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TEACHING STAFF MOBILITY UNDER THE ERASMUS+ PROGRAMME AS A DRIVER OF INTERNATIONALISATION OF GERMAN HIGHER EDUCATION (2018–2023)

Abstract. *This article examines the academic mobility of teaching staff in Germany under the Erasmus+ programme between 2018 and 2023. Particular attention is paid to mobility dynamics, project geography, and institutional and political factors influencing participation. The study focuses on trends in incoming and outgoing mobility, key areas of cooperation and the external and internal factors that influence universities' involvement in international education programmes. The methodology combines statistical data processing, spatial mapping of mobility flows and contextual analysis of internationalisation strategies. Various formats of academic mobility are examined, including short-term teaching visits, professional training, participation in international teaching weeks, and collaboration in developing digital learning courses. It is shown that Germany consistently holds a leading position in terms of the number of Erasmus+ projects implemented, with an almost equal balance between incoming and outgoing mobility. Particular emphasis is placed on partnerships with countries such as Poland, Spain, France, Italy, Austria, Ireland and Finland. The study also analyses geographical and linguistic proximity, institutional autonomy, digital transformation and financial support as factors in sustaining international partnerships. The impact of external challenges, such as the pandemic, Brexit and the war in Ukraine, on staff mobility is also considered separately. The findings confirm the effectiveness of academic mobility as a tool for modernising higher education. A clear link is established between participation in Erasmus+ and the enhancement of teaching staff's professional competence. The analysis shows that stable funding and organisational support are crucial for successful mobility. The article substantiates the importance of expanding the participation of Ukrainian higher education institutions in interregional educational consortia and emphasises the potential of digital tools to support the administrative capacity of programme participants.*

Keywords: *academic mobility, Erasmus+, partner countries, digital transformation, internationalisation strategy.*

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The academic mobility of teaching staff at higher education institutions (HEIs) serves not only as a means of professional development but also as a key element in the internationalisation of education in Europe. The Erasmus+ programme plays a leading role in this process, supporting both short-term visits and participation in joint projects,

intensive courses, and inter-university initiatives. It fosters transnational exchange of experience, improvement of teaching quality, and the development of sustainable partnerships between HEIs.

The relevance of this study lies in the relatively limited analysis of academic mobility specifically among teaching staff within the Erasmus+

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programme, particularly in terms of annual quantitative dynamics and the geographical distribution of partnership networks. Germany, as one of the programme's leading countries, serves as a representative and informative example for such an examination. It consistently demonstrates high levels of both incoming and outgoing staff mobility, supported by a well-established higher education system and comprehensive internationalisation strategies. Moreover, Germany's active engagement is reinforced by the work of the German Academic Exchange Service (DAAD), which provides institutional coordination, funding, and policy support. These elements position Germany as a model country for understanding the scope, development, and spatial patterns of academic staff mobility within Erasmus+, as confirmed by previous studies [1–3].

Recent studies highlight multiple dimensions of academic staff mobility within the Erasmus+ programme. Gadár et al. provide a spatial network analysis of mobility flows, revealing centrality dynamics across European countries [1]. Kafarski and Kazak analyse how staff mobility fosters academic networking and institutional development [2]. Comparative research by the Academic Cooperation Association (ACA) [4] shows that Germany consistently leads in outgoing and incoming staff mobility, with particular emphasis on professional development and teaching quality. Reports by the European Commission [5] and Erasmus+ Factsheets (2018–2023) [6–10] further underline the programme's contribution to innovation and capacity building in higher education. Moreover, Becker and Salajan [11] explore the administrative and personal

dimensions of mobility coordination, while Patnaik [12] argues for the reintegration of the UK into Erasmus+ to restore academic links. These sources provide a theoretical and empirical basis for interpreting Germany's mobility patterns and underline the broader institutional context in which Erasmus+ operates.

Materials from the EHEA (European Higher Education Area) Ministerial Conference 2024 also reaffirm the strategic role of staff mobility in fostering academic excellence and resilience within the EHEA [13].

While existing statistical reports provide aggregated figures, they often lack a detailed interpretation of how partner countries differ in their patterns of cooperation, what factors shape asymmetrical flows, and how institutional and geopolitical changes affect mobility structures. Examining Germany's experience can contribute to a deeper understanding of effective participation models, support the expansion of partnership networks, enhance the quality of educational programmes, and improve the mechanisms for supporting academic mobility at the national level.

This article addresses this research gap by offering a structured typology of Germany's Erasmus+ partner countries, based on the volume and direction of staff mobility flows during 2018–2023. It also investigates how cooperation patterns reflect broader academic and political frameworks.

Reports by the European Commission and analytical insights from international associations are crucial for understanding the scope, evolution, and institutional relevance of staff mobility within Erasmus+. In particular,

the study Erasmus+ Staff Mobility Comparative Data Analysis, conducted by the ACA, examined staff mobility trends from 2014 to 2019 across nine EU countries. The report indicates a significant increase in the number of mobilities (from 53,474 to 92,659), a growing share of mobility under the KA107 action, and the leading role of Germany as a receiving country. The authors also emphasise the positive impact of mobility on teaching quality and inter-institutional cooperation [4]. In turn, the European Commission's report highlights the role of academic mobility in programme modernisation, the development of joint courses, and the expansion of networks [5].

Germany's unique position lies in its dual role as a major sender and receiver of academic staff, its stable and well-funded higher education system, and the presence of specialised national agencies like DAAD, which ensure sustained institutional support. These features make Germany not only an illustrative but also a strategically important case for analysing both the scope and quality of academic mobility.

The aim of this article is to conduct a quantitative and qualitative analysis of the incoming and outgoing academic mobility of teaching staff from Germany within the Erasmus+ programme during the period 2018–2023, with a focus on mobility dynamics, project geography, and institutional-political factors influencing participation. The selected timeframe captures a critical and transitional period in European academic mobility, marked by significant external shocks and policy responses. It begins in 2018, reflecting a peak in Erasmus+ mobility before the COVID-19 pandemic, includes the

dramatic decline in 2020–2021 due to global travel restrictions, and continues through the post-pandemic recovery phase amid new geopolitical challenges, including the war in Ukraine. This six-year span allows for a comprehensive assessment of both structural trends and the resilience of mobility mechanisms in times of crisis.

The scientific novelty of this study lies in its attempt to systematise the geography of academic staff mobility based on a data-driven typology of partner countries, which helps uncover institutional asymmetries and strategic alliances that are not always visible through aggregate statistics.

The findings of this study may be valuable for Ukrainian HEIs, which become increasingly engaged in the Erasmus+ programme since the 2014–2015 academic year, when Ukraine joined the Erasmus+ programme as a partner country within the framework of the International Credit Mobility action. This granted Ukrainian HEIs the official opportunity to sign inter-institutional agreements with universities in EU countries and to engage in exchanges of students, postgraduate researchers, and academic staff. Ukraine's accession to Erasmus+ as a partner country allowed universities to establish inter-institutional agreements and actively implement international mobility projects, causing dramatic shifts in the growth of international engagement of Ukrainian HEIs within the Erasmus+ programme. The statistical data shows that between 2015 and 2019, academic staff mobility demonstrated an extraordinary upward trend. The number of outgoing mobilities increased from just 5 in 2015 to 141 in 2019, representing a growth of more

than 28 times. Incoming mobilities rose even more sharply – from 0 to 77 over the same period [14].

Between 2020 and 2023, academic staff mobility in Ukraine underwent sharp fluctuations due to global and national crises. In 2020, outgoing mobilities dropped to 16 and incoming to 7, reflecting the severe disruption caused by the COVID-19 pandemic. The situation worsened in 2021 with virtually no outgoing mobility (0) and incoming visits, as health restrictions and travel bans persisted. Despite the onset of full-scale war in early 2022, outgoing mobility recovered to 101, but the incoming practically didn't change – only 9 mobilities, indicating a cautious rebound amid martial law and continued safety concerns. By 2023, outgoing mobilities reached 140, signaling the recovery as institutions resumed international partnerships and mobility schemes, whereas incoming mobilities remained low (1), likely due to persistent perceptions of instability, security restrictions, and logistical challenges tied to the war [14].

These data demonstrate how the pandemic and the ongoing war first collapsed, then constrained, and finally catalysed the gradual recovery of outgoing mobility, while incoming mobility is lagging behind core recovery levels due to safety-related barriers and structural limitations identified in recent studies.

Germany's Participation in Erasmus+ Projects in the Higher Education Sector (2018–2023): Quantitative Dynamics. Between 2018 and 2023, Germany remained one of the most active participating countries in the Erasmus+ programme within the higher education sector,

consistently demonstrating a high level of engagement in both learning and cooperation projects. During this period, over 2,700 projects were implemented in total, including 2,594 educational projects and 233 cooperation initiatives.

The statistical data presented in Figure 1 show that 2020 was the peak year in terms of the number of projects, serving as the baseline for comparison. In 2021, Germany's participation in educational projects decreased by 29.72 %, while cooperation initiatives dropped by 23.64 %, primarily due to the partial suspension of physical mobility and delays in project selection processes caused by the COVID-19 pandemic. However, 2022 marked a notable recovery: compared to 2021, the number of educational projects increased by 33.53 %, and cooperation projects grew by 2.38 %. When compared directly to the pre-crisis peak in 2020, the figures for 2022 indicate that educational projects reached 93.85 % of the 2020 level, while cooperation initiatives recovered to 78.18 %. These percentage shifts reflect German universities' adaptability to blended mobility formats, remote collaboration, and the ongoing digital transformation of Erasmus+ activities. Overall, the data confirm Germany's sustained institutional engagement and the flexibility of its higher education system in maintaining international cooperation under evolving global conditions (Fig. 1).

Structurally, educational projects include short-term mobility for students and staff, professional development courses, joint teaching programmes and related initiatives. Cooperation projects, in turn, focus on strategic partnerships, innovation development



Fig. 1. Number of projects under Erasmus+ involving Germany in the higher education sector (2018–2023), number

Compiled by the author based on sources: [6–10].

in higher education, and the creation of educational modules and digital platforms. Notably, the participation of Germany in cooperation projects more than doubled between 2018 and 2020 (from 21 to 55), indicating a strategic shift by German HEIs towards deeper inter-institutional collaboration within the Erasmus+ framework.

These data are supported by the European Commission's annual reports, which consistently rank Germany among the top three countries for the number of Erasmus+ projects in higher education. In 2018, Germany participated in more than 2,500 total projects, involving over 112,000 individuals, as documented in the Erasmus+ Factsheet Germany (2018) [6]. This high level of activity is linked to the systematic integration of the Erasmus+ programme into Germany's higher education internationalisation policy, the support provided by the DAAD and the decentralised mechanism for allocating resources among universities.

Thus, between 2018 and 2023, Germany not only maintained but also strengthened its position as a key participant in the project component of Erasmus+ in the higher education sector, demonstrating the ability to adapt to global challenges and to promote

transnational knowledge exchange through cooperation and learning.

One of the key instruments of higher education internationalisation is the mobility of academic staff, which contributes not only to knowledge exchange but also to the establishment of sustainable inter-university partnerships, the development of joint educational programmes and integration into the EHEA. In this context, the Erasmus+ programme plays a leading role as a mechanism that enables structured, financially supported and strategically oriented academic staff mobility.

Incoming and Outgoing Academic Staff Mobility from Germany under the Erasmus+ Programme (2018–2023): Quantitative Dynamics. Between 2018 and 2023, Germany demonstrated steady participation in the Erasmus+ programme, particularly in terms of academic staff mobility in both outgoing and incoming formats. As shown in Figure 2, both mobility flows followed a similar pattern, with a noticeable decline in 2020–2021 due to the COVID-19 pandemic, followed by a recovery in 2022–2023.

Throughout the entire period, the ratio between outgoing and incoming mobility remained relatively balanced. In 2018, outgoing mobility exceeded

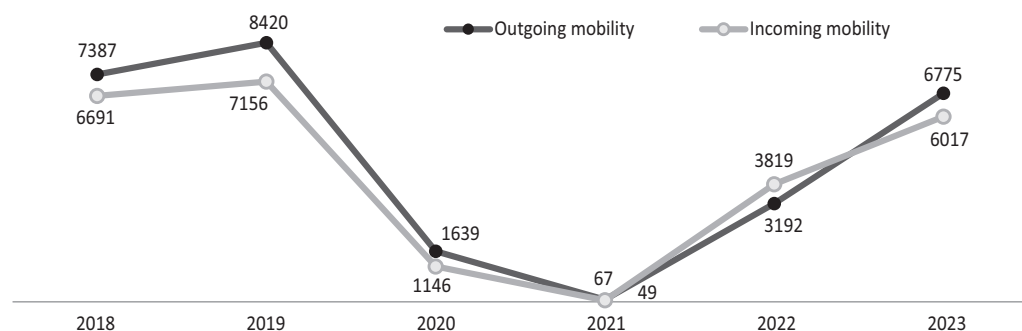


Fig. 2. Dynamics of incoming and outgoing academic staff mobility from Germany under the Erasmus+ programme (2018–2023), number

Compiled by the author based on source: [14].

incoming by 9.42 %, and in 2023 – by 11.1 %, indicating a largely stable trend with a slight increase in favour of outbound flows. In both years, outgoing mobility remained higher, and the ratio between the two streams did not experience sharp fluctuations (e.g. it did not change by 20–30 %), which points to stability and equilibrium in mobility patterns. This balance reflects the mutual interest in cooperation: on the one hand, German academic staff actively engage in international mobility; on the other – German HEIs remain attractive to international partners.

Such symmetry contributes to mutual enrichment: for receiving institutions, it offers the expansion of intellectual horizons and innovation potential; for visiting participants, it provides opportunities to gain intercultural competence and foster professional growth. In addition, the development of flexible participation models, particularly blended formats, has enabled more staff to participate in short-term academic visits, training sessions and teaching assignments abroad, even during periods of partial restrictions [15]. These processes were accompanied by an expansion

of academic mobility objectives: from traditional teaching visits to participation in joint innovation projects, international teaching weeks and professional training courses. Mobility becomes increasingly integrated into the internationalisation strategies of German universities, contributing to the enhancement of academic reputation and the overall quality of education.

Geography of Academic Staff Mobility from Germany (2018–2023): Key Destinations and Influencing Factors. Between 2018 and 2023, academic staff mobility from Germany under the Erasmus+ programme remained stable in both outgoing and incoming directions. During this period, partner countries formed two distinct lists – destination countries and sending countries. Figures 3 and 4 show the top ten most popular destinations for German academic staff for incoming and outgoing staff mobility. As illustrated in the figures, the mobility data for 2018–2023 demonstrate consistently high levels of academic staff exchange within the Erasmus+ programme in both directions.

The analysis of statistical data on incoming and outgoing academic

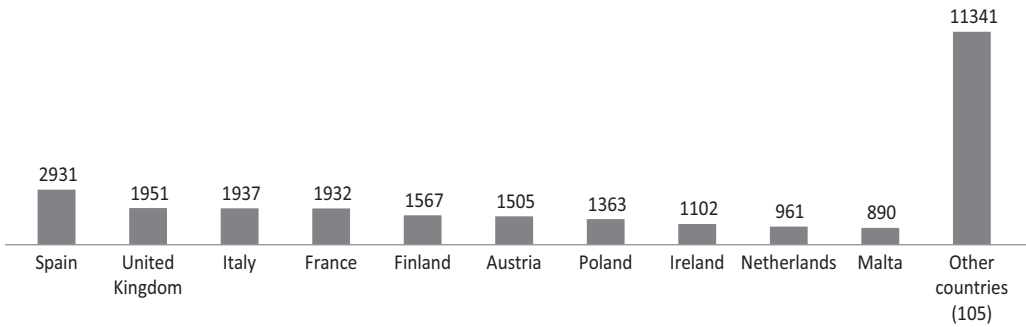


Fig. 3. Top 10 destination countries for outgoing academic staff mobility from Germany under the Erasmus+ programme (2018–2023), number

Compiled by the author based on source [14].

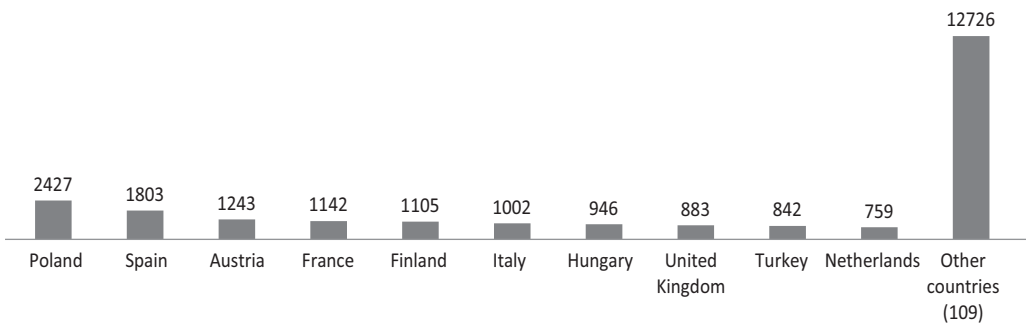


Fig. 4. Top 10 countries of origin for incoming academic staff mobility to Germany under the Erasmus+ programme (2018–2023), number

Compiled by the author based on source [14].

staff mobility from Germany under the Erasmus+ programme during 2018–2023 allows for a structured classification of partner countries based on the volume and direction of exchange. The table below presents four categories of partner countries: (1) strategic partners with balanced mobility flows; (2) partners with predominantly incoming mobility to Germany; (3) partners with predominantly outgoing mobility from Germany; and (4) geostrategic partners whose importance lies not in mobility volume, but in political, research, or humanitarian significance. This classification is based on both the quantitative proportions of mobility

flows (expressed as a percentage of total mobilities) and the qualitative interpretation of bilateral cooperation dynamics (Table).

This distribution can be explained by both linguistic and geographical proximity, as well as a history of intensive inter-university cooperation. Countries in Eastern and Central Europe – particularly Poland, Hungary and Turkey – show higher levels of participation in the incoming mobility flow. This is linked to funding access, logistical simplicity and targeted internationalisation policies. As researchers note, Erasmus+ actively supports these regions through targeted funding, giving priority to underrepresented countries and

Classification of Germany's Erasmus+ partner countries by type and direction of academic staff mobility (2018–2023)*, %

Category of countries	Country	% of outgoing mobility from Germany	% of incoming mobility to Germany
1. Strategic partners with balanced exchange	Spain	10.67	7.25
	France	7.03	4.59
	Italy	7.05	4.03
	Austria	5.47	4.99
	Finland	5.70	4.44
	Netherlands	3.49	3.05
2. Asymmetrical partners (predominantly incoming)	Poland	4.96	9.77
	Hungary	2.10	3.80
	Turkey	1.20	3.38
3. Asymmetrical partners (predominantly outgoing)	United Kingdom	7.10	3.55
	Ireland	4.02	2.19
	Malta	2.3	0.15
4. Geostrategic partners (non-EU)	Israel	1.55	1.47
	United States	1.13	0.38
	Ukraine	0.68	2.05

* Percentages are based on cumulative figures for the period 2018–2023.

Compiled by the author based on source [14].

expanding the geographical scope of partnerships [16].

1. Strategic partners with balanced exchange

Countries in this group demonstrate both high volumes of mobility and relatively balanced flows in both directions. These are often EU member states with advanced internationalisation policies, strong participation in Erasmus+ consortia, and a long-standing tradition of collaboration with German HEIs.

Spain is the leading destination for outgoing German academic staff, with 2,931 mobilities, and ranks high in incoming mobility with 1,803 Spanish staff visiting Germany. This success is explained by the extensive network of Spanish universities engaged in Erasmus+, the availability of English-taught programmes, and institutional commitment to internationalisation strategies [17].

France also shows symmetrical mobility, with 1,932 outgoing and 1,142

incoming mobilities. The French higher education system supports Erasmus+ through centralised governance and targeted funding, particularly in the humanities and sciences [18]. Strong inter-university ties and bilingual collaboration enhance cooperation, especially in border regions.

Italy represents another key partner for Germany within the Erasmus+ programme, characterised by consistently high levels of both outgoing and incoming academic staff mobility. The strong participation is supported by a growing number of international programmes offered at Italian universities and by institutional efforts to expand English-medium instruction, particularly in master's and doctoral programmes [19]. The widespread organisation of international weeks and training seminars for foreign academic staff also contributes to the attractiveness of Italy as a mobility destination. From the German perspective, long-standing academic ties in the fields of art,

humanities, and architecture further strengthen the mutual appeal of bilateral cooperation.

Austria and Finland demonstrate balanced flows and high institutional compatibility with Germany. Austria benefits from linguistic proximity and deep-rooted academic traditions [20], while Finland's appeal lies in its digital infrastructure, English-taught postgraduate programmes, and strong engagement in Northern European networks [19].

The Netherlands has established itself as a dynamic and reliable partner for Germany in the context of Erasmus+ mobility. The country offers a highly internationalised academic environment with a broad range of English-taught courses, particularly in social sciences, economics, and STEM disciplines. Dutch universities are also known for their pragmatic institutional management and favourable conditions for visiting staff [2]. These factors, along with geographic proximity and cultural compatibility, make the Netherlands a popular and logistically convenient destination for German academic staff, while also maintaining a steady level of reciprocal engagement.

2. Asymmetrical partners (predominantly incoming)

This group includes countries where incoming mobility to Germany significantly exceeds outgoing flows. The high level of inward mobility often results from targeted EU funding mechanisms (e.g. KA107), geographical closeness, and policies aimed at enhancing academic competitiveness.

Poland is the top sender of academic staff to Germany, with 2,427 mobilities. While 1,363 German staff visited Poland, the incoming dominance

(9.77 % share) is explained by robust bilateral agreements, high engagement in inter-institutional teaching projects, and national strategies to enhance staff qualifications [15; 21].

Hungary and Turkey show similar patterns. Both countries benefit from institutional policies that reduce administrative barriers and promote Erasmus+ as a tool for professional growth [22; 23]. Turkey, in particular, is supported through the Neighbourhood and Enlargement Instrument and engages in joint delivery of courses in STEM and management [22].

3. Asymmetrical partners (predominantly outgoing)

In these cases, Germany sends significantly more academic staff than it receives. Such imbalances are often tied to language attractiveness, institutional prestige, or legacy partnerships.

Despite Brexit, the United Kingdom maintained robust academic ties through bilateral agreements and transitional Erasmus+ support. With 1,950 German staff travelling to UK institutions and 975 incoming, mobility continued under the Turing Scheme and reflects enduring academic cooperation [12].

Ireland attracts German staff with its English-language academic environment, high-quality education system and expanding networks in digital humanities and teacher education [3].

Malta, with over 890 outgoing and only 41 incoming mobilities, demonstrates a strong appeal for short-term teaching and training programmes, possibly due to its English-medium instruction and compact, accessible academic infrastructure.

4. Geostrategic partners (non-EU)

Although mobility volumes are lower, the following countries play a significant geostrategic role in Germany's

internationalisation framework. Cooperation is based on shared research priorities, resilience in crisis contexts, or political relevance.

Israel maintains steady participation in Erasmus+ via KA107, particularly in fields such as medicine, digital technology and Jewish studies. Long-term institutional partnerships and scientific alignment explain its status as a trusted partner [22].

The United States, despite limited volume (1.13 % outgoing, 0.38 % incoming), remains a key transatlantic partner. Bilateral mobility often arises from individual project initiatives and includes joint programmes in STEM and environmental science [11].

Ukraine, although not among the top 10 by volume, is highly significant politically and institutionally. Despite the war, mobility continued with support from DAAD and the European Commission. Participation in 2023, though symbolic in numbers, reflects the strength of academic solidarity and resilience [24; 25].

The analysis of academic staff mobility from Germany under the Erasmus+ programme during 2018–2023 reveals stable and strategically differentiated patterns of international cooperation. Despite contextual disruptions caused by Brexit, the COVID-19 pandemic and geopolitical instability in Eastern Europe, German HEIs have maintained high levels of mobility, confirming their commitment to internationalisation and resilience in the face of global challenges.

The scientific contribution of this study lies in developing a structured typology of Germany's Erasmus+ partner countries that integrates both quantitative volume and qualitative strategic relevance of mobility flows. Unlike aggregated reports, this ap-

proach reveals nuanced differences in bilateral cooperation, including asymmetries, geostrategic roles, and institutional drivers such as language compatibility and digitalisation. This typology offers a conceptual tool for comparing partnership patterns across EU and non-EU contexts and supports evidence-based decision-making for internationalisation strategies.

From a practical perspective, the study provides concrete recommendations for universities, policymakers, and project coordinators on how to enhance mobility schemes, optimise international cooperation, and tailor Erasmus+ instruments to specific regional and institutional needs – especially relevant for Ukrainian HEIs striving for deeper integration into the European academic space. From a practical perspective, several implications can be drawn:

For German and European HEIs: enhance support for staff mobility by simplifying administrative procedures, strengthening institutional partnerships, and promoting blended and hybrid mobility models, especially in short-term teaching assignments.

For Erasmus+ policy actors and national agencies: ensure targeted support for underrepresented or strategically significant partners, including Ukraine and other non-EU countries, by providing targeted funding and support tailored to their specific needs. This includes prioritizing these countries in grant allocations, simplifying application procedures, and offering capacity-building programs to enhance institutional readiness.

For project implementers: further develop mobility formats that integrate digital teaching, international weeks,

and thematic cooperation in areas such as sustainability, teacher training, and multilingual education – as already practised by German HEIs in cooperation with Spain, Austria, and Finland.

For Ukrainian HEIs, the findings offer several relevant directions:

Actively expand bilateral cooperation with German universities through Erasmus+ calls, building on existing patterns of strategic mobility and trust.

Adopt institutional models and practices observed in high-performing partner countries, including the use of digital tools and cross-institutional coordination of staff mobility.

Make full use of Erasmus+ instruments to strengthen academic capacity during wartime, with an emphasis on staff development and international collaboration in STEM and social sciences.

Continue the information campaign to attract interested participants to academic mobility programmes, in

particular by promoting up-to-date opportunities and resources provided by the National Erasmus+ Office in Ukraine [26].

Further research could be directed towards a qualitative assessment of the impact of academic staff mobility on teaching innovation, institutional development, and the creation of sustainable international partnerships. In addition, longitudinal studies examining the career trajectories of mobile researchers are essential for evaluating the long-term added value of the Erasmus+ programme both within and beyond the EHEA.

In conclusion, academic staff mobility remains a key driver of integration, competitiveness, and adaptability in European higher education. Its successful implementation depends on the alignment of institutional strategic priorities, supportive policy frameworks, and the ongoing evolution of global academic collaboration.

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ВИКЛАДАЦЬКА МОБІЛЬНІСТЬ У ПРОГРАМІ «ERASMUS+» У КОНТЕКСТІ ІНТЕРНАЦІОНАЛІЗАЦІЇ НІМЕЦЬКОЇ ВИЩОЇ ОСВІТИ (2018–2023)

Анотація. Статтю присвячено дослідженню академічної мобільності викладачів закладів вищої освіти Німеччини в межах програми «Erasmus+» упродовж 2018–2023 рр. Проаналізовано динаміку такої мобільності, географію проєктів, а також інституційні та політичні чинники участі в зазначеній програмі. У фокусі дослідження – тенденції вхідної та вихідної мобільності, основні напрями співпраці, а також зовнішні й внутрішні чинники, що впливають на участь університетів у міжнародних освітніх програмах. Методологія дослідження базується на обробці статистичних даних, просторовому картуванні потоків мобільності та контекстному аналізі стратегій інтернаціоналізації. У статті розглянуто різні формати академічної мобільності, як-от: короткострокові викладацькі візити, професійні стажування, участь у міжнародних тижнях викладання, а також співпрацю у створенні цифрових навчальних курсів. Встановлено, що Німеччина стабільно посідає провідні позиції за кількістю реалізованих проєктів за Erasmus+, зберігаючи майже паритетний баланс між вхідною й вихідною мобільністю. Особливу увагу приділено партнерству з такими країнами, як Польща, Іспанія, Франція, Італія, Австрія, Ірландія та Фінляндія. Проаналізовано роль географічної й мовної близькості, інституційної автономії, цифрової трансформації та фінансової підтримки як чинників сталого міжнародного партнерства. Окремо розглянуто вплив зовнішніх викликів, а саме пандемії COVID-19, Brexit і повномасштабної війни в Україні, на мобільність персоналу. Результати дослідження підтверджують ефективність мобільності як інструмента модернізації вищої освіти. Встановлено зв'язок між участю в програмі «Erasmus+» і підвищенням професійної компетентності викладацького складу. Аналіз показав, що вирішальними чинниками успіху мобільності є стабільне фінансування та організаційна підтримка. Обґрунтовано доцільність розширення участі українських закладів вищої освіти в міжрегіональних освітніх консорціумах і підкреслено, який потенціал у підтримці адміністративної спроможності учасників програми мають цифрові інструменти.

Ключові слова: академічна мобільність, Erasmus+, партнерські країни, цифрова трансформація, стратегія інтернаціоналізації.

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