R.I.M.E. ELsA IntDopp ISAP STIBET HSPr	ELsA IntDopp P.R.I.M.E. HSPr PROMOS	ELsA IntDopp HSPr ISAP	ELsA HSPr ISAP
Smaller grants* (under € 25,000)	DIsIW PROMOS P.R.I.M.E Stud-reisen	GermInst PROMOS Stud-reisen	PROMOS Welcome Integra	Stud-reisen Welcome KoopGR	Integra	IntDopp ISAP Welcome	GermInst PROMOS	STIBET	PROMOS STIBET	PROMOS Gastdoz

* **Abbreviations of project titles:**

DIslW: *Higher Education Dialogue with the Islamic World*; **ELsA:** *Internationalisation of Teacher Education*; **GermInst**: *Partnerships with departments of German Studies;* **Gastdoz**: *Programme for the promotion of international guest lecturers for teaching activities at German higher-education institutions*; **HSPr**: *Helmut Schmidt Programme*; **IntDopp**: *Integrated International Degree Programmes with Double Degrees*; **Integra**: *Integrating Refugees in Higher Education*; **ISAP**: *International Study and Training Partnerships*; **KoopGR**: *Promotion of academic cooperation with Greece*; **PROMOS**: *Programme for boosting student mobility at German universities*; **P.R.I.M.E.**: *Postdoctoral Researchers International Mobility Experience*; **PPGG**: *Public Policy Long-Term Grants*; **STIBET**: *Combined scholarship and support programme for international students and doctoral candidates*; **Stud-reisen**: *Study visits and internships for groups of foreign students*; **Welcome**: *Students take action for refugees*

Table 5.2: Share of target/origin regions in the DAAD funding received by the University of Erfurt (2015–2024)

Region	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Western, Central and Eastern Europe	6,561 (0.60%)	8,891 (0.78%)	32,703 (2.94%)	49,769.86 (4.96%)	66,486 (5.79%)	**148,680 (13.70%)**	**198,362 (16.19%)**	**173,784 (12.55%)**	85,240 (5.74%)	**157,797 (22.5%)**
Eastern Europe, Central Asia, South Caucasus	28,958 (2.65%)	36,823 (3.23%)	52,548 (4.72%)	42,142 (4.2%)	68,970 (6.01%)	52,941 (4.88%)	59,619 (4.87%)	48,745 (3.52%)	17,826 (1.20%)	28,099 (4.0%)
North America	30,215 (2.76%)	62,820 (5.51%)	72,075 (6.47%)	42,300 (4.22%)	42,105 (3.67%)	28,343 (2.61%)	59,094 (4.82%)	37,872 (2.74%)	76,754 (5.17%)	21,674 (3.1%)
Latin America	**154,624 (14.14%)**	**160,186 (14.05%)**	**146,034 (13.12%)**	**113,087 (11.27%)**	**124,374 (10.84%)**	94,472 (8.71%)	116,531 (9.51%)	**145,348 (10.5%)**	**149,562 (10.07%)**	**127,430 (18.2%)**
Sub-Saharan Africa	**133,896 (12.24%)**	**171,640 (15.05%)**	**188,278 (16.91%)**	**248,475 (24.77%)**	**279,269 (24.33%)**	**223,596 (20.61%)**	**149,107 (12.17%)**	**162,355 (11.73%)**	**171,449 (11.55%)**	**130,068 (18.6%)**
Middle East and North Africa	**340,830 (31.16%)**	**264,476 (23.20%)**	**235,278 (21.13%)**	**159,216 (15.87%)**	**129,492 (11.28%)**	102,387 (9.44%)	**123,756 (10.10%)**	**211,205 (15.25%)**	**280,686 (18.90%)**	**133,908 (19.1%)**
Asia and Pacific	**148,044 (13.54%)**	**149,777 (13.14%)**	**123,106 (11.06%)**	73,050 (7.28%)	100,228 (8.73%)	**164,572 (15.17%)**	118.973 (9.1%)	136,097 (9.83%)	**204,085 (13.74%)**	**101,476 (14.5%)**
Not classifiable	250,660 (22.92%)	285,511 (25.04%)								