

Erasmus+ staff mobility comparative data analysis

An exploratory study of the participants' motivation, perceived impact, recognition and satisfaction

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Irina Ferencz

ACA Director, Brussels

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Chapter 1: Introduction and Main Findings

Background of the report

In the European context, the Erasmus mobility has been the main driver of internationalisation processes over the past three decades, setting in motion the development of a wide range of services, activities and strategies that led to an increasing professionalisation of international cooperation in higher education. Both student and staff mobility have been financially supported by the programme, which initially facilitated mobility between programme countries only. In the 2014-2020 programme period, it was extended to cover partner countries too, turning Erasmus from a purely European mobility programme into one with global ambitions and mobility flows.

For the general public, Erasmus is primarily known for its student mobility component, although the programme plays a key role in supporting staff mobility as well. Within the field of higher education more is known and has been researched comparatively about the student mobility part of the programme. To date, staff mobility has been covered in the two Erasmus(+) Higher Education Impact Studies (2014 and 2019), which give some first insights into the added value of the programme on mobile staff's personal development, teaching and employment. Also yearly, a snapshot picture of staff mobility flows in higher education is given in the Annual Erasmus+ reports published by the European Commission (the latest one for 2019 and its statistical annex); occasionally, further analysis is pursued at the national level.

A vast amount of data and information is collected on an annual basis on staff mobility via the Erasmus+ Participant Reports (EUSurvey), which mobile individuals funded via the programme have to fill in. Nonetheless, this survey data has not been regularly analysed in-depth until now at European level to create a comparative picture for all programme countries, beyond the aggregate data published in the Annual reports on the programme. Interested to explore the potential of this dataset further, nine Erasmus+ national agencies from nine programme countries (**Austria, Croatia, Cyprus, Czech Republic, Greece, Hungary, Iceland, Italy, and Slovenia**) came together and commissioned the Academic Cooperation Association (ACA) to carry out an exploratory, data mining study covering almost the entire programme period (2014-2019), to longitudinally assess:

- The potential of this dataset for better understanding Erasmus+ staff mobility and the appropriateness of the existing questionnaire for carrying out further, more in-depth analysis, possibly of a more qualitative nature, exploring for example degree of participation, impact on mobile students, on teaching and on the institutional level, as well as the influence of strategy on the satisfaction and recognition of staff mobility.
- The potential added value of comparative analysis of staff mobility flows along some key dimensions, such as general trends and patterns, motivations, impact, recognition and satisfaction, guided by a number of key questions: *Would such comparisons deepen our knowledge and understanding beyond what we previously knew about staff mobility within the Erasmus+ programme? Would it be worthwhile to expand such comparisons at full programme level and to carry them regularly?*

This report conveys thus the results of this research, by first portraying the key findings of the comparative analysis between the nine participating countries in the areas of: **general context, trends and patterns, motivations, impact, recognition and satisfaction**. It then concludes by assessing the **value of comparison and the potential of expansion**, by also pointing to a number of possible methodological improvements and topics for further research.

Main findings

Context – all programme countries

- There was a continuous growth in the **total volume of staff mobility** instances in the five-year reference period (2015-2019), in which the total number of Erasmus+ mobile staff almost doubled, from 53 474 to 92 659.
- The **ratio of KA103** (staff mobility between Erasmus+ Programme Countries) **and KA107** (staff mobility to/from Partner Countries) also saw a noticeable change over the years. The share of K107 mobility increased substantially from 0.63% (337) in 2015 to 28% (26 010) in 2019, while the share of KA103 staff mobility for teaching in particular, dropped from 61% (32 603) in 2015 to 35% (31995) in 2019. The share of KA103 staff mobility for training remained stable over the reference period in the range of 35-38%, with constant growth in absolute numbers from 20 534 to 34 654.
- For **KA103 mobilities**, Spain was the **top receiving/destination country**[1] of staff mobility instances in total both for teaching and training in this period, followed by Italy, Germany, and the United Kingdom (UK), in this order. While most of the top receiving countries received more mobility instances for teaching, the UK, Sweden and the Netherlands had received more staff mobility instances for training. Almost 70% of staff mobility instances destined for the UK was mobility for training. To a lesser extent, 59% and 55% of the staff mobility instances destined for Sweden and the Netherlands respectively were for training purpose.
- Programme countries may support outgoing as well as incoming mobilities in KA107. The **top receiving countries of KA107 mobilities** were slightly different in order, with Germany hosting the largest volume of mobility instances, followed by Poland. Spain was only the third, with the Russian Federation as fourth and Italy as fifth. Among the top receiving countries, staff mobility for training accounts for more than 50% of all mobility instances in Germany (60%), Spain (64%), France (59%), the UK (68%), Portugal (60%), Turkey (55%), and the Netherlands (71%).
- Looking at the **top sending partner countries (KA107)**, excluding programme countries, 13 countries had more than 1 000 mobility instances during the period 2015-2019. Together, 64% of mobility instances originated from them. The Russian Federation, Ukraine, Serbia[2], Israel and Bosnia and Herzegovina were the top five. Except for China, the United States (US) and Kazakhstan, the top sending countries were the neighbouring countries of the EU.
- Using 2018 statistics (EUROSTAT), the **share of all academic staff who took part in Erasmus+ staff mobility in the nine study countries** was estimated within the range of 4% (Austria) and 23% (Czech Republic) in this given year. Iceland was an outlier with 45% because of the small number of academic staff and the lack of a precise number of academic staff for the entire system.

[1] *Receiving country* and *destination country* are used inter-changeably in this study to refer to the host countries of outbound mobile staff. *Receiving country* is used from the perspective of the host and *destination country* is used from the perspective of the outbound mobile staff.

[2] Serbia became a Programme Country in 2019. Some outbound mobility activities towards Serbia in 2019 were recorded under KA107 and some under KA103. In this study, because of the small number of cases involved, all outbound mobility activities towards Serbia were labeled KA107 for the sake of simplicity in the analysis and representation.

Trends and patterns – in the nine participating countries

- Based on the responses of the survey in the reference period 2014-2019, an average of 63% mobility instances were reported by participants who were **recurrent recipients of Erasmus+** Programme (or its predecessor Lifelong Learning Programme) fund, while some 38% (28 095) was reported by **first-time participants**. However, there were country differences: Cyprus and Croatia reported substantially more mobility instances undertaken by first-time participants at 56% and 52% respectively. On the contrary, the Czech Republic, Greece, Hungary and Slovenia had some 65% or more mobility instances undertaken by recurrent participants.
- The vast majority of staff mobility instances in Erasmus+ were found under **KA103,** as **KA107** received a much smaller budget despite the oversubscription of the action observed in the period 2015-2019[3]. Mobility activities recorded under **KA107** started in 2015 and picked up momentum only from 2016. Since then, the annual share of KA107 mobility instances had increased from 5% (in 2016) to over 12% in 2019, although both KA103 and KA107 were both on the rise in absolute numbers. Continuous growth in the share of KA107 mobility was observed in Austria, Cyprus and Italy.
- Overall, the ratio of **staff mobility for teaching** to **staff mobility for training** was 3:2 in the reference period for the sampled countries and the entire Erasmus+ staff mobility programme. However, country differences were observed: Iceland, Croatia, Cyprus reported larger shares of mobility instances for training than for teaching, with training representing some 60% or more of all. On the contrary, Italy, Austria, the Czech Republic and Hungary, reported some 60% or more staff mobility for teaching. 67% of mobility instances from Italy were for teaching purpose. Only two countries, Greece and Slovenia, reported an almost balanced share of 50:50 for teaching and training.
- The growth in numbers was, however, much more visible in staff mobility for training rather than teaching, especially under KA103.
- "**Lectures**" were the most frequently undertaken activities overall, and they were clearly related to staff mobility for teaching. On the other hand, an activity much more related to training was "**Job-shadowing**".
- The **top ten destinations for KA103 in absolute terms** (among staff from the nine countries and not controlled by country size) were Spain (9 201), Germany (6 264), Poland (4 542), UK (4 000), Slovakia (3 914), Italy (3 866), France (3 851), Romania (3 847), Portugal (3 636) and Finland (2 176).
- **Geographical proximity** could play a key role in staff mobility patterns as well, with large shares going to **neighbouring countries**. For example, the largest volume of mobility instances from Austria was received by Germany. The same was found between the Czech Republic and Slovakia, Hungary and Romania, to name a few.
- The **top destinations for KA107 mobilities** out of the nine study countries were Serbia (692), followed closely by the Russian Federation (688). Israel (571) was the third, followed at quite some distance by China (334), Ukraine (327) and Albania (300). Only then came the US (248) which hosted a similar number of mobilities as Bosnia and Herzegovina (231). Among the top ten were also Georgia and Armenia which received a substantial number of mobility instances from Italy and Hungary among the sampled countries.

[3] In EU from Call 2015 to Call 2019: 4 727 approved projects out of 6 916 received ones (68.3%). Source: Erasmus+ Dashboard.

Motivations – in the nine participating countries

- The **most common motivations**, taking into account all the mobility instances concerned, were for *professional networking* and *the acquisition of good practice abroad*, followed by the *reinforcement of institutional cooperation* and the *development of field-related competences*. On the contrary, the **least common motivations** were to *receive an Erasmus+ grant* and to *build up cooperation with the labour market*.
- The **top four motivations** remain the same for both *first-timers*[4] and *recurrent participants*, but the *first-timers* were more likely to be motivated by the *acquisition of knowledge and know-how abroad* while the *recurrent participants* were more likely motivated to *reinforce institutional partnership*. It's clear that *networking* was the most frequently indicated motivation by both groups.
- The motivations driving **staff mobility for teaching** and **staff mobility for training** were markedly different. Regarding common motivation driving **staff mobility for teaching**, *sharing knowledge and skills with students* was primarily the motivation of **mobility for teaching** (86.66% of all responses citing this motivation). Motivations more related to **staff mobility for training** were to improve the services of the sending institution (61%) or to gain job-related practical skills (60%).

Impact – in the nine participating countries

- There appears to be a **clear alignment between the reported motivations and perceived impact**. Stronger impact was reported on short-term and personal/professional development as opposed to long-term or institutional impact in general. The perceived impact on mobility and internationalisation was largely positive on both personal and institutional level.
- Overwhelmingly **positive impact** was reported on *networking* and the *learning of good practices abroad*. Despite slight country differences, some 90% of the respondents, on average, indicated that they "strongly agree" or "rather agree" to the statements that they have reinforced/extended their professional network or learned from good practices abroad. On average, over 60% and some 55% "strongly agreed" to the two statements respectively.
- **On teaching and learning**: Another overwhelmingly positive direct impact of Erasmus+ staff mobility seems to lie in *sharing one's own knowledge and skills with students and/or other persons for staff who took part in mobility for teaching*. On average, 97% of the responses from mobility instances for teaching purpose indicated "rather agree" or "strongly agree" to this statement.
- **On mobility and internationalisation**: impact on the *quality of mobility, internationalisation*, *institutional cooperation* and the *motivation of non-mobile students* was generally positive, with more than 70% of positive responses on average. As to the perceived impact on the sending institution, 76.5% of all responses indicated "strongly agree" or "rather agree" to the statement "I contributed to increasing the quality and quantity of student or staff mobility to and from my sending institution". A slightly lower average of 72.6% indicated "strongly agree" or "rather agree" to the statement that the mobility has led to the internationalisation of the home institution. Similarly, around 73% of the responses indicated "strongly agree" or "rather agree" to the statement that the mobility "Has led to new/increased cooperation with the partner

[4] The term *first-timers* in this study refers to participants who reported in the survey that the mobility in question was the first staff mobility period financed by the Erasmus+ or Lifelong Learning Programmes. In the Erasmus+ framework, they are also known as *newcomers*.

institution/organisation(s)". When it comes to the perceived impact on the receiving institution, the impact of staff mobility on motivating students to take part in mobility is just as strong with 75.7% indicated "strongly agree" or "rather agree" that the mobility "Has enhanced the motivation of non-mobile students to study/ do a traineeship abroad".

- **On foreign language acquisition and intercultural learning**: There are noticeable country differences in terms of the perceived impact on the acquisition of foreign language skills, but a largely positive impact across the board on *increased social, linguistic and/or cultural competences* was reported. More than 80% of the responses indicated "strongly agree" or "rather agree" to this question.
- **On job satisfaction and career opportunities**: Comparing the impact on "job satisfaction" and the impact on "employment and career opportunities", the former was felt more strongly by the mobile staff than the latter.
- **On cooperation with the labour market and civil society**: Great uncertainties were reflected both in the impact on cooperation with players in the labour market and the civil society, with large shares of "neither agree or disagree" responses across the board (30-45%), and small shares of positive responses, counting both "strongly agree" and "rather agree" (below 20%), in most countries.

Recognition and satisfaction – in the nine participating countries

- The most **frequently mentioned form was recognition** as part of the *participant's yearly work plan*. This applies to both mobility instances for **teaching** and for **training**. For **training**, informal recognition by the management was the second most mentioned, while for **teaching** mobility, the second most mentioned form of recognition was inclusion in the participant's annual performance assessment.
- The **satisfaction with the different forms of recognition** received, formal or informal, were only of small difference in percentage terms, between 65 and 71%. What is worth noting is the much higher share of unsatisfied respondents (31.87%) who mentioned that their mobility experience was not recognised at all.
- On **satisfaction with the mobility experience**, over 99% of the responses said they were "very satisfied" or "rather satisfied" with the overall mobility experience, with some country variation.
- Overall, **a strategic approach to internationalisation** appears to be positively correlated to more **formal forms of recognition** and thus indirectly to **higher satisfaction**. This could be an interesting area to be further investigated.

Data – potential for further comparative analysis

- On the **added value of comparative analysis**, this report has provided the most comprehensive overview on the motivation, impact, recognition and satisfaction of staff mobile with the Erasmus+ programme from the nine participating countries. This pilot pointed to similarities as well as differences between participating countries that can help deepen the understanding of staff mobility patterns and country differences. It seems reasonable to expect that extending such an analysis to the entire programme level would provide an even more complete and insightful picture on the perceived impact of the programme, and that such in-depth analysis of the national datasets on the one hand and comparisons across programme

countries on the other could be done at regular intervals, for a more longitudinal perspective on the programme.

- On the **potential of the dataset for further research**, the analysis shows that this potential is immense, and that it could be further maximised via: a number of methodological improvements in the current Participant Report survey, by linking collected data to other datasets (at national and at EU levels, subject to compliance with private data protection regulations, and by supplementing them with new types of data (e.g. tracer studies) to give a more nuanced picture on the longer-term and institutional level impact of the programme (e.g. on new cooperation and enhanced mobility experiences). The impact of incoming enterprise participants could also be further explored from the perspective of the host institutions.

Chapter 2: Methodology

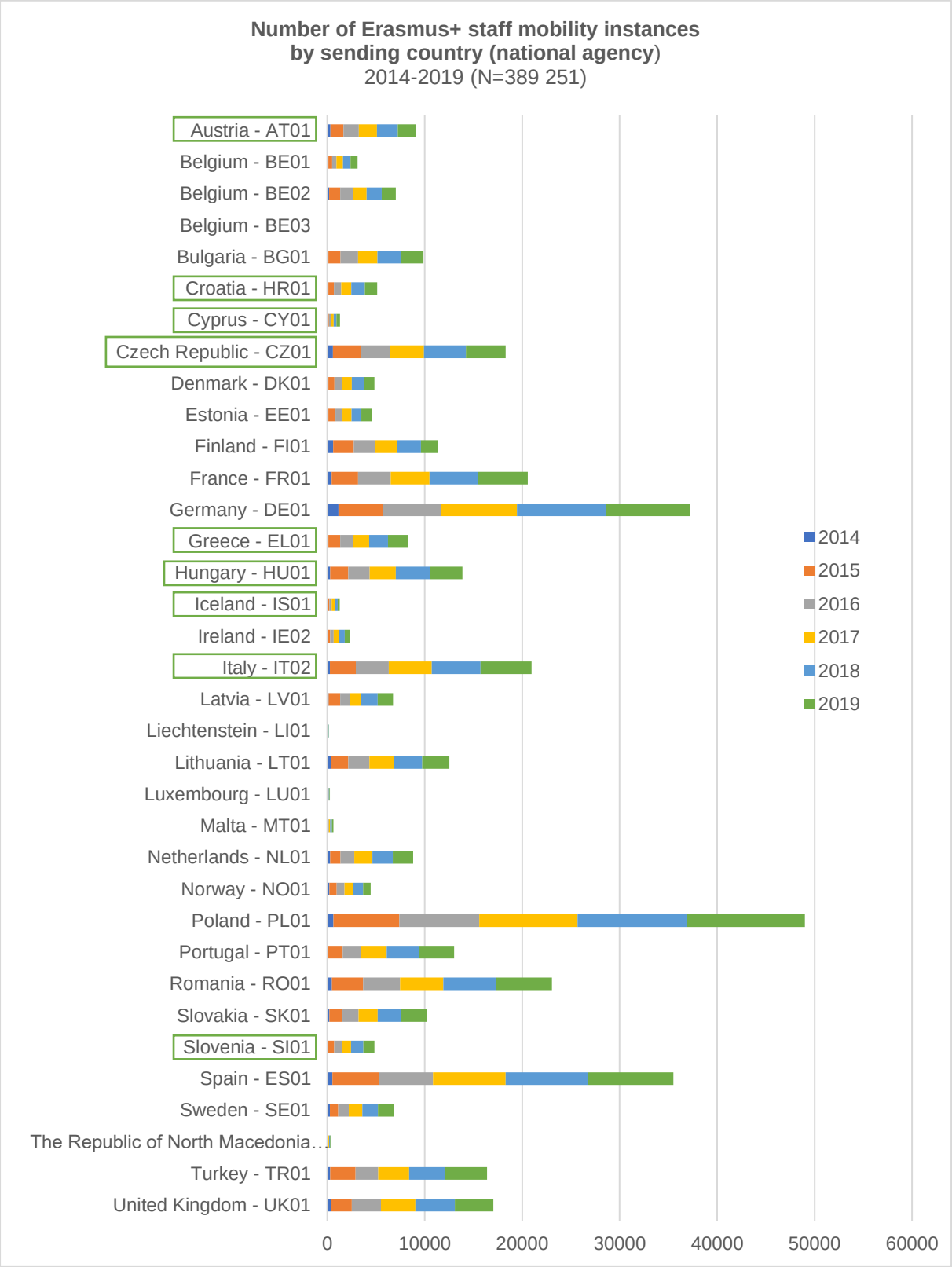
Coverage

The nine countries that took part in this comparative study represent a diverse geographical spread as well as a broad variety in size, measured through the volume of finalised mobility instances[5], although this was somewhat coincidental, as the nine countries volunteered to take part in this comparative analysis (see Figure 1 below). The nine countries are: Austria (AT), Cyprus (CY), Czech Republic (CZ), Greece (EL), Iceland (IS), Italy (IT), Hungary (HU), Croatia (HR), and Slovenia (SI). The group covers countries from the Northern/Western (IS), Central/Eastern (CZ, HU), Central/Western (AT), Central/Southern (HR, SI) and Southern (IT, CY, EL) parts of the European Union (EU).

In terms of the volume of mobility activities, if we leave aside Poland, Germany and Spain which have substantially larger volume of mobility instances than the other programme countries, the Czech Republic, Italy and Hungary are countries with a relatively large volume of mobility instances funded by Erasmus+. At the other end of the spectrum, Cyprus and Iceland represent smaller countries and higher education systems with fewer mobility instances. The rest – Austria, Greece, Croatia and Slovenia – can be considered mid-range countries in terms of the volume of Erasmus+ mobility instances. For a pilot study, this coverage provides a rather good basis for generating initial insights for designing a fully representative study that would cover all the Erasmus+ programme countries.

[5] As it is shown in this study, it is not uncommon for staff members to take part in EU-funded mobility programmes (Erasmus+ and its predecessor Lifelong Learning Programme) more than once. Each of the survey response corresponds to one mobility occurrence, termed as a “mobility instance” in this study, instead of one unique person who may have returned more than one response in a given year or the selected reference period.

Figure 1 Number of Erasmus+ staff mobility instances by sending country (national agency)



Datasets

Analysis in this study was based on two major sets of quantitative data: survey data collected via the Participant Report Form in each of the nine participating countries, and administrative data centrally extracted by the European Commission from the Mobility Tool+.

First, survey data was extracted from the Erasmus+ reporting tool by the nine participating National Agencies. This survey data covers the reference years 2014-2019 (calendar year) during which the mobility instances started. This dataset contains exclusively anonymised survey responses from the *"Participant Report Form – Call (Year) – KAI – Mobility of Staff in higher education - Staff mobility for teaching and training activities"* that mobility participants were obliged to return after completing the mobility. During the reference period, the questionnaire remained largely unchanged except the introduction of *Not Applicable* as a response option for Question 5 "Personal and professional development and impact" and the slight rewording of the sub-question concerning "strategy" as shown below:

From: Question 2.7 Is mobility of staff actively encouraged by your institution as part of its strategy for internationalisation? (Report Form of Call Year 2015)

To: Question 2.9 Is mobility of staff actively encouraged by your institution as part of its institutional strategy (such as its overall strategy, staff development or internationalisation strategy)? (Report Form of Call Year 2016 onwards)

The survey instrument was thus stable enough to return comparable data for longitudinal studies on major dimensions of staff mobility covered over the years. The use of the standardised questionnaire among all participating countries of Erasmus+ programme and the mandatory nature of the post-mobility survey also ensure the availability of a rich dataset for further comparative studies.

The survey data gathered in this study are, however, not without flaws. As with most large-scale datasets, there is a tradeoff between data accuracy and timeliness. The crowd-sourced data for the recent years, covering up to 2020 calendar year in some countries, may not have been validated and may still be subject to changes. While it is possible to obtain validated data of the same survey from the European Commission covering all countries, the centralised database provides only validated data for the period 2014-2016. Any comparative analysis looking at more recent data would have to decide between timeliness and accuracy.

Another potential flaw of the data from a mandatory post-mobility survey with an average of 99% response rate is a positive bias about the EU-funded mobility experience and a potential bias towards personal impact. Such potential survey biases should be taken into account when interpreting the responses or when improving the survey instrument for the new funding programme.

Second, administrative data was extracted by the European Commission's centralised Erasmus+ reporting tool. In addition to the anonymised survey data crowd-sourced from the nine National Agencies, administrative data covering the whole population of Erasmus+ staff mobility were obtained from the European Commission to contextualise this pilot study. The administrative data include validated data covering all countries for the period 2014-2016 and non-validated data for the period 2017-2018 (call year).

Although it is not possible in this study to join the anonymised administrative data with the anonymised survey data, the centralised dataset of the European Commission confirms that the survey data represents an average of 99% of all the mobilities undertaken in the Erasmus+ framework, i.e. almost perfect coverage of all mobility instances. In some countries, the number of the survey responses even exceeds that of the number of records in the centralised database.

This is a reflection of the timeliness and accuracy issue mentioned above which may only be resolved over time when both the survey data and administrative data on the national and EU-levels are validated and tallied in the same reporting system.

In this study, no attempt has been made to join or tally the two datasets. For future study on the impact of staff mobility, a more centralised approach to extract both the survey and administrative data from one system, if possible, would allow for more efficient and in-depth correlation analysis while preserving the anonymity of the survey respondents.

Other than the survey data and administrative data, reference data of the number of academic staff was also extracted from EUROSTAT to indicate the share of university teachers participated in Erasmus+ staff mobility programme. However, it must be noted that the share derived from the calculation could only be, at most, indicative because of the different definitions of "academic staff" and missing national data for comparison in the relevant databases.

Data analysis

Intended as an exploratory pilot study, this study cross-tabulated almost all the variables of the survey responses except those concerning personal data and financial data which were excluded from the dataset. The analysis conducted was primarily quantitative and based on the survey data and administrative data although some contextual qualitative feedback and input were collected from the National Agencies and the European Commission to inform the interpretation of the data. For more in-depth analysis, especially on the differences observed on country level, more qualitative data (e.g. interviews with data collectors, funding programme coordinators, policymakers and a sample of mobile staff, or document analysis of policy papers, funding guides and priorities) would be necessary for explaining the trends and patterns observed in the trend and pattern analysis (e.g. Why do the Cypriot staff members have a preference over the UK as a destination?).

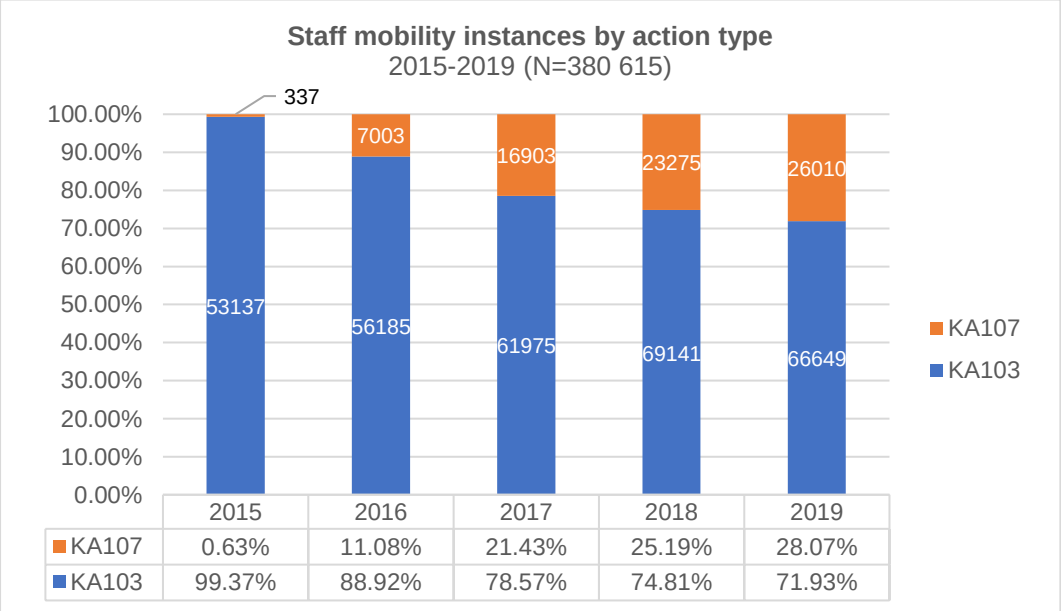
Chapter 3: Erasmus+ Staff Mobility Trends in Context

The analysis of the staff mobility survey responses in this study was based on the data centralised from nine countries only. To put the analysis in the broader context of Erasmus+ staff mobility, the research team requested additionally anonymised administrative data from the European Commission to triangulate the national data on one hand and to assess the potential of upscaling the pilot study to the European level on the other.

Erasmus+ staff mobility by action type and activity type

Based on the administrative data of all the programme countries participating in Erasmus+ staff mobility in the period 2015-2019[6], there was a continuous growth in the total volume of staff mobility instances which almost doubled in the five-year period from 53 474 to 92 659. The ratio of KA103 (staff mobility between Erasmus+ Programme Countries) and K107 (staff mobility to/from Partner Countries) also saw a noticeable change over the years as the share of K107 mobility increased substantially from 0.63% (337) in 2015 to 28.07% (26 010) in 2019 (Figure 2), in line with the increase in funding for this activity, although the growth in total staff mobility instances from 2018 to 2019 was only marginal (Figure 3).

Figure 2 Staff mobility instances by action type



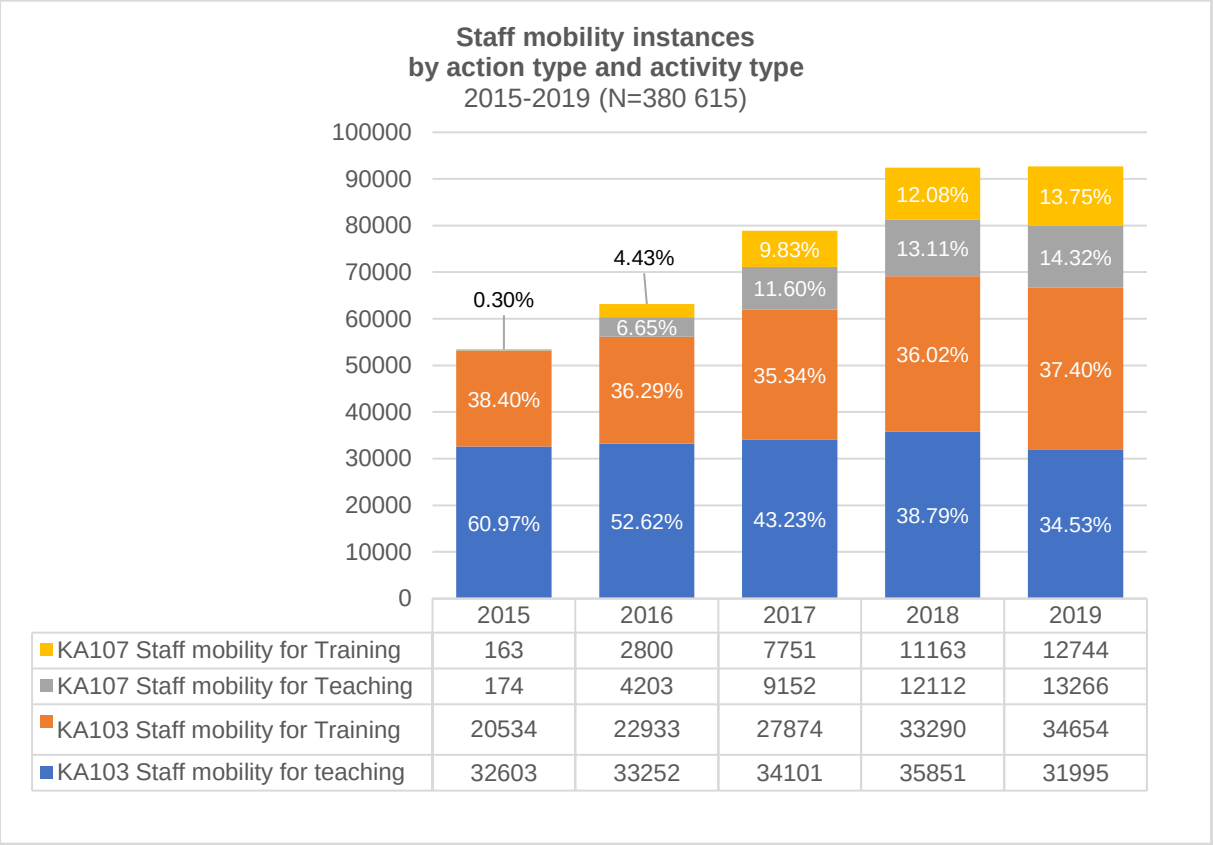
	2015	2016	2017	2018	2019
KA107	0.63%	11.08%	21.43%	25.19%	28.07%
KA103	99.37%	88.92%	78.57%	74.81%	71.93%

A more detailed look into the respective shares of mobility instances by action type and activity type in the period 2015-2019 (Figure 3) shows that KA107 mobility, both for teaching and training, had increased at the expense of KA103 staff mobility for teaching, which dropped from 60.97% (32 603) in 2015 to 34.53% (31 995) in 2019. The share of KA103 staff mobility for training remained

[6] For trend analysis in this study, the data of 2014 were excluded in most cases because half of the year fell under the previous funding cycle of the Lifelong Learning Programme.

stable over the reference period in the range of 35-38%, with constant growth in the absolute numbers from 20 534 to 34 654 over the years.

Figure 3 Staff mobility instances by action type and activity type



	2015	2016	2017	2018	2019
KA107 Staff mobility for Training	163	2800	7751	11163	12744
KA107 Staff mobility for Teaching	174	4203	9152	12112	13266
KA103 Staff mobility for Training	20534	22933	27874	33290	34654
KA103 Staff mobility for teaching	32603	33252	34101	35851	31995

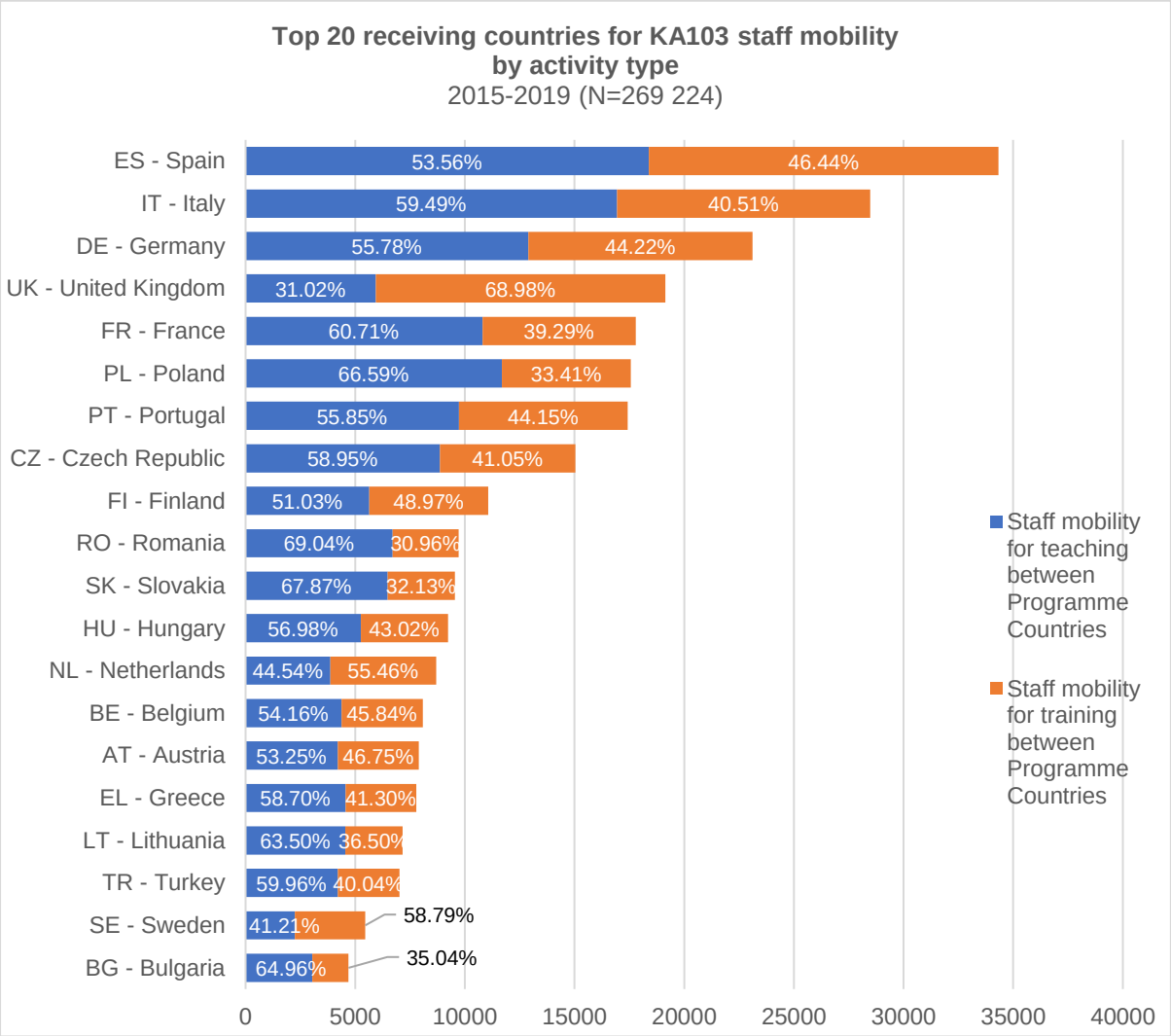
Erasmus+ staff mobility geographical spread by action type

KA103

Without much surprise, for mobility amongst programme countries (KA103), Spain was the top receiving country of staff mobility instances in total and in both activity types (teaching and training) in the period 2015-19. Following that were Italy, Germany and the United Kingdom (UK) in descending order of the total volume (Figure 4). The UK received, however, more staff mobility instances for training than Germany and Italy. While most of the top receiving countries received more mobility instances for teaching, the UK, Sweden and the Netherlands had received more staff mobility instances for training than for teaching. Almost 70% of staff mobility instances destined for the UK was mobility for training. To a lesser extent, 59% and 55% of the staff mobility instances destined for Sweden and the Netherlands respectively were for training purposes.

Among other top 5 receiving countries in total volume, Italy and France had hosted noticeably more staff mobility instances for teaching than for training, which account for about 60% of the total staff mobility instances received by them. Other countries that hosted significantly more staff mobility instances for teaching (65% or more of the country's total volume received) than training were: Poland, Romania, Slovakia, and Bulgaria.

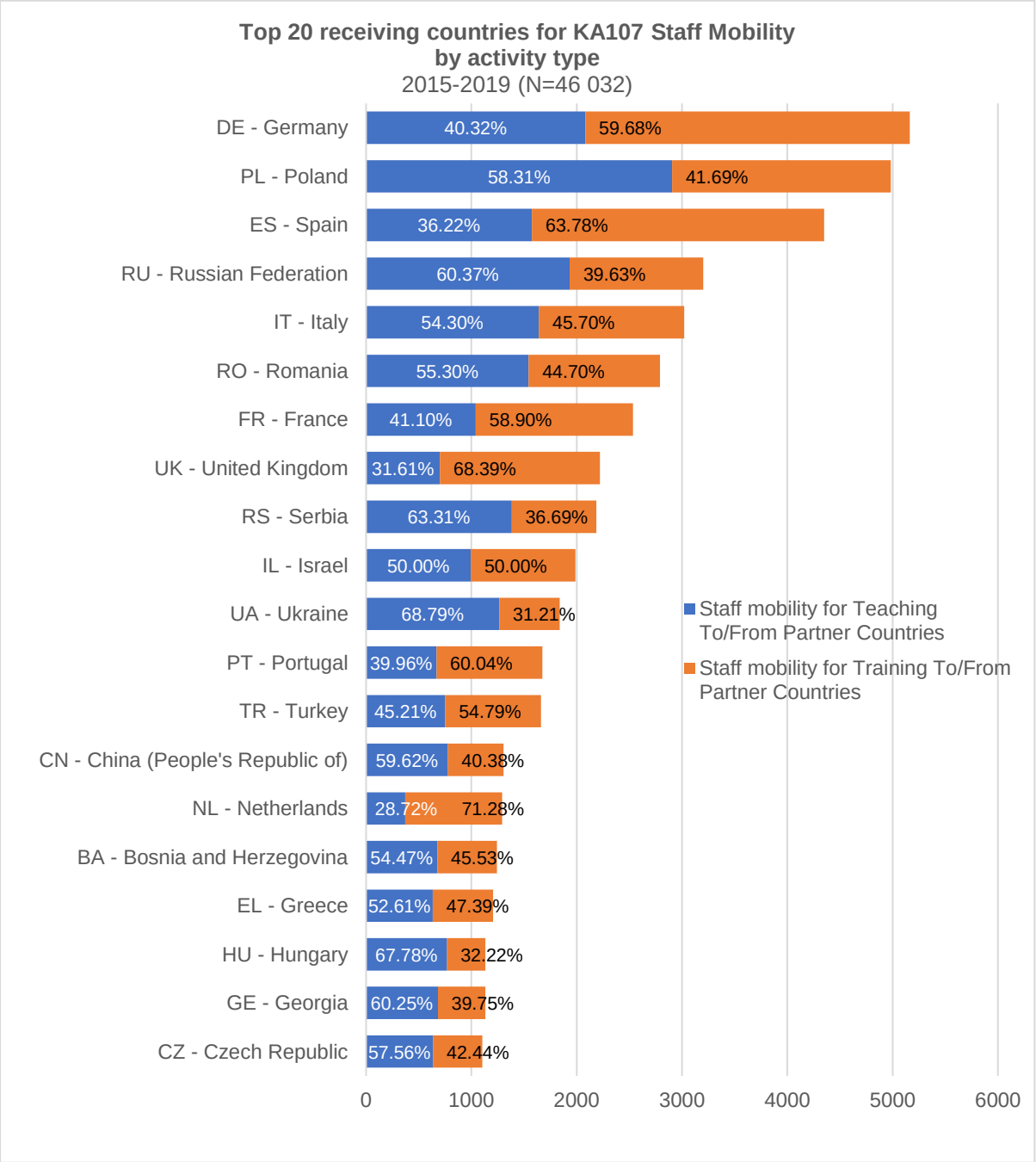
Figure 4 Top 20 receiving countries for KA103 staff mobility by activity type



KA107

Programme countries may support outgoing as well as incoming mobilities in KA107. During the same reference period 2015-2019, the top receiving countries for incoming staff mobility from partner countries (KA107) were slightly different in order, with Germany hosting the largest volume of mobility instances, followed by Poland. Spain was only the third. Italy was the fifth, following the Russian Federation, which was the fourth. Among the top receiving countries, staff mobility for training accounts for more than 50% of all mobility instances in Germany (60%), Spain (64%), France (59%), the UK (68%), Portugal (60%), Turkey (55%), and the Netherlands (71%) (Figure 5). Comparatively speaking, it was more likely for countries to receive incoming KA107 mobility for training than teaching when compared to KA103 mobility in which only three countries hosted more training mobility than teaching mobility.

Figure 5 Top 20 receiving countries for KA107 staff mobility by activity type



Looking at the top sending countries among partner countries (excluding outward mobility from programme countries), 13 countries had more than 1 000 mobility instances during the period 2015-2019 (Table 1). Together, 64% of mobility instances originated from them. The Russian Federation, Ukraine, Serbia[7], Israel, and Bosnia and Herzegovina were the top five. Except for China, the United States (US) and Kazakhstan, the top sending countries are the neighbouring countries of the EU. It must be noted, however, that the figures reflected not merely the popularity of the Erasmus+ programme countries among staff from these countries but the policy and funding priorities of the EU programmes in incentivising the cooperation with these countries.

[7] Serbia became a Programme Country in 2019. Some outbound mobility activities towards Serbia in 2019 were recorded under KA107 and some under KA103. In this study, because of the small number of cases involved, all outbound mobility activities towards Serbia were labeled KA107 for the sake of simplicity in the analysis and representation.

Table 1 Top sending (partner) countries for KA107 staff mobility, 2015-2019

Top sending (partner) country	Count of mobility instances (1 000+)	% of Grand Total
RU – Russian Federation	4057	5.52%
UA – Ukraine	3590	4.88%
RS – Serbia	3426	4.66%
IL – Israel	2222	3.02%
BA – Bosnia and Herzegovina	1778	2.42%
AL – Albania	1718	2.34%
GE – Georgia	1653	2.25%
MA – Morocco	1179	1.60%
CN – China (People's Republic of)	1158	1.57%
TN – Tunisia	1056	1.44%
US – United States	1033	1.40%
KZ – Kazakhstan	1028	1.40%
EG – Egypt	1003	1.36%
Grand Total	**73528**	**100.00%**

Erasmus+ staff mobility participants among all academics in national systems

Staff mobility did not only take place within the Erasmus+ framework. The contribution of Erasmus+ staff mobility varied across countries. Despite the lack of a full picture covering all staff mobility activities in the national systems, a rough estimate of the share of academic staff who took part in Erasmus+ mobility may be derived from the number of Erasmus+ registered participants (excluding non-teaching staff) and the number of academic staff on tertiary levels (6-8) captured in EUROSTAT database.

Using the 2018 statistics of these two datasets as the basis, the share of all academic staff who took part in Erasmus+ staff mobility was estimated within the range of 4-23% (Table 2). Iceland was an outlier with 45% because of the small number of academic staff and the lack of a precise number of academic staff for the entire system.

To arrive at a more precise staff mobility rate, it would be necessary, however, to align the data definitions of “academic staff at tertiary education” in both datasets.

For the mobility rate of non-teaching/administrative staff, there is currently no comparable reference data on the national or international level. Although some universities have reported such data to the European Tertiary Education Register (ETER), the amount of data in the register is not sufficient to reflect the picture on the national level. Like credit mobility statistics for students, mobility rate of non-teaching staff would first need a massive data collection exercise to establish a set of comparable reference data.

Table 2 Estimated share of mobile staff among all academic staff on tertiary levels

Estimated share of mobile staff among all academic staff on tertiary levels			
Country	2018 (E+ registered participants)[#]	2018 (Eurostat teachers & academic staff)*	% of mobile teachers/academic staff
AT – Austria	2147	53003	4%
HR – Croatia	1395	16625[a]	8%
CY – Cyprus	295	2634	11%
CZ – Czech Republic	4303	18712	23%
EL – Greece	1950	17288	11%
HU – Hungary	3500	20739[b]	17%
IS – Iceland	273	606[c]	45%
IT – Italy	4992	92744	5%
SI – Slovenia	1268	5745	22%
Notes: a. EUROSTAT data 2017; b. EUROSTAT data 2016; c. University of Iceland tenured teachers 2018			

Data sources: [#] European Commission; *EUROSTAT classroom teachers and academic staff at tertiary education (levels 6-8)

Chapter 4: Mobility Trends and Patterns

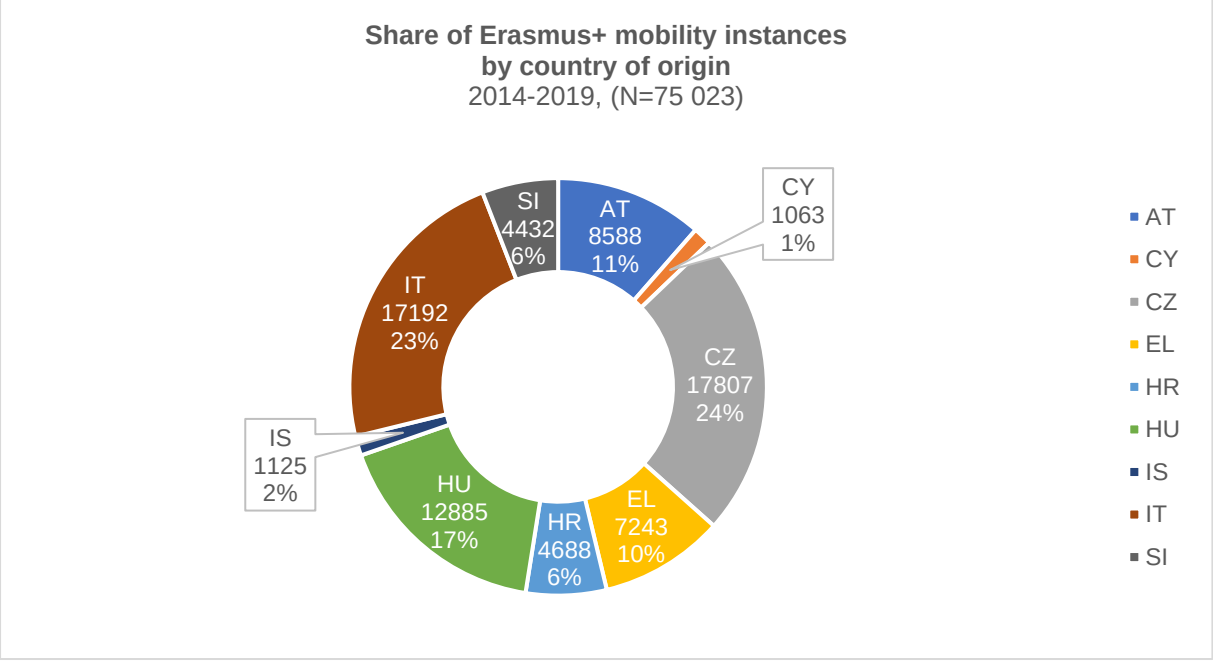
Erasmus+ staff mobility reported between 2014-2019

The analysis in this chapter was based on the survey data extracted from the Erasmus+ reporting tool by the nine participating National Agencies. After data cleaning, there are 75 023 unique records captured in the reference years 2014 to 2019 (calendar years when mobility activities funded by Erasmus+ started) (see Figure 6). These are responses of individual Erasmus+ staff mobility participants who were obliged to return the report after undertaking outgoing mobility activities, including KA103 and KA107 mobility for teaching and training. The average response rate is estimated to be 99% based on the survey data and the reference data obtained from the European Commission.

Share of mobility instances by country of origin

Among the 75 023 records sampled from the nine participating countries, the largest shares of records came from the Czech Republic (24%), Italy (23%) and Hungary (17%). Austria and Greece each accounted for about 10%, being the mid-size countries in terms of the volume of mobility instances. Slovenia and Croatia each accounted for 6%, representing the small countries, but the smallest countries in the sample are Iceland (2%) and Cyprus (1%).

Figure 6 Share of mobility instances by country of origin (the nine participating countries)



Share of mobility instances by participant, action and activity types

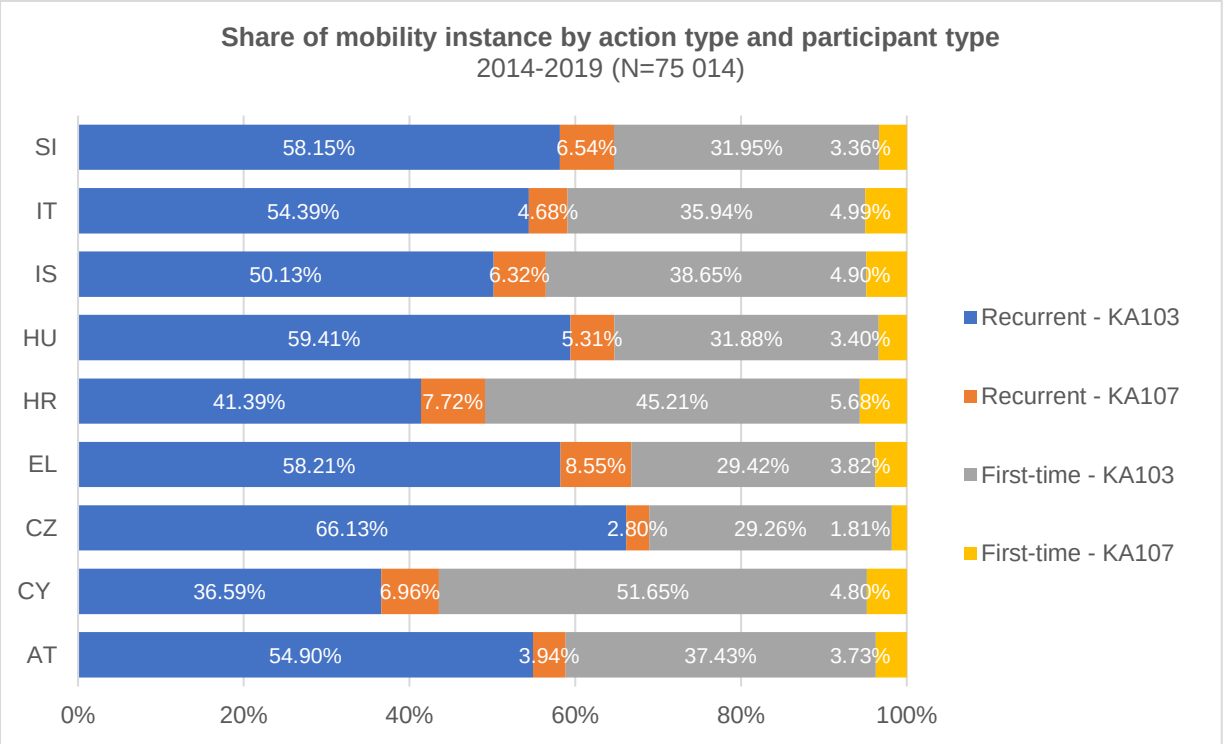
Participant types (first-time / recurrent)

Based on the responses of the survey in the reference period 2014-2019, an average of 62.55% (46 919) mobility instances were reported by participants who were recurrent recipients of Erasmus+ Programme (or its predecessor Lifelong Learning Programme) fund, while some 37.45% (28 095) were reported by first-time participants.

However, there were country differences as shown in Figure 7 below. Cyprus and Croatia reported substantially more mobility instances undertaken by first-time participants at 56.44% and 51.89% respectively. On the contrary, the Czech Republic, Greece, Hungary and Slovenia had some 65% or more mobility instances undertaken by recurrent participants. In the Czech Republic, almost 69% of mobile instances were reported by recurrent participants.

The country differences were less visible in KA107 mobility instances. In all countries, there were large shares of mobility instances undertaken by recurrent participants than by first-time participants, except in Italy where there was a slightly larger share of 4.99% mobility instances reported by first-time participants.

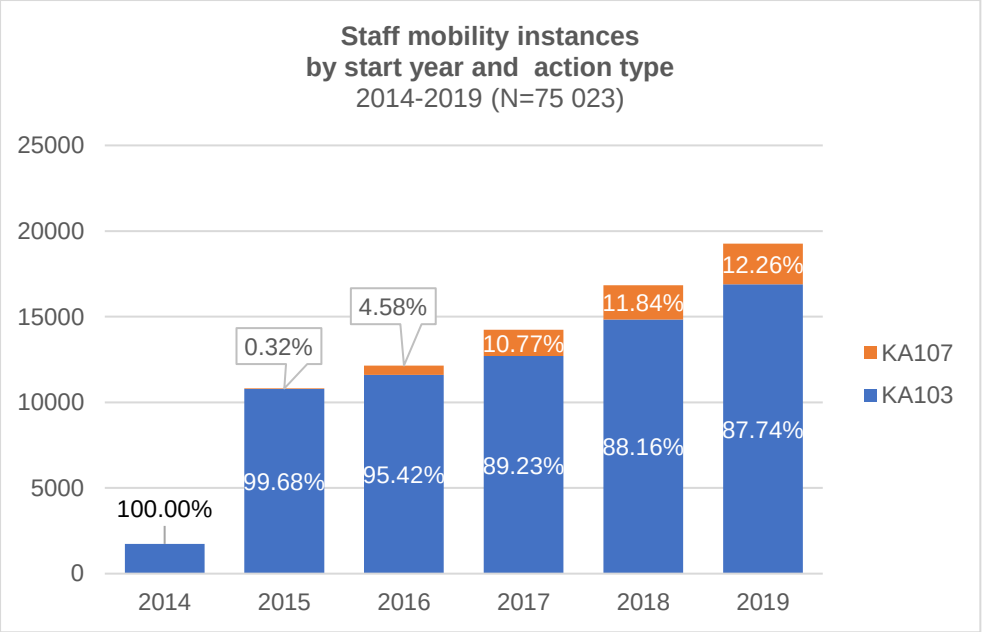
Figure 7 Share of mobility instances by action type and participant type



Action types (KA103 / KA107)

By action type, during the reference period 2014-2019, the vast majority of staff mobility instances in Erasmus+ were found under KA103, thus mobility within the Erasmus+ Programme Countries[8]. Mobility activities recorded under KA107, the action type to support mobility activities beyond the Programme Countries, started in 2015 and picked up momentum only from 2016. Since then, the annual share of KA107 mobility instances had increased from 5% (in 2016) to over 12% in 2019, although both KA103 and KA107 were on the rise in absolute numbers (Figure 8).

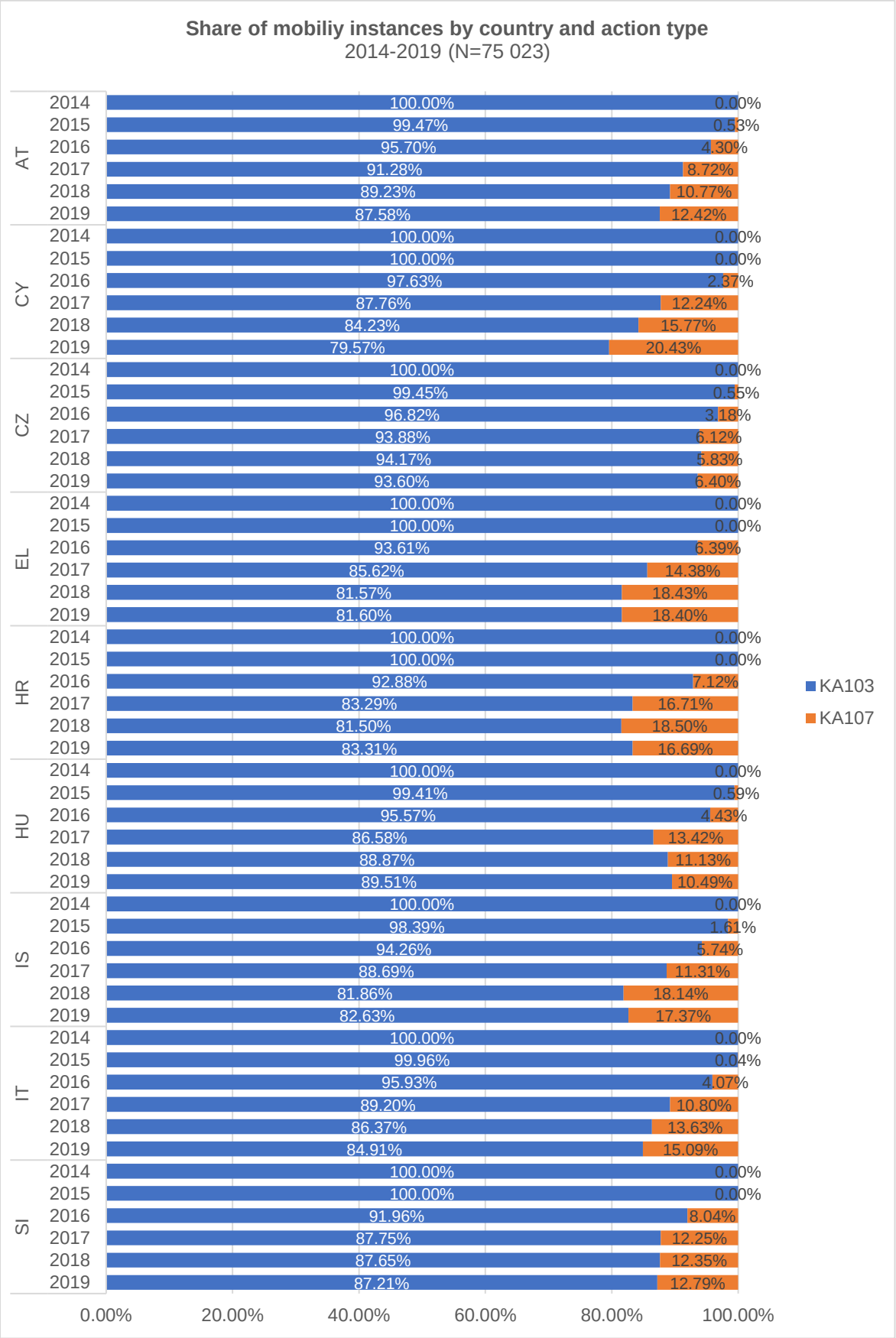
Figure 8 Staff mobility instances by start year and action type



By country and by action type, the annual share of KA107 did not all grow in the same pattern during the reference period (Figure 9). Despite the increase in the absolute number of KA107 mobility instances to varying extents in all countries, continuous growth in the share of KA107 mobility was observed only in Austria, Cyprus and Italy. In most countries, the shares remained constant or even slightly dropped in the last 2 to 3 years of the reference period. In countries like the Czech Republic and Hungary, the drops in the relative shares of KA107 in the recent years were more of the results of rapid growth in KA103 mobility instances in the same reference years. Both countries had seen sharp growths in absolute numbers between 2017-2019 (see Figure 1).

[8] In this study, outgoing mobility instances towards Serbia were counted consistently under KA107 throughout the reference period although Serbia became a Programme Country since 2019. See footnote above.

Figure 9 Share of mobility instances by country and action type

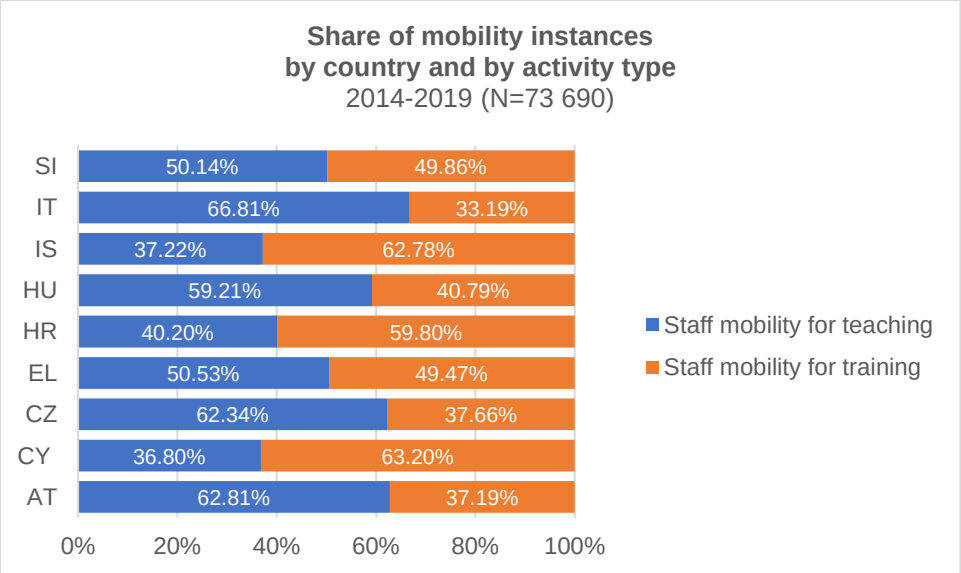


When interpreting Erasmus+ mobility trends and patterns, it is very important to bear in mind that the trends and patterns may reflect more the different political priorities (e.g. funding envelopes for different regions and action types) and funding formulae of the Erasmus+ programme over the years than the true "demand" or "popularity" of certain types of mobility or destinations. Specifically related to Erasmus+ staff mobility grants, for example, the obligation of National Agencies to prioritise the allocation of a fixed percentage of funding to student mobility could limit the amount of funding available for staff mobility and thus the number of staff mobility instances. Moreover, in years or in countries where student demands were lower, re-allocation of funds between student and staff mobility was possible, with prior authorisation from the national agencies. Further analysis of the links between staff and student mobility and the different types of staff mobility may be conducted when more background information of the policies and interrelated funding programmes.

Activity types (teaching / training)

There are two main categories[9] of Erasmus+ staff mobility: "staff mobility for teaching" and "staff mobility for training". Overall, the ratio of "staff mobility for teaching" to "staff mobility for training" was 3:2 in the reference period for the participating countries and the entire Erasmus+ staff mobility programme. However, country differences were observed as shown in Figure 10 below. Iceland, Croatia, Cyprus reported larger shares of mobility instances for training than for teaching, with training representing some 60% or more of all mobility instances. On the contrary, Italy, Austria, the Czech Republic and Hungary, reported some 60% or more staff mobility for teaching. 67% of mobility instances from Italy were for teaching purpose. Only two countries, Greece and Slovenia, reported an almost balanced share of 50:50 for teaching and training.

Figure 10 Share of mobility instances by country and activity type

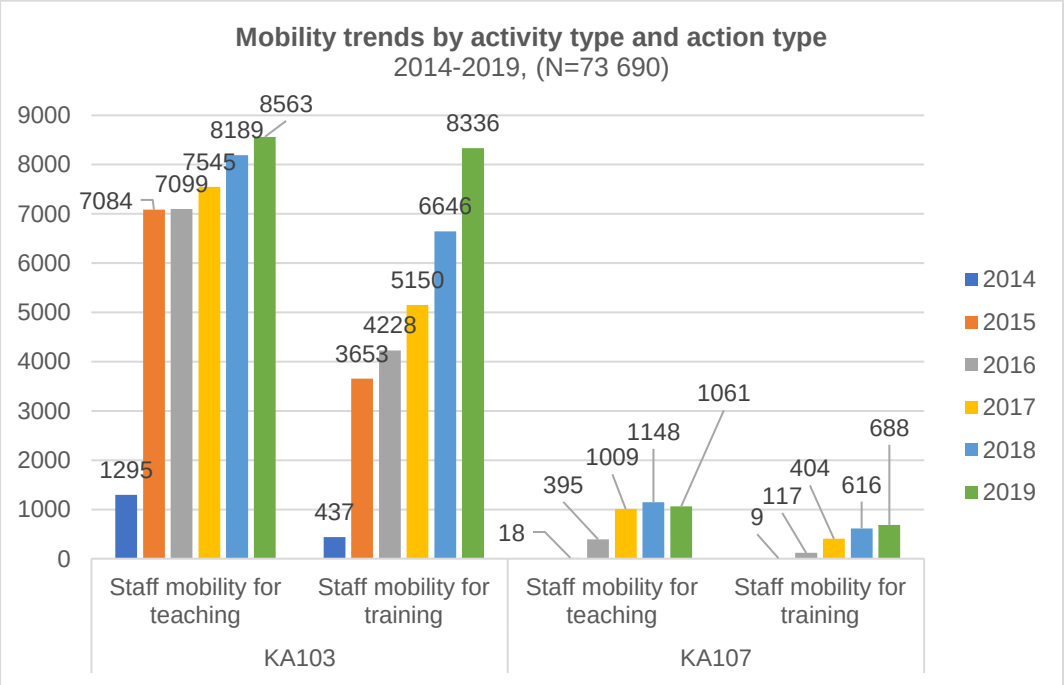


The growth in numbers was, however, much more visible in staff mobility for training rather than teaching, especially under KA103 (Figure 11) in the period 2017-2019. This pattern reflects the general trends observed in Erasmus+ staff mobility (Figure 3). Again, this could be the result of policy drive that needs further analysis through a policy frame, but the growth in training activities in recent years should also be taken into consideration when assessing and analysing the

[9] Staff mobility activity categorisation used in this study was based on the self-reported category in the survey. The data excluded 800 cases of self-reported "staff mobility for teaching/training" by the respondents.

motivation and impact of Erasmus+ mobility, especially in countries where growth was mainly registered in training activities (e.g. Iceland, Cyprus, Croatia).

Figure 11 Mobility trends by activity type and action type



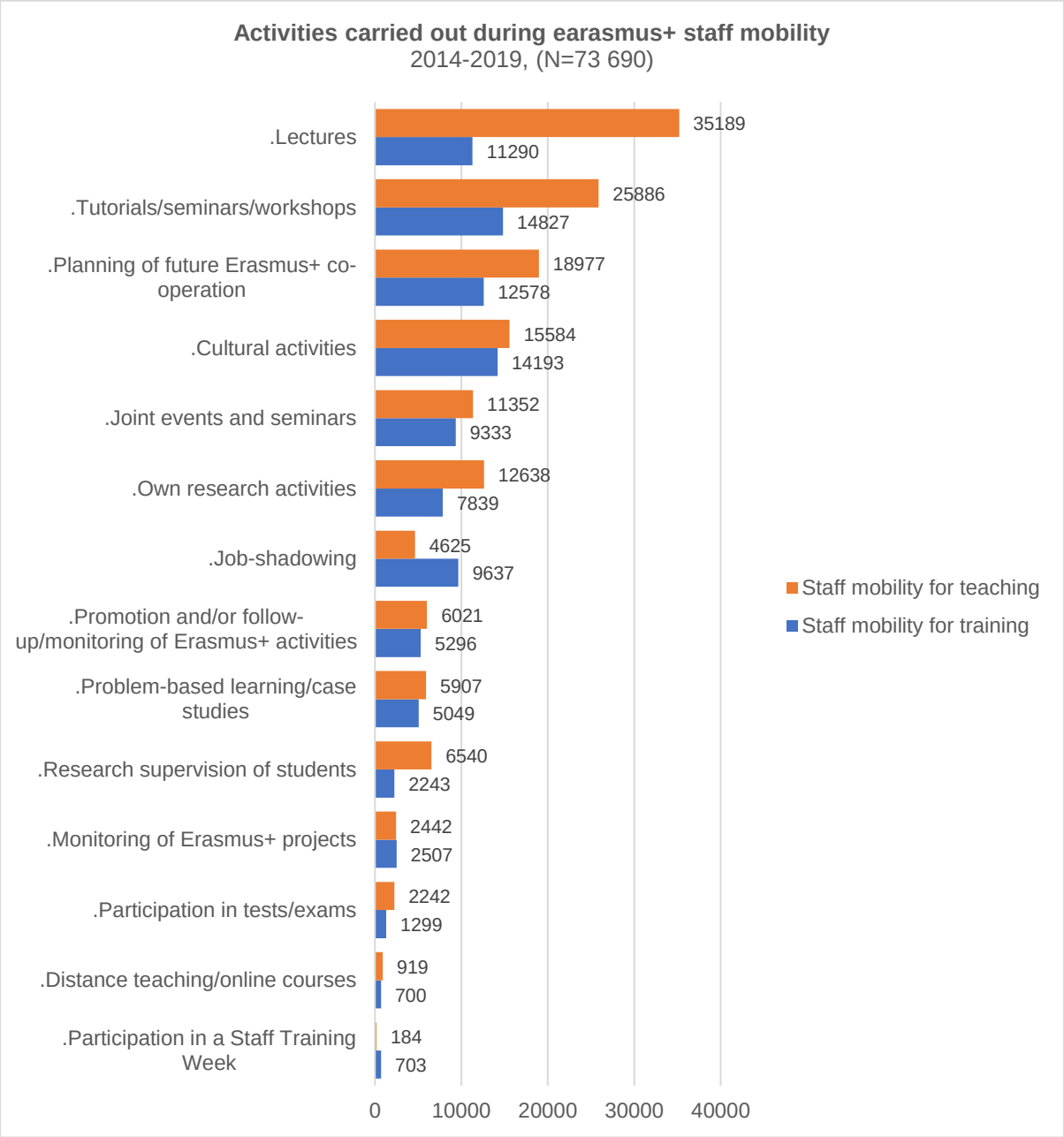
Activities carried out during the mobility period

Figure 12 below shows the activities reported by the survey respondents ranked by absolute numbers of responses and by self-reported activity type (teaching / training). While “Lectures” were the most frequently undertaken activities overall, they were clearly related to staff mobility for teaching. In this context, it could be assumed that the mobility participants *delivered* the “Lectures” rather than *attended* “Lectures” which could have been activities for training also. The same goes to similar activities “Tutorials/seminars/workshops”, the second most frequent activities reported.

The major differences in the activities carried out were “Lectures” and “Research supervision of students”, which were clearly more related to staff mobility for teaching, whereas “Job-shadowing” and “Participation in a Staff Training Week” were clearly related to staff mobility for training. For the rest, the differences by activity type were not as prominent.

More precise options in the survey may further reflect the roles and responsibilities of the mobile staff during their stay abroad rather than just the format of the activities.

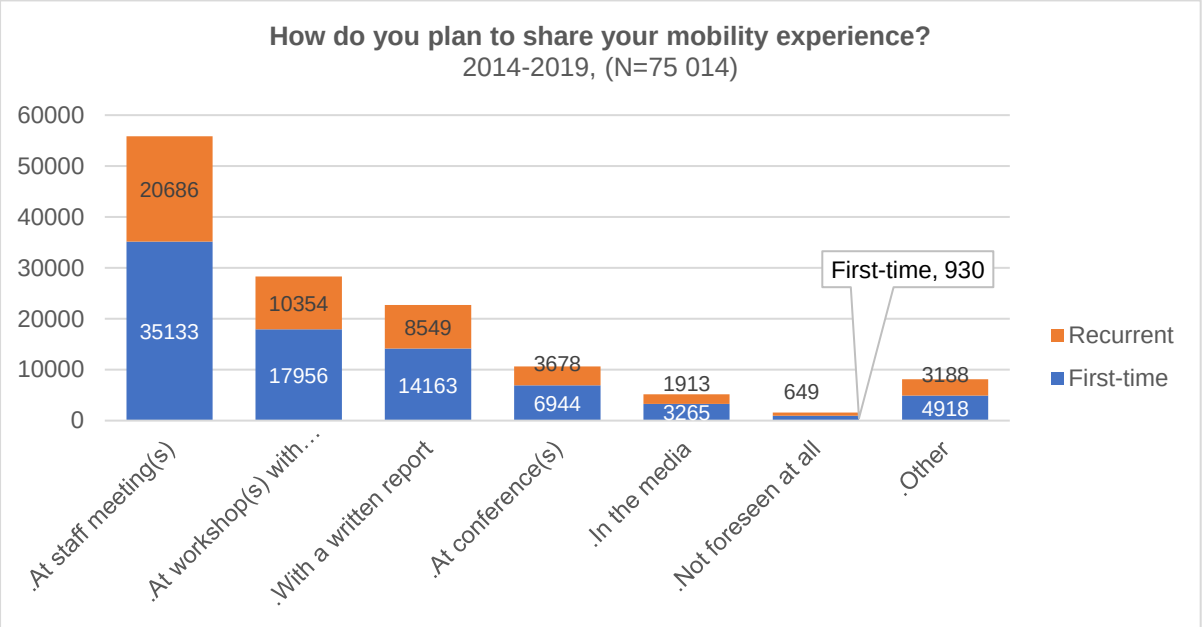
Figure 12 Activities carried out during Erasmus+ staff mobility period by activity type



Dissemination activities

With regard to dissemination activities, sharing with immediate contacts at staff meetings and sharing with colleagues at workshops were the most frequent choices by both first-time mobile staff and recurrent mobile staff who responded to the survey question (Figure 13). Judging from the responses, sharing with the general public through the media was not a common activity but not sharing was even more rare, likely because of the obligation, stated or assumed, to report on the mobility experience with a written report. How the written reports were used in disseminating mobility experience and what other means of innovative dissemination channels used would be an interesting follow-up question. No significant differences in the choices of dissemination activities were observed between first-time and recurrent participants.

Figure 13 Channels of dissemination activities

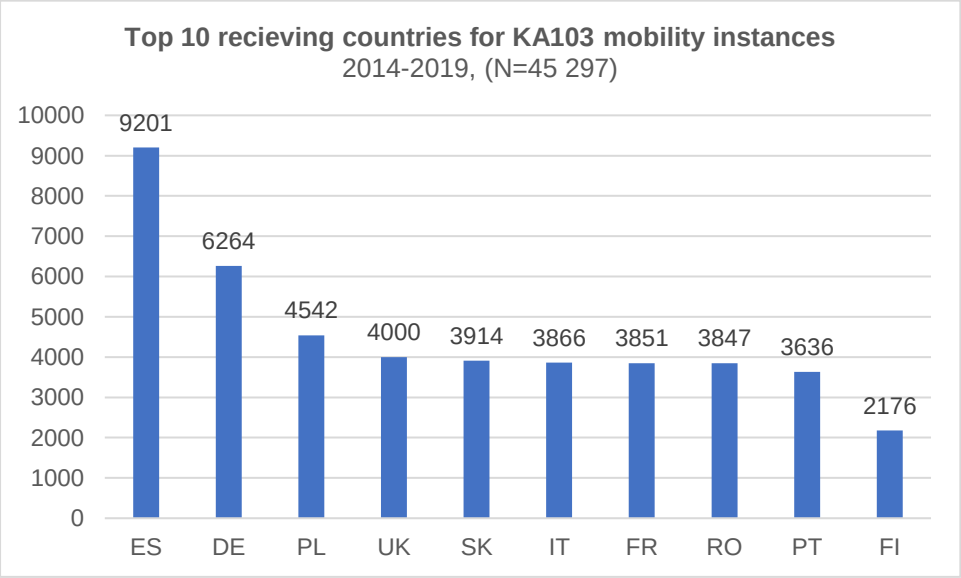


Distribution of top destination countries

Top destination countries of KA103 mobility

In the reference period 2014-2019, the top 10 most visited destinations for KA103 mobility reported by the survey respondents, not controlled by national mobility volume, were Spain (9 201), Germany (6 264), Poland (4 542), UK (4 000), Slovakia (3 914), Italy (3 866), France (3 851), Romania (3 847), Portugal (3 636) and Finland (2 176) (Figure 14). These ten countries together received over 65% of total staff mobility instances reported in the period. Except Slovakia, these were the same top receiving countries for all Erasmus+ mobility instances (see Figure 4). Slovakia was much higher up on this ranking due to the large share of staff mobility instances it received from the Czech Republic (2 816 mobility instances) (Table 3).

Figure 14 Top 10 receiving countries of KA103 mobility instances from the nine countries



By country comparison, the same phenomenon of “just-across-the-border” mobility as in student mobility was observed in staff mobility as shown in Table 3 below. Just to name a few examples, the largest volume of mobility instances from Austria was received by Germany (over 20%). The same was found between Hungary and Romania (over 20%), the Czech Republic and Slovakia (over 16%). There were exceptions such as Cyprus towards the UK (15%), which may be explained by a shared language among other reasons.

On average, 66% of all outgoing KA103 staff mobility instances from the nine countries was received by the top 10 countries.

For more details of the receiving countries of mobility instances from individual countries over the years, please refer to the Country Charts.

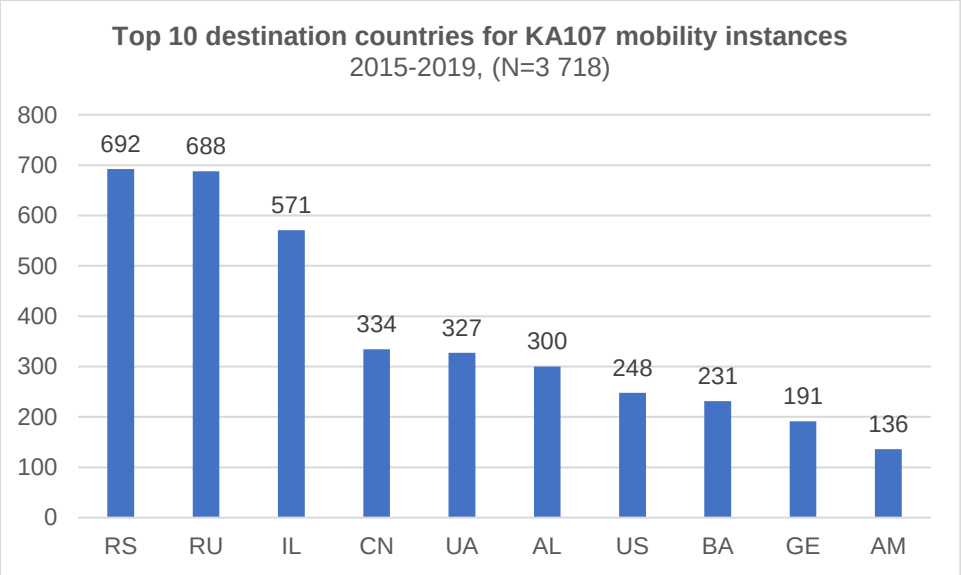
Table 3 The top 10 countries of destination of KA103 mobility instances from the nine countries, 2014-2019

		Country of destination										
Country of origin		**ES**	**DE**	**PL**	**UK**	**SK**	**IT**	**FR**	**RO**	**PT**	**FI**	**Total**
AT	Absolute	735	1 588	180	667	34	625	293	219	257	542	**5 140**
	%	9.27%	20.03%	2.27%	8.41%	0.43%	7.88%	3.69%	2.76%	3.24%	6.83%	**64.82%**
CY	Absolute	67	49	48	141	8	60	29	14	52	17	**485**
	%	7.14%	5.22%	5.12%	15.03%	0.85%	6.40%	3.09%	1.49%	5.54%	1.81%	**51.71%**
CZ	Absolute	1 585	1 359	1 803	873	2 816	904	718	213	926	563	**11 760**
	%	9.33%	8.00%	10.61%	5.14%	16.58%	5.32%	4.23%	1.25%	5.45%	3.31%	**69.23%**
EL	Absolute	551	515	369	362	51	750	498	314	333	102	**3 845**
	%	8.68%	8.11%	5.81%	5.70%	0.80%	11.82%	7.85%	4.95%	5.25%	1.61%	**60.58%**
HR	Absolute	422	211	265	158	88	366	151	60	422	86	**2 229**
	%	10.39%	5.20%	6.53%	3.89%	2.17%	9.01%	3.72%	1.48%	10.39%	2.12%	**54.90%**
HU	Absolute	892	1 078	630	423	735	805	508	2 398	502	338	**8 309**
	%	7.58%	9.16%	5.36%	3.60%	6.25%	6.84%	4.32%	20.39%	4.27%	2.87%	**70.64%**
IS	Absolute	57	74	39	123	0	57	29	6	10	68	**463**
	%	5.71%	7.41%	3.90%	12.31%	0.00%	5.71%	2.90%	0.60%	1.00%	6.81%	**46.35%**
IT	Absolute	4 529	1 184	1 041	1 056	105	0	1 469	566	875	322	**11 147**
	%	29.16%	7.62%	6.70%	6.80%	0.68%	0.00%	9.46%	3.64%	5.63%	2.07%	**71.78%**
SI	Absolute	363	206	167	197	77	299	156	57	259	138	**1 919**
	%	9.09%	5.16%	4.18%	4.93%	1.93%	7.49%	3.91%	1.43%	6.49%	3.46%	**48.06%**
Total	**Absolute**	**9 201**	**6 264**	**4 542**	**4 000**	**3 914**	**3 866**	**3 851**	**3 847**	**3 636**	**2 176**	**45 297**
	%	**13.42%**	**9.14%**	**6.63%**	**5.84%**	**5.71%**	**5.64%**	**5.62%**	**5.61%**	**5.30%**	**3.17%**	**66.08%**

Top destination countries of KA107 mobility

For the destination countries of KA107 mobility in the period 2015-2019 (Figure 15), Serbia (692) was the top destination, followed closely by the Russian Federation (688). Israel (571) was the third, followed at quite some distance by China (334), Ukraine (327) and Albania (300). Only then came the US (248) which hosted a similar number of mobility instances as Bosnia and Herzegovina (231). Among the top ten were also Georgia and Amenia which received a substantial number of mobility instances from Italy and Hungary among the sampled countries.

Figure 15 Top 10 destination countries for KA107 mobility instances



As mentioned above, the number of mobility instances in KA107 is closely related to the funding priorities set by the European Commission and the formulae guiding the allocation of funds, e.g. by regional funding envelopes and by types of student/staff mobility. The numbers should not be taken as a direct reflection of the "demand" or "popularity" of the destinations, such as the US which was in high demand by funded with a relatively small budget.

Table 4 below shows in further detail the differences in the mobility flows from the nine sampled countries towards the top ten destination countries. While these top destinations largely coincided with the top destinations of all Erasmus+ staff mobility instances in general (Figure 5), the order was different often due to the large number of mobility instances from a few bigger countries. For example, Albania was among the top destination countries because of the large number of mobility instances originated from Italy.

The flows from the nine countries towards the destination countries, except the US were also uneven in most cases. For example, there were substantially more mobility instances from Hungary, the Czech Republic, and Austria to Israel than from others.

More about the top destinations for each of the nine countries can be found in the Country Charts.

Table 4 The top 10 receiving countries of KA107 mobility instances from the nine countries, 2015-2019

		Destination country										
Country of origin		**RS**	**RU**	**IL**	**CN**	**UA**	**AL**	**US**	**BA**	**GE**	**AM**	**Total**
AT	Absolute	24	75	120	25	27	3	16	23	23	10	**346**
	%	3.65%	11.40%	18.24%	3.80%	4.10%	0.46%	2.43%	3.50%	3.50%	1.52%	**52.58%**
CY	Absolute	14	10	20	13	7	0	10	0	4	1	**79**
	%	11.20%	8.00%	16.00%	10.40%	5.60%	0.00%	8.00%	0.00%	3.20%	0.80%	**63.20%**
CZ	Absolute	53	86	105	39	49	21	30	48	4	8	**443**
	%	6.46%	10.48%	12.79%	4.75%	5.97%	2.56%	3.65%	5.85%	0.49%	0.97%	**53.96%**
EL	Absolute	121	97	45	75	36	67	35	9	19	17	**521**
	%	13.50%	10.83%	5.02%	8.37%	4.02%	7.48%	3.91%	1.00%	2.12%	1.90%	**58.15%**
HR	Absolute	79	52	82	36	84	7	20	56	16	11	**443**
	%	12.58%	8.28%	13.06%	5.73%	13.38%	1.11%	3.18%	8.92%	2.55%	1.75%	**70.54%**
HU	Absolute	188	110	122	54	83	33	46	17	39	43	**735**
	%	16.76%	9.80%	10.87%	4.81%	7.40%	2.94%	4.10%	1.52%	3.48%	3.83%	**65.51%**
IS	Absolute	13	15	7	6	1	0	5	7	4	3	**61**
	%	10.32%	11.90%	5.56%	4.76%	0.79%	0.00%	3.97%	5.56%	3.17%	2.38%	**48.41%**
IT	Absolute	125	201	58	62	27	169	60	43	82	42	**869**
	%	7.52%	12.09%	3.49%	3.73%	1.62%	10.16%	3.61%	2.59%	4.93%	2.53%	**52.25%**
SI	Absolute	75	42	12	24	13	0	26	28	0	1	**221**
	%	17.08%	9.57%	2.73%	5.47%	2.96%	0.00%	5.92%	6.38%	0.00%	0.23%	**50.34%**
Total	Absolute	**692**	**688**	**571**	**334**	**327**	**300**	**248**	**231**	**191**	**136**	**3 718**
	%	**10.68%**	**10.62%**	**8.81%**	**5.16%**	**5.05%**	**4.63%**	**3.83%**	**3.57%**	**2.95%**	**2.10%**	**57.39%**

Chapter 5: Motivations

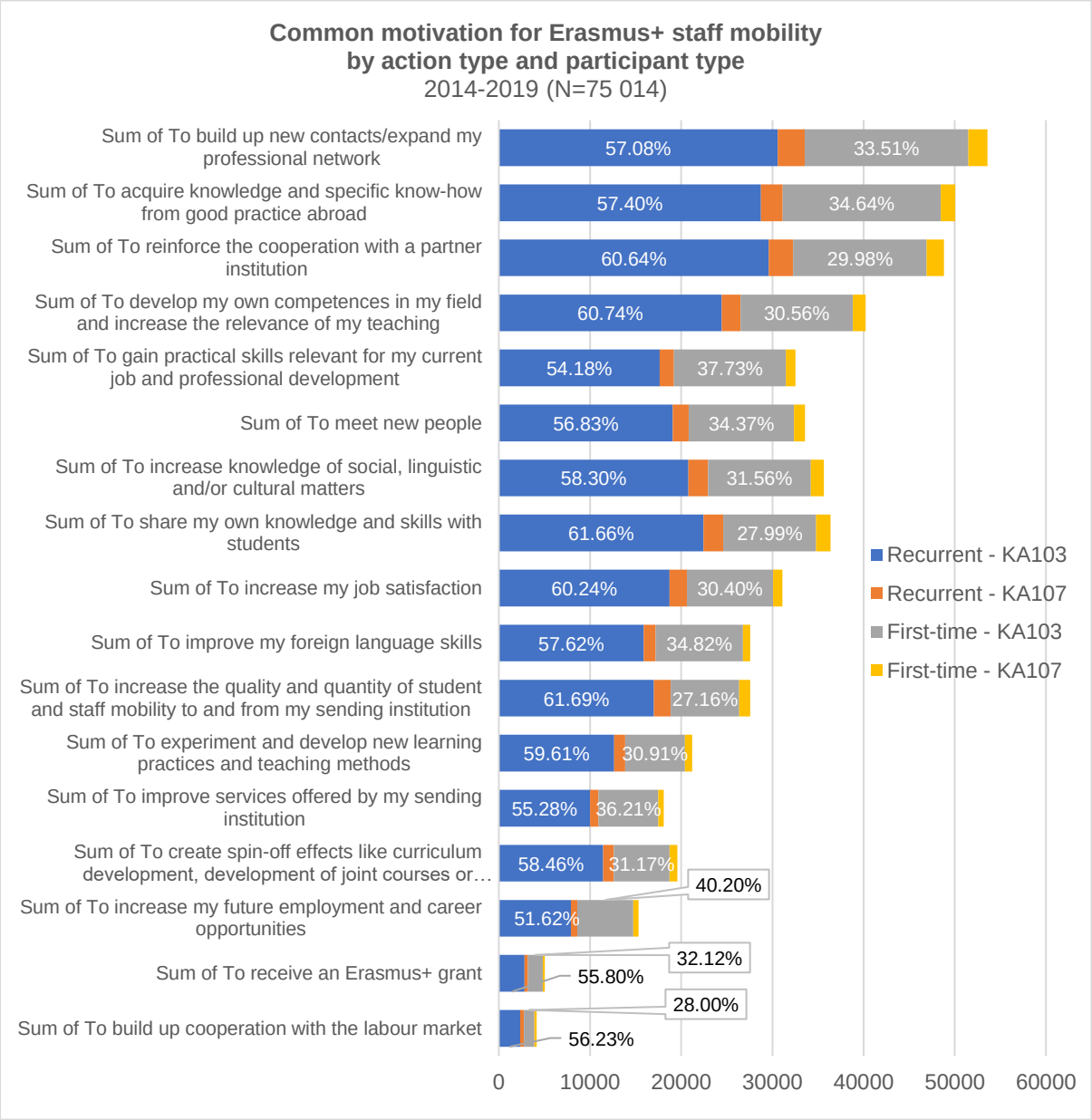
The analysis of the motivations reported by mobile staff members shows that the most common motivations, taking into account all the mobility instances concerned, were for professional networking and the acquisition of good practice abroad, followed by the reinforcement of institutional cooperation and the development of field-related competences. On the contrary, the least common motivations were to receive an Erasmus+ grant and to build up cooperation with the labour market (Figure 16).

Comparing motivations of mobility instances by participant type (first-time and recurrent participants), the top four motivations remain the same for both groups but the first-timers were more likely to be motivated by the acquisition of knowledge and know-how abroad while the recurrent participants were more likely motivated to reinforce institutional partnership. It's clear that networking was the most frequently indicated motivation by both groups, however.

The ranking orders of the motivations by participant type see slight variations in less common motivations. Mobility instances of first-time participants were more likely to be motivated by gaining job-related practical skills and meeting new people while recurrent participants were more likely to be motivated by the sharing of knowledge and skills with students and increasing social, linguistic and/or cultural knowledge, for example.

Knowing that there was a strong increase of mobility instances for training which tended to be carried out by first-time participants, the orders of these motivations reflect to some extent the different motivations driving staff mobility for teaching and staff mobility for training detailed in Figure 17 below.

Figure 16 Common motivations for Erasmus+ staff mobility by action type and participant type (ranked by first-time participants)

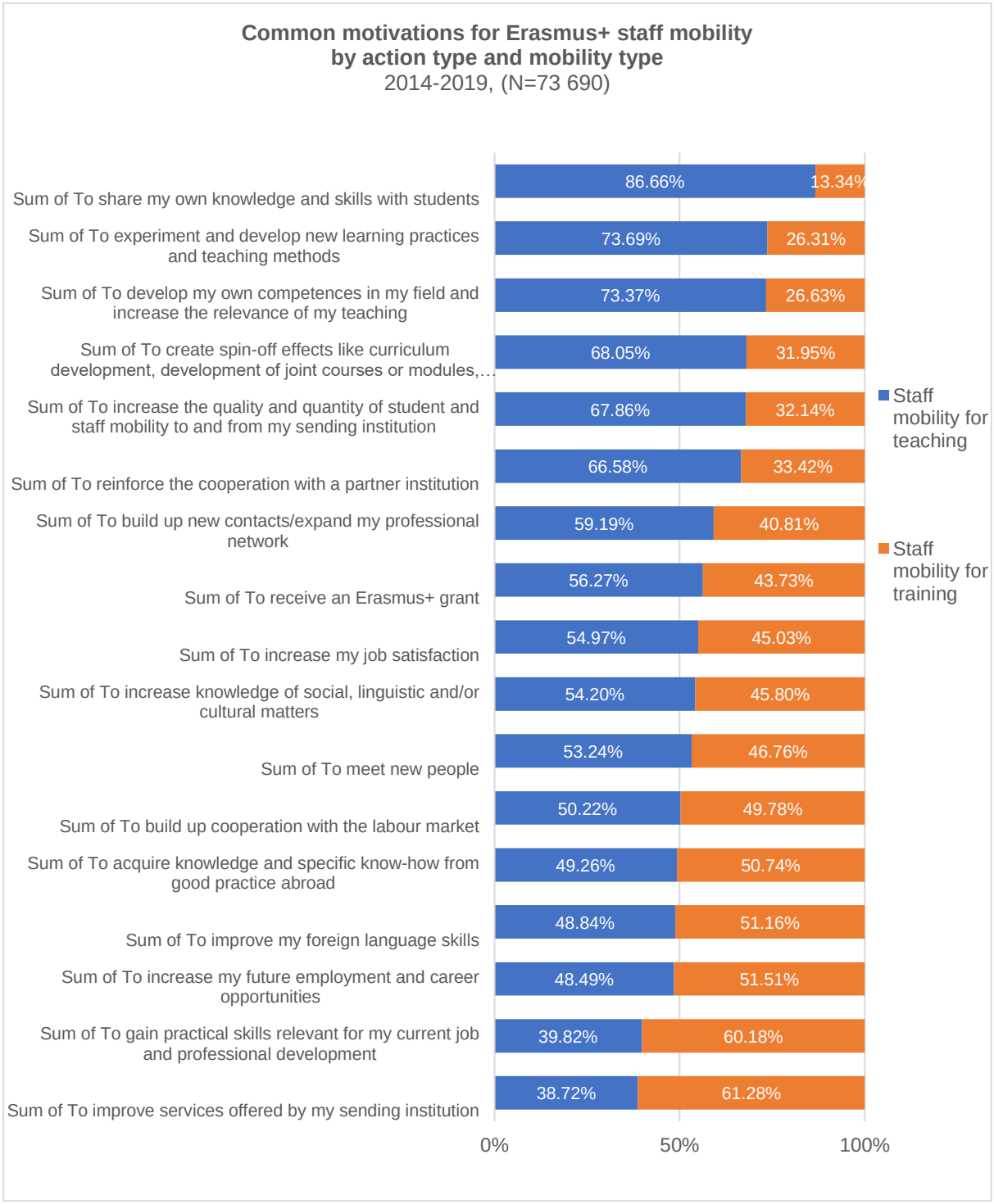


As shown in Figure 17 below, the motivations driving staff mobility for teaching and staff mobility for training were markedly different. For common motivations driving staff mobility for teaching, sharing knowledge and skills with students was primarily the motivation of mobility for teaching (86.66% of all responses citing this motivation). Other motivations mainly mentioned in staff mobility for teaching were the development of new learning/teaching methods (73.69%), acquisition of field-related competences relevant to teaching (73.37%), creation of spin-off curricula or research collaboration (68.05%). Following these teaching-specific motivations were mobility-related motivations like increasing student and staff mobility (67.86%) and reinforcing cooperation with partner institution (66.58%).

Motivations more related to staff mobility for training were to improve the services of the sending institution (61.28%) or to gain job-related practical skills (60.18%).

Other networking-related motivations were more or less shared by both types of mobility although they varied to a great extent in the absolute numbers of responses as shown in Figure 16 above.

Figure 17 Common motivations for Erasmus+ staff mobility by action type and mobility type



Chapter 6: Impact

Overview

The Erasmus+ staff mobility survey dataset provides a very comprehensive coverage of impact indicators on personal and professional development, mobility and internationalisation, organisational changes, and societal engagement. The potential of the survey dataset for assessing the perceived impact of Erasmus+ staff mobility is immense, especially if linked to the administrative data which will allow even more nuanced differentiation by institutional type or professional profile of the participants.

In this report, a contrast approach was adopted to present the most visible impact and the least visible impact in relation to the indicated motivation ranked in the previous section. Given the interest of the funders and policy objective of Erasmus+, a special focus was also placed on the impact of mobility and internationalisation.

With this approach, there appears to be a clear alignment between the reported motivation and impact. In other words, substantially stronger impact on personal and professional development, particularly on networking and sharing of good practices, rather than on societal engagement, such as cooperation with the labour market or civil society, was noted. Corresponding to the policy objective of the Erasmus+ project, impact on mobility and internationalisation was perceived as strong on both individual and institutional level although other institutional impact, such as organisational changes, tended to be weaker.

There is some degree of self-reporting bias given that the survey was a mandatory post-mobility report of individual mobile staff members. However, the clear alignment of the impact with the highest ranked and lowest ranked motivation and the primary policy objective of the mobility funding programme indicates that the participants perceived their experience largely from their personal perspective and in line with the general policy objectives.

The institutional and societal impact may have to be assessed with a separate instrument and with some time lag after the staff mobility because organisational and societal changes would require more time to materialise and thus cannot be immediately captured in the post-mobility survey. The same is true for long-term personal and professional impact (e.g. career development), which may be more accurately gauged with a survey repeated after a few years, like graduate employability surveys which have to be repeated at certain time interval to trace the longer term impact.

Impact on personal and professional development

Corresponding to the top two motivations driving Erasmus+ staff mobility in general, overwhelmingly positive impact was reported on networking and the learning of good practices abroad. Despite slight country differences, some 90% of the respondents, on average, indicated that they “strongly agree” or “rather agree” to the statements that they have reinforced/extended their professional network or learned from good practices abroad. On average, over 60% and some 55% “strongly agreed” to the two statements respectively (see Figure 18 and Figure 19).

Figure 18 Impact on networking

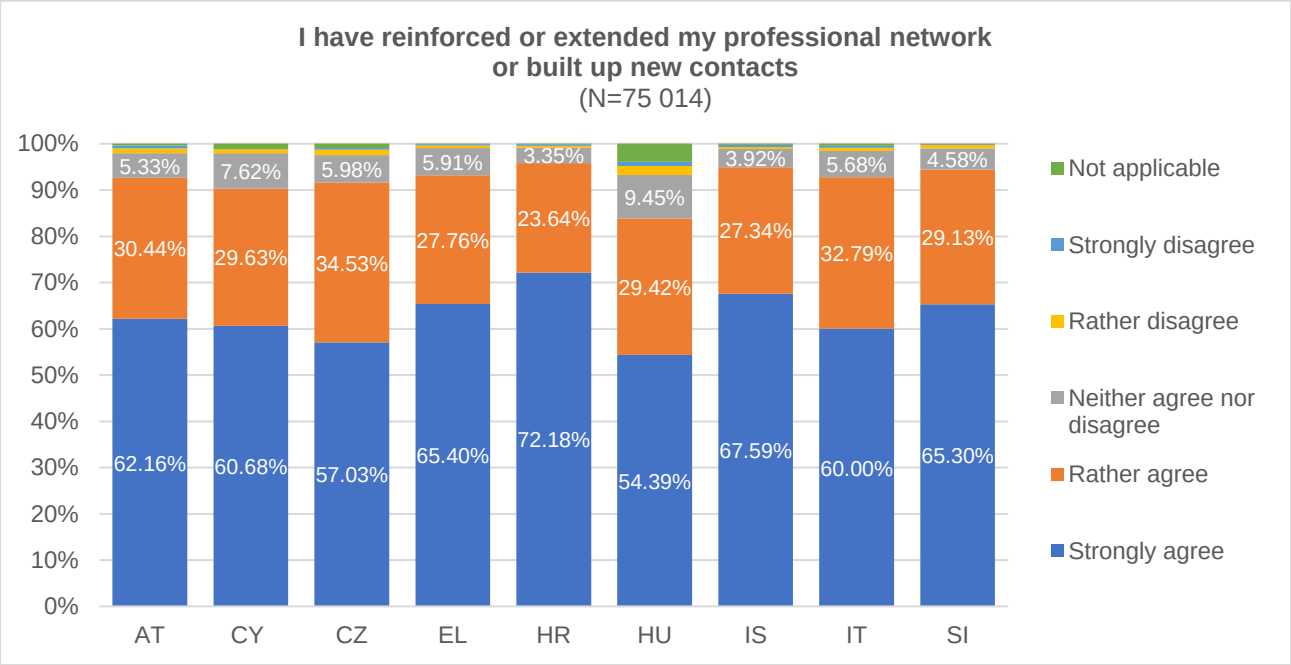
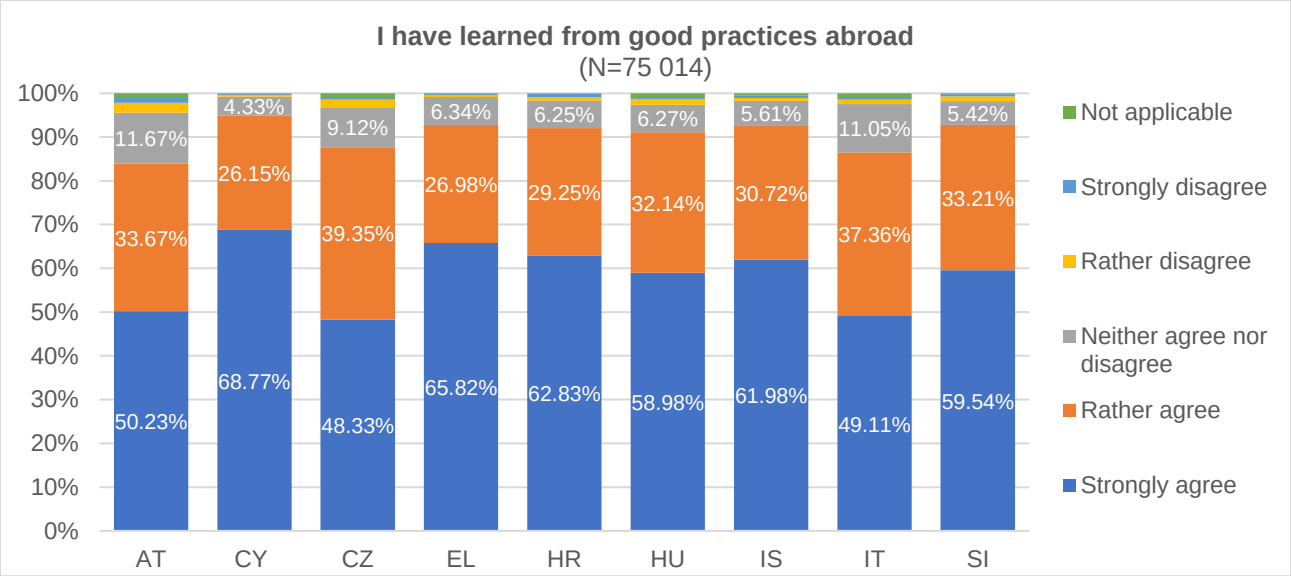


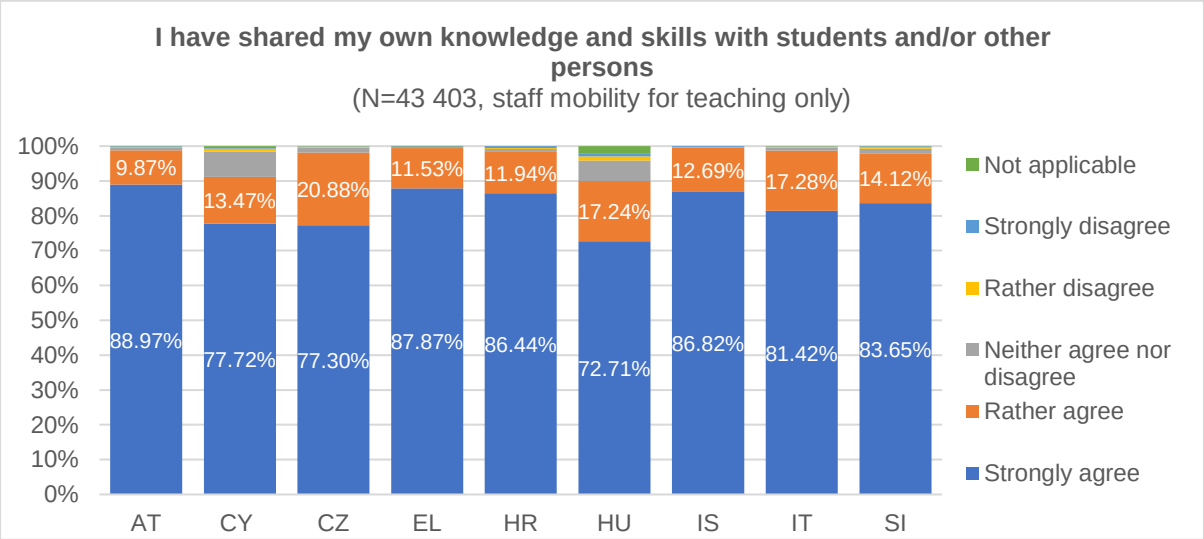
Figure 19 Impact on acquisition of good practices abroad



Impact on teaching and learning

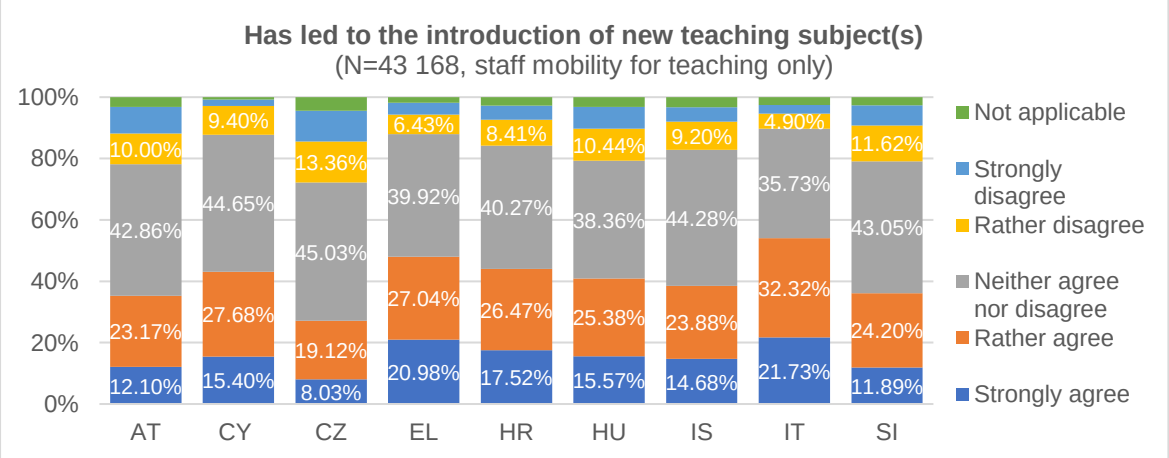
Another overwhelmingly positive direct impact of Erasmus+ staff mobility was to have shared one's own knowledge and skills with students and/or other persons for staff who took part in mobility for teaching. On average, 97% of the responses from mobility instances for teaching only indicated "rather agree" or "strongly agree" to this statement (Figure 20). This correlates positively to the top motivation driving mobility instances for teaching purpose shown in Figure 17 above. This is not a big surprise, however, given that teaching activity was one of the key activities for teaching mobility (Figure 12), and the sharing of the experiences afterwards, though in different ways, was part of the overall mobility experience for most (Figure 13).

Figure 20 Impact on knowledge and skills sharing



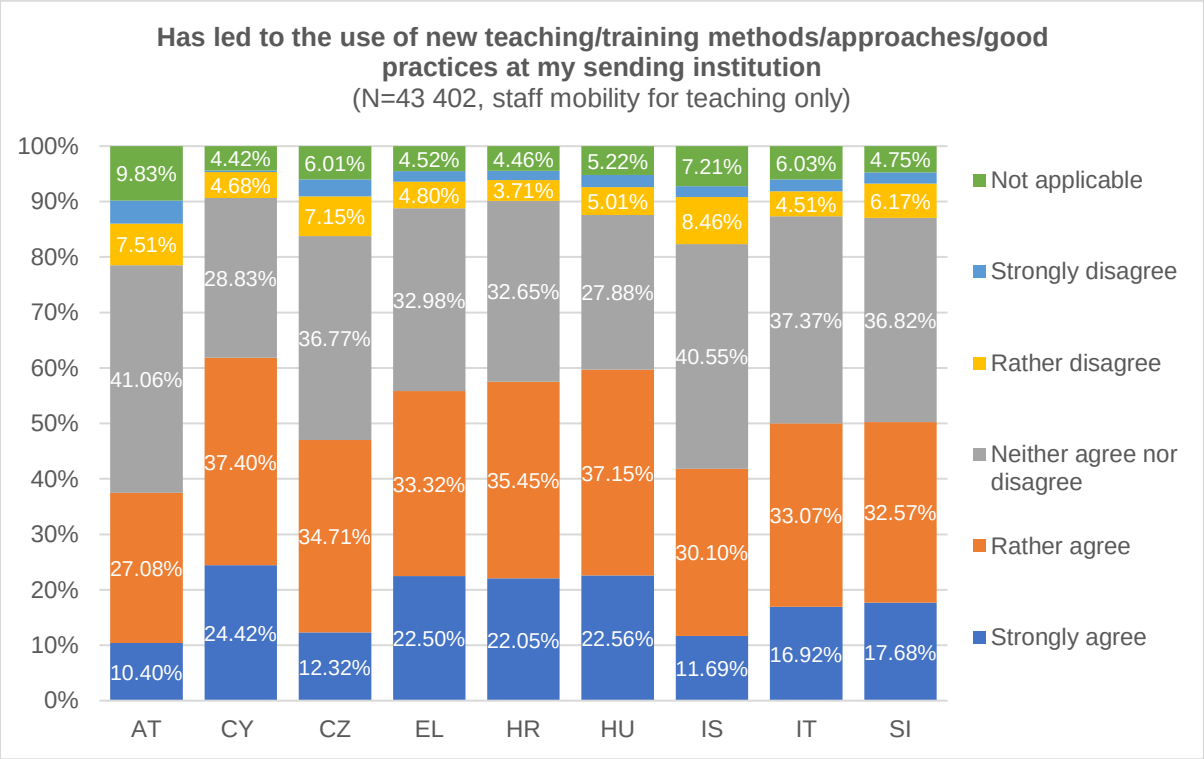
When it comes to the second most commonly indicated motivation for teaching mobility – to experiment new teaching methods, the impact was much less evident. There is only slightly over 40% positive responses, counting both "strongly agree" and "rather agree", on average, for the statement that the mobility "had led the introduction of new teaching subjects" in the partner institution (Figure 21). There is an equally large share of "neither agree or disagree" (over 40%) responses showing that the respondents were unsure about such impact.

Figure 21 Impact on the introduction of new teaching subject(s) at the partner institution



Relatively speaking, a stronger impact on the innovation of teaching practices at home institutions was felt by the respondents, with over 50% of the responses opted for "strongly agree" or "rather agree" to the statement that the mobility had led to the use of new teaching practices at the sending institution (Figure 22). However, there remains a substantial share of over 35% "neither agree nor disagree" responses on average.

Figure 22 Impact on the use of new teaching practices at the sending institution



Though less than impressive when compared to direct impact on knowledge and skill sharing during the mobility period, such longer-term and broader impact on the innovation of teaching methods in the receiving and sending institutions may be better gauged through an institutional survey or with a time lag considering that such changes may take time to materialise.

Impact on mobility and internationalisation

Despite the uncertain responses given on institutional impact in general, impact on the quality of mobility, internationalisation, institutional cooperation and the motivation of non-mobile students was generally positive with more than 70% of positive responses on average.

From the perspective of the sending institution, 76.5% of all responses indicated “strongly agree” or “rather agree” to the statement “I contributed to increasing the quality and quantity of student or staff mobility to and from my sending institution” (Figure 23). A slightly lower average of 72.6% indicated “strongly agree” or “rather agree” to the statement that the mobility “Has led to internationalisation of my sending institution” (Figure 24). Similarly, around 73% of the responses indicated “strongly agree” or “rather agree” to the statement that the mobility “Has led to new/increased cooperation with the partner institution/organisation(s)” (Figure 25). When it comes to the perceived impact on the receiving institution, the impact of staff mobility on motivating students to take part in mobility is just as strong with 75.7% indicated “strongly agree” or “rather agree” that the mobility “Has enhanced the motivation of non-mobile students to study/ do a traineeship abroad” (Figure 26).

The general analysis here shows stronger positive impact on the mobility of individuals than internationalisation or institutional cooperation from a process or institutional perspective, although impact on internationalisation and mobility was largely positive. The averaged share of “strongly agree” to all these statements ranges between 30-38%, although more visible country differences seen were in the impact on motivating outward mobility of students from the receiving institution. The Czech Republic, Iceland, Slovenia and Austria show visibly lower shares of “strongly agree”

responses to the statement compared to others. Just-across-the-border mobility could be an explanation, as some students may already be studying across the border as degree students. This deserves further analysis in the future from a country perspective.

Figure 23 Impact on the quality of mobility in the sending institution

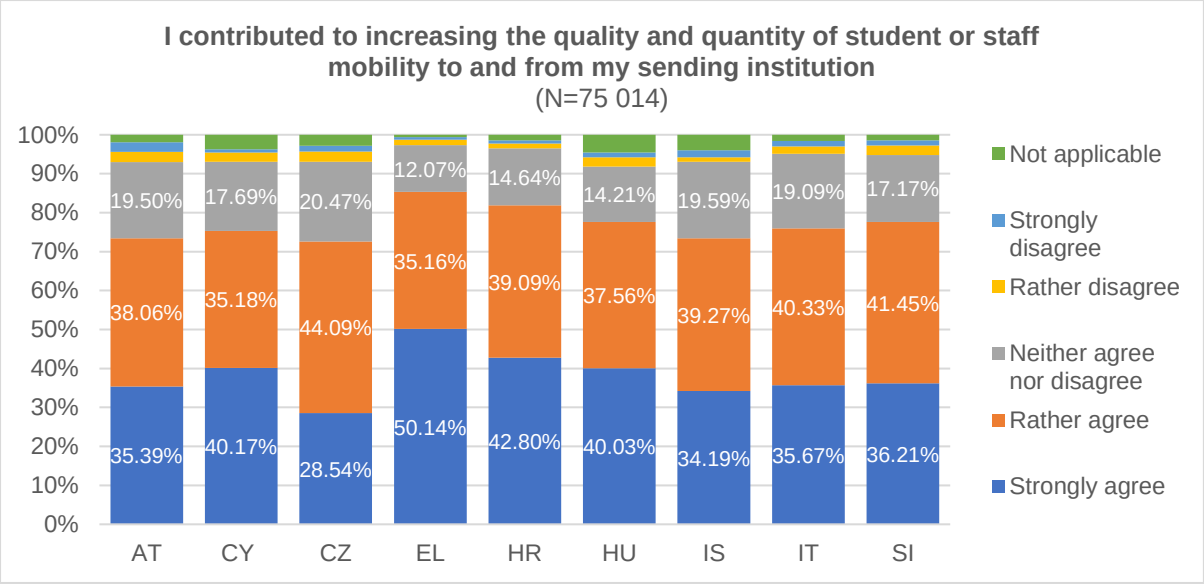


Figure 24 Impact on the internationalisation of the sending institution

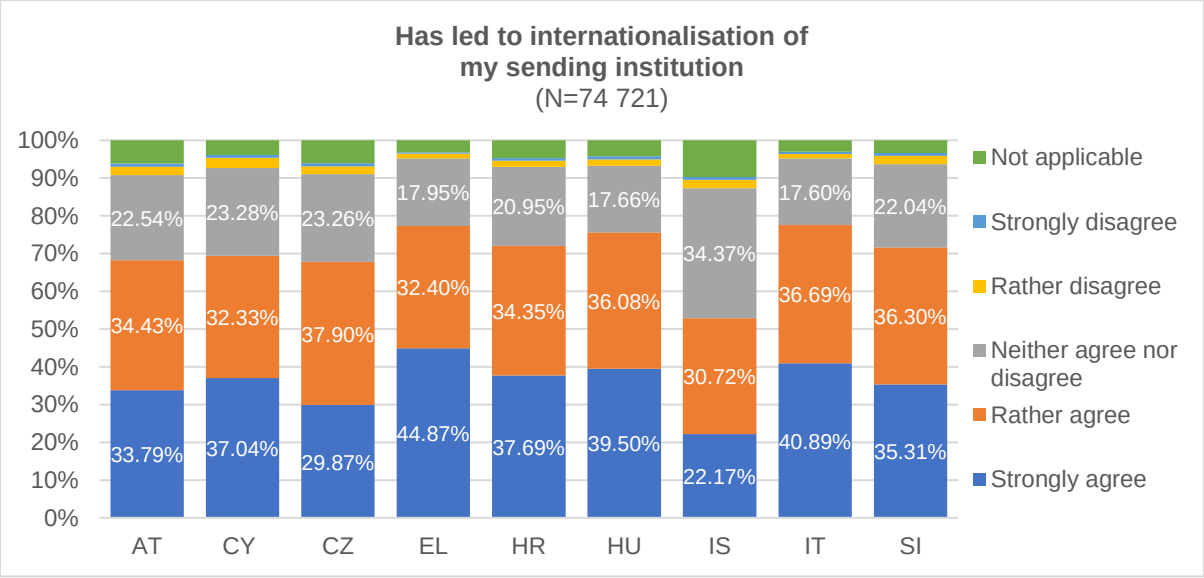


Figure 25 Impact on the cooperation with partner institution

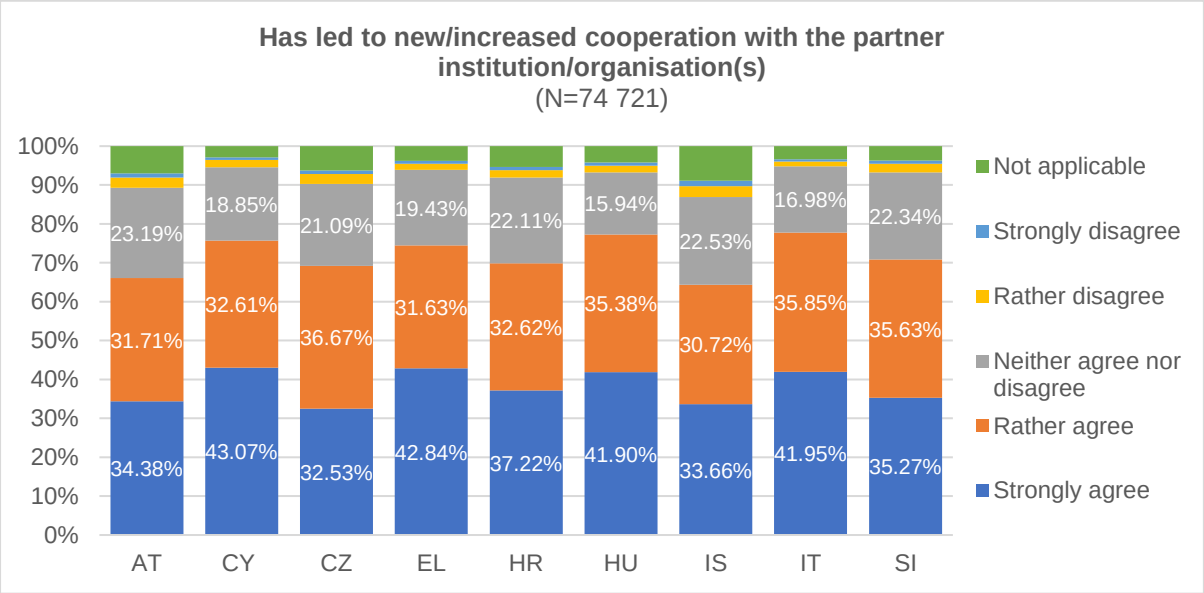
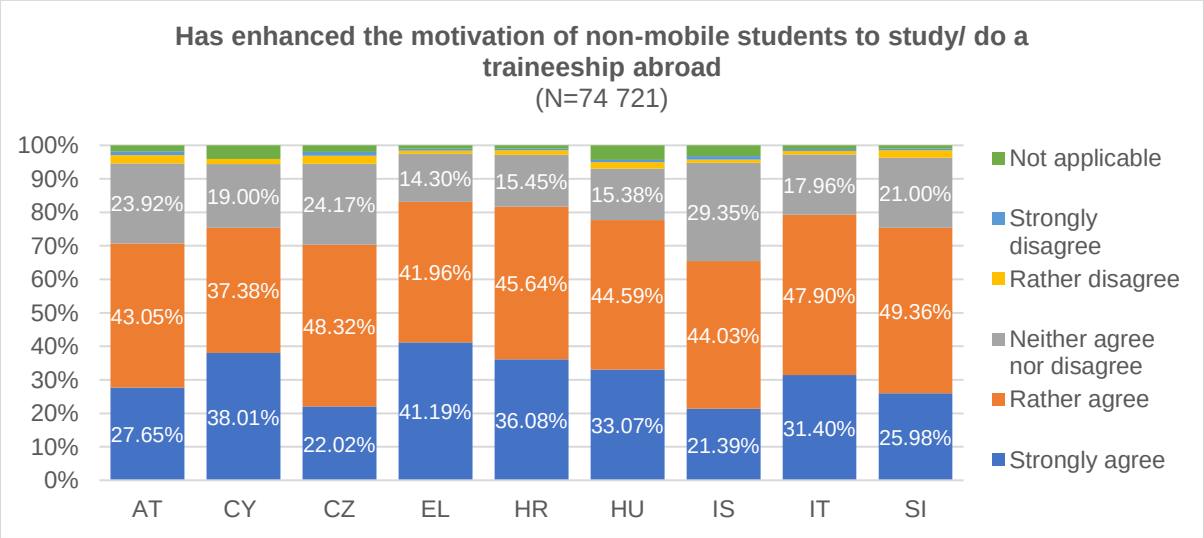


Figure 26 Impact on the motivation of non-mobile students to take part in mobility



Impact on foreign language acquisition and intercultural learning

Regarding other impact on international learning, some countries (Cyprus, Austria) showed significant differences between the acquisition of foreign language skills (Figure 27) and increased social, linguistic and/or cultural competences (Figure 28). There are noticeable country differences in terms of the perceived impact on the acquisition of foreign language skills (Figure 27), but a largely positive impact across the board on “increased social, linguistic and/or cultural competences”. More than 80% of the responses indicated “strongly agree” or “rather agree” to this question although some country differences may still be seen.

One possible reason could be the choice of destination countries sharing similar languages due to “just-across-the-border mobility” (in the case of Austria) or historical ties (in the case of Cyprus).

While foreign language improvement was less significant in these cases, mobility towards other "systems" may still generate benefits in terms of social and cultural competences. More detailed analysis may be conducted on the national level in this direction. The two survey questions may also be improved by removing the duplication of the "linguistic" aspect in light of this observation.

Figure 27 Impact on foreign language skills

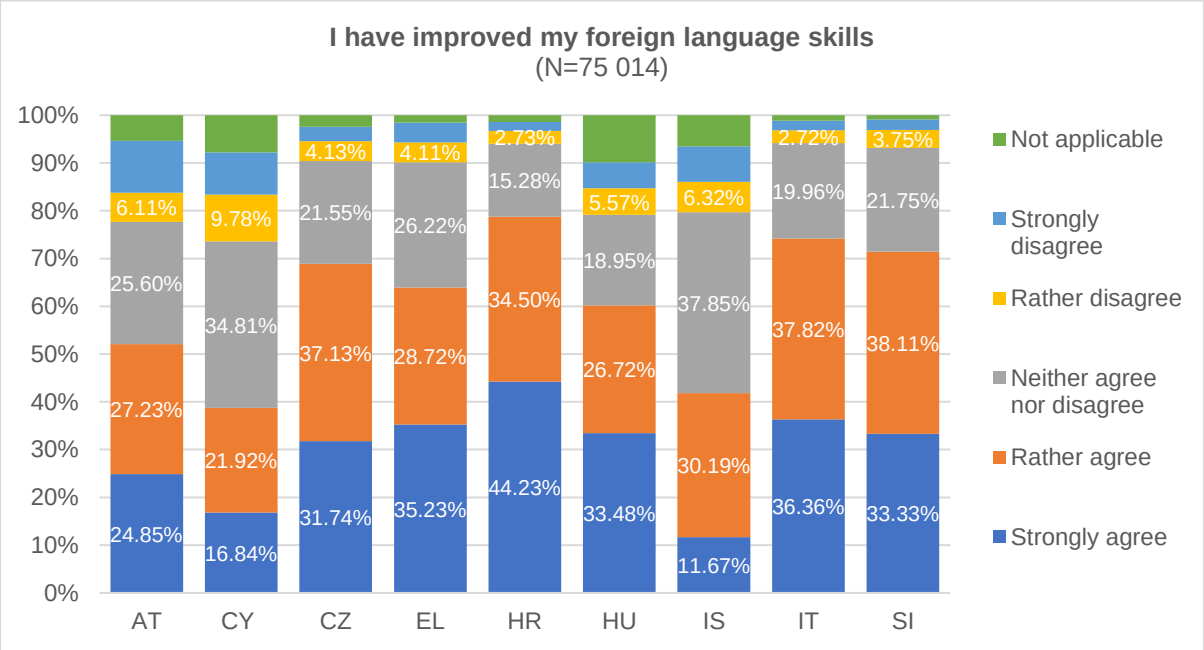
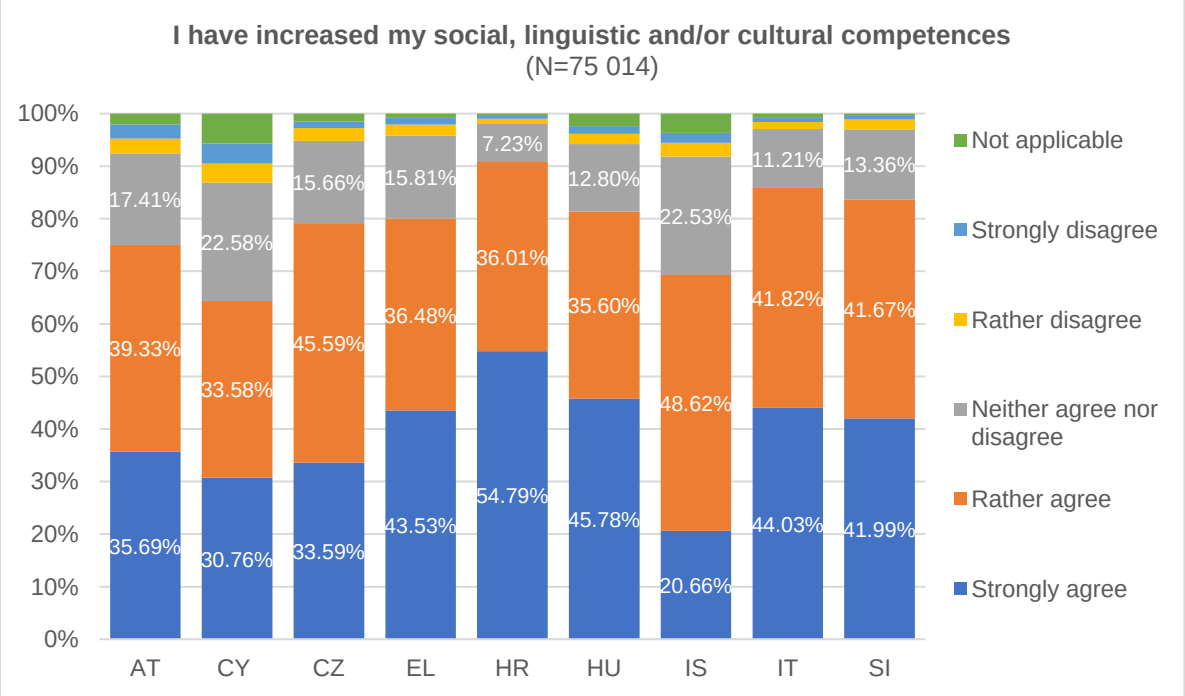


Figure 28 Impact on social, linguistic and/or cultural competences



Impact on job satisfaction and career opportunities

Comparing the impact on “job satisfaction” (Figure 29) and the impact on “employment and career opportunities” (Figure 30), the former was felt more strongly by the mobile staff than the latter. This positively aligns with the ranking order of motivations observed in Figure 16 above as a substantially higher number of responses indicated “job satisfaction” as a motivation than “career opportunities”. While this shows a clear difference between short-term immediate impact on job satisfaction and long-term impact on career change felt by the mobile staff, it should be noted that those who experienced career change may not have been captured by the survey that immediately followed the mobility. This speaks again for a repeated survey a few years after to track longer-term impact as well as the need for a unique staff ID across institutions and countries to track such changes.

Figure 29 Impact on job satisfaction

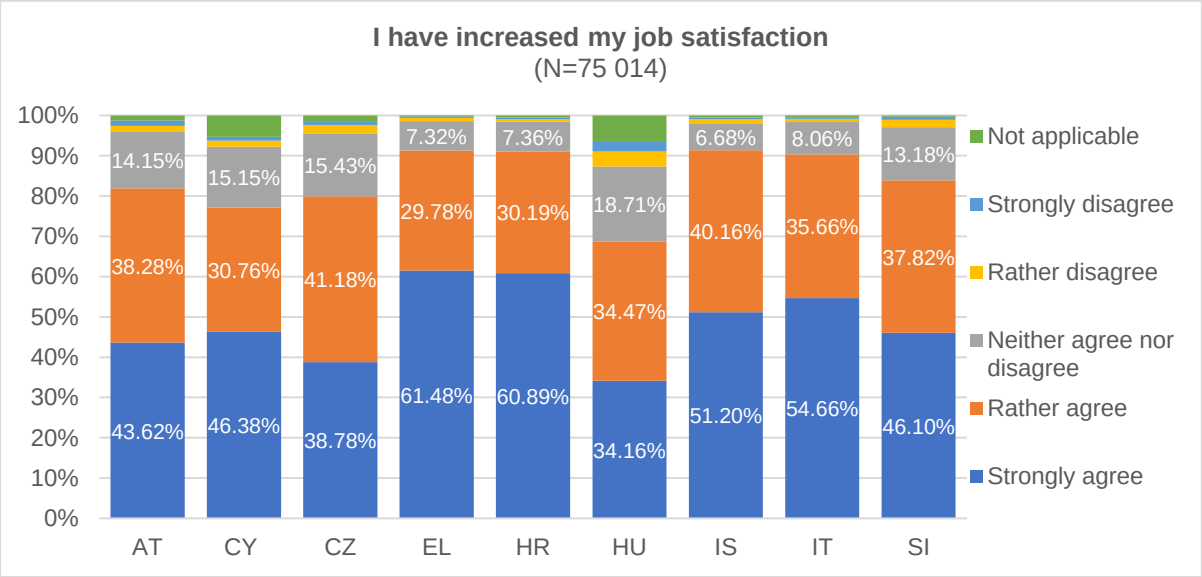
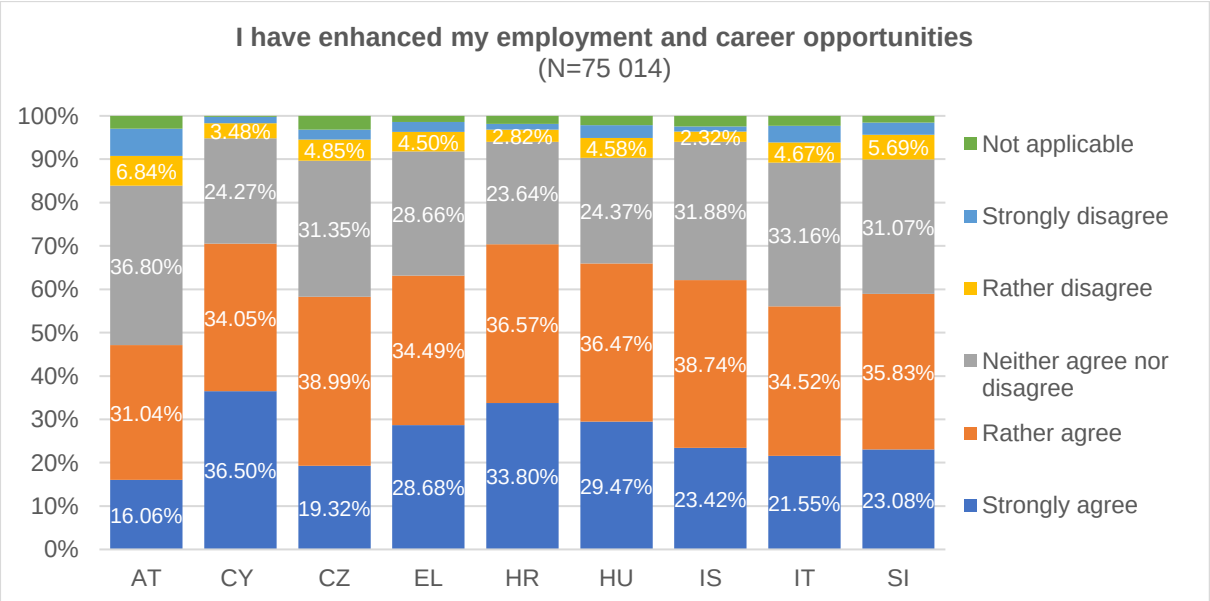


Figure 30 Impact on employment and career opportunities



Impact on cooperation with players in the labour market and civil society

Finally in terms of broader impact, great uncertainties were reflected both in the impact on cooperation with players in the labour market (Figure 31) and the civil society (Figure 32) with large shares of “neither agree or disagree” responses across the board (30-45%), and small shares of positive responses, counting both “strongly agree” and “rather agree” (below 20%), in most countries. This mirrors the ranking order of motivations indicated in the responses in Figure 16 as well. The country differences may be further examined in relation to the motivation as cooperation with the labour market appears to have motivated more mobility instances in southern European countries than in other countries.

Figure 31 Impact on cooperation with players in the labour market

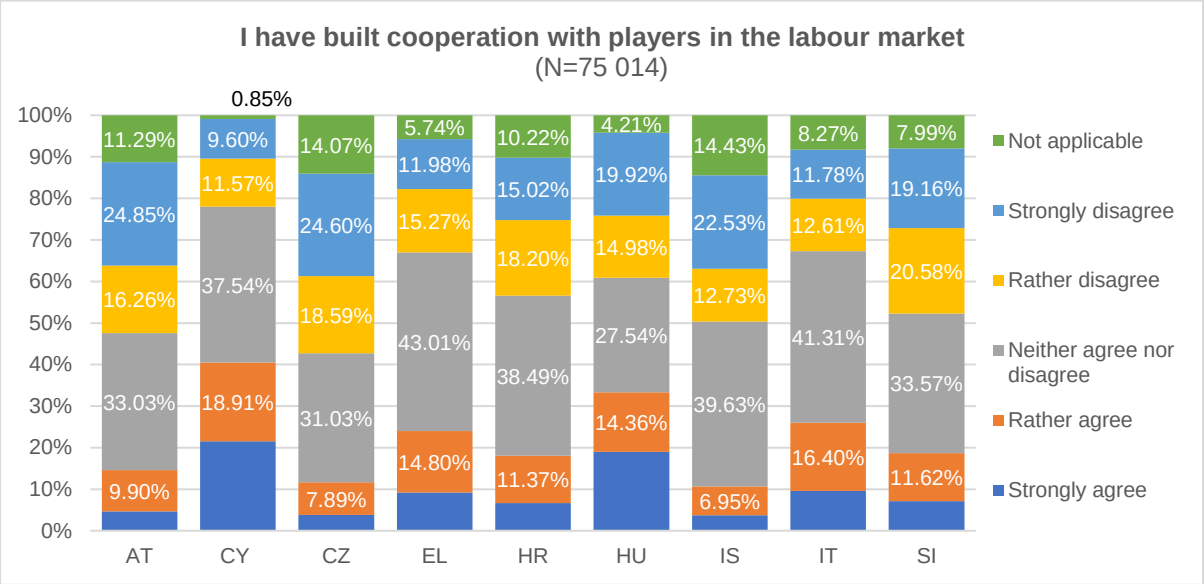
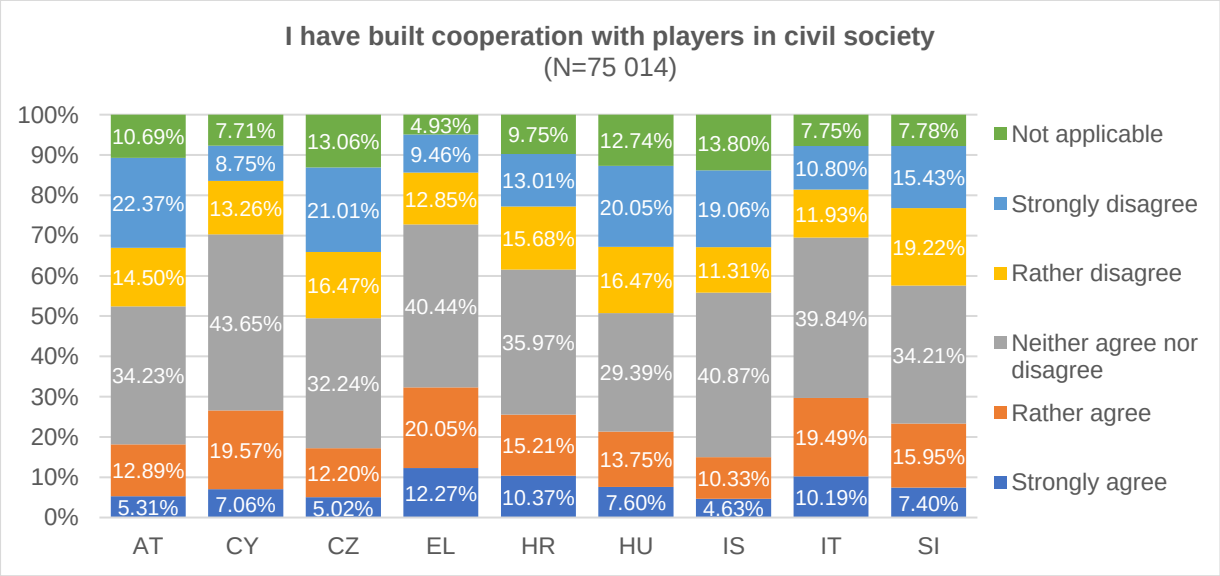


Figure 32 Impact on cooperation with players in the civil society



In short, most findings of this exploratory study show the evident alignment between the most and least mentioned motivation with the self-reported impact. Stronger impact was reported on short-term and personal/professional development as opposed to long-term or institutional impact in general. Having said that, the self-reported impact on mobility and internationalisation was largely positive on both personal and institutional levels.

Chapter 7: Recognition and Satisfaction

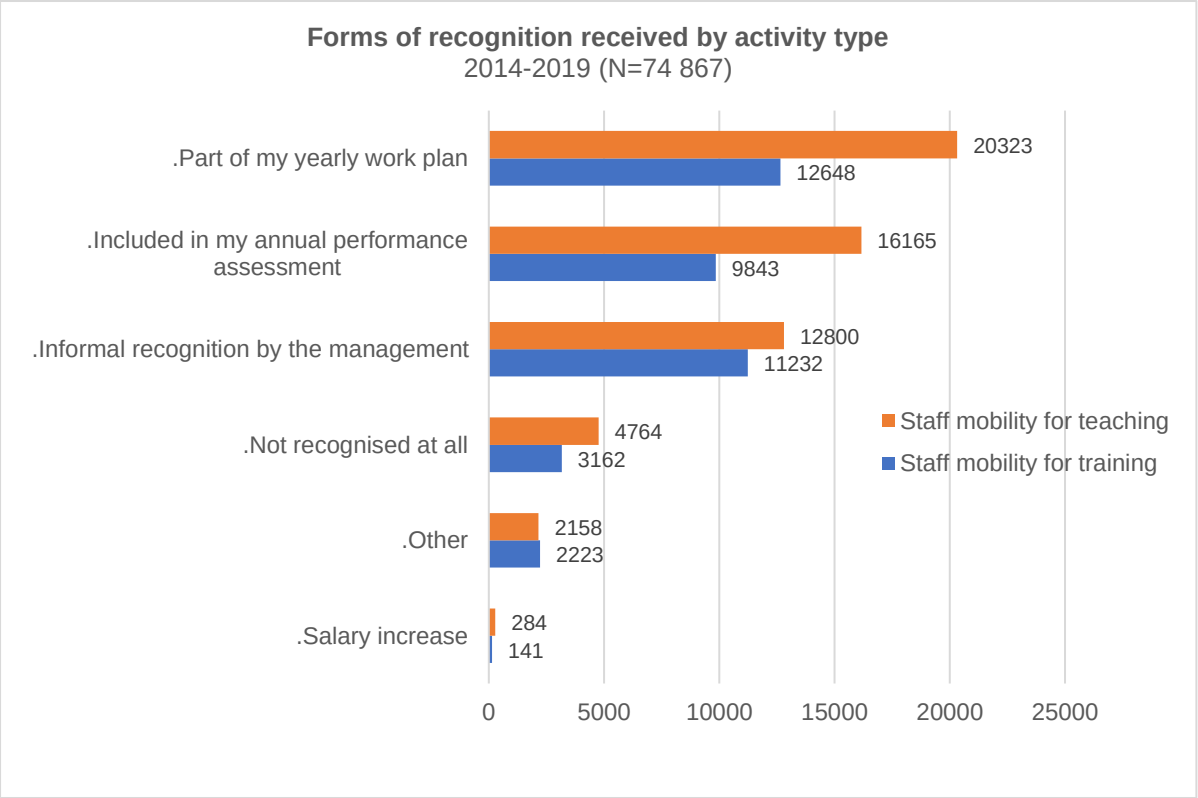
Recognition

Forms of recognition received

As shown in Figure 33, among those who responded to the question about forms of recognition received after the mobility period, the most frequently mentioned form was recognition as part of the participant's yearly work plan. This applies to both mobility instances for teaching and for training. For training, informal recognition by the management was the second most mentioned, while for teaching mobility, the second most mentioned form of recognition was inclusion in the participant's annual performance assessment. This shows that mobility for teaching had a slightly more formalised way of recognition. In both activity types, salary increase was a rare option.

Overall, most of those responded to the question reported that there was some form of recognition. Only a small number of them said the experience was not recognised at all.

Figure 33 Forms of recognition by activity type

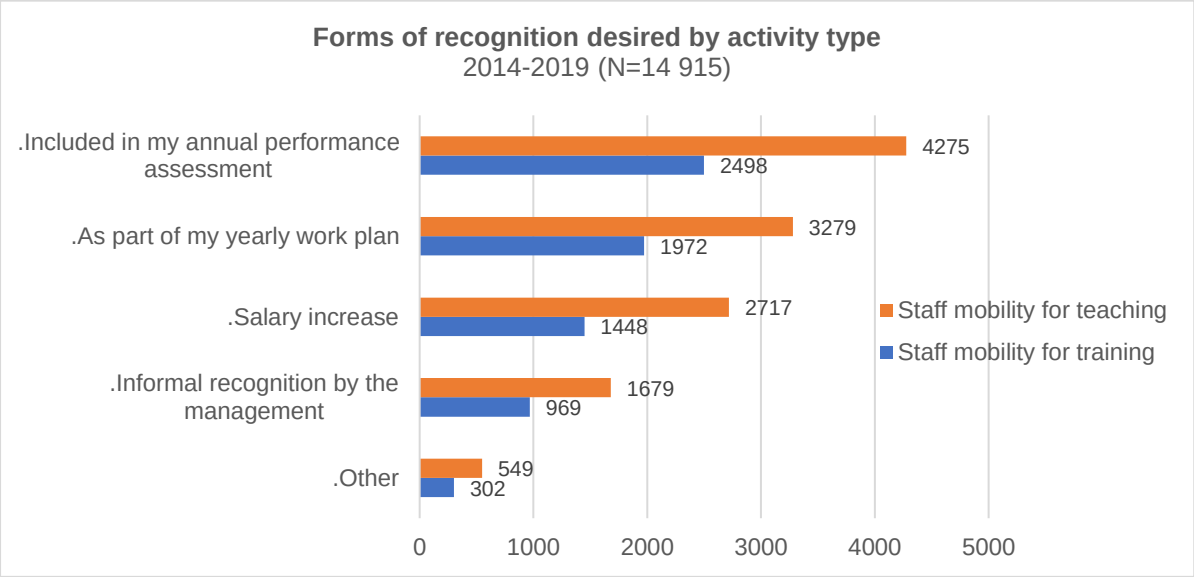


Forms of recognition desired

Only a very small fraction of all respondents answered the question of how they would like to see their mobility experience recognised. Among those who responded, formal recognition was preferred over informal recognition by both participants of teaching and training mobility, as shown in Figure 34 below. The most frequently mentioned form of recognition preferred was the inclusion in annual performance assessment, and related to that directly or indirectly, salary increase which

was more often mentioned than informal recognition. Although indicative, it was a rather clear signal that not only recognition would be appreciated but formal recognition would be preferred.

Figure 34 Forms of recognition desired by activity type

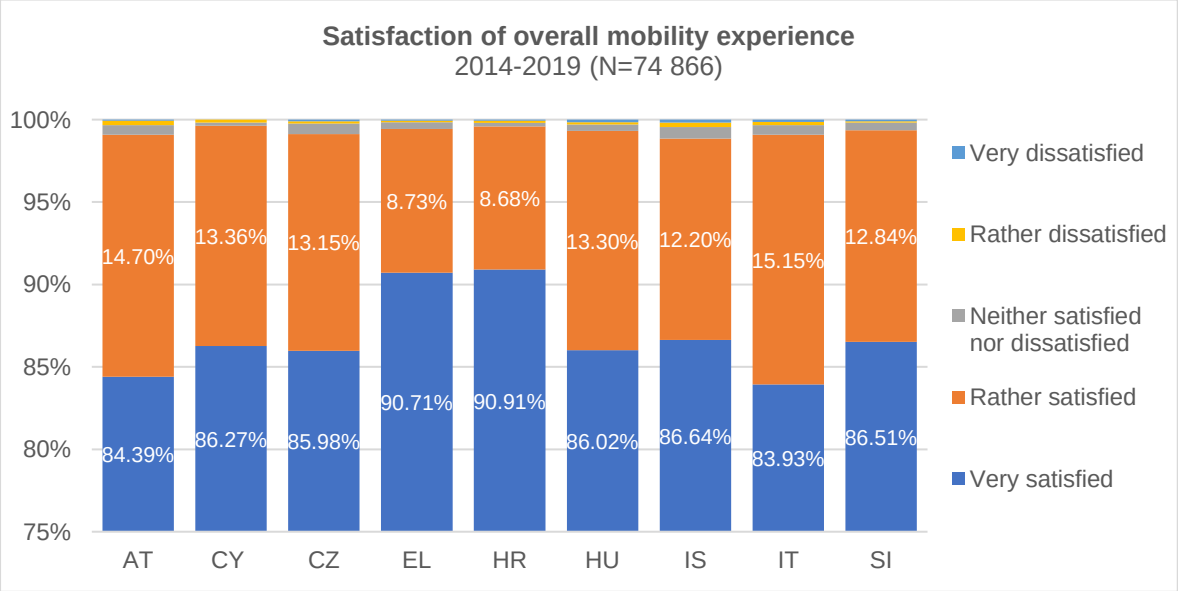


Satisfaction

Satisfaction with the overall mobility experience

Over 99% of the responses rated the overall mobility experience as “very satisfied” or “rather satisfied” as shown in Figure 35. However, the shares of “very satisfied” and “rather satisfied” varied across the nine countries. Over 90% of the responses from Greece and Croatia rated the overall experience as “very satisfied”. Comparatively speaking, only 83.93% from Italy and 84.39% from Austria shared the same opinion, while the others fell in the range of 86-87%.

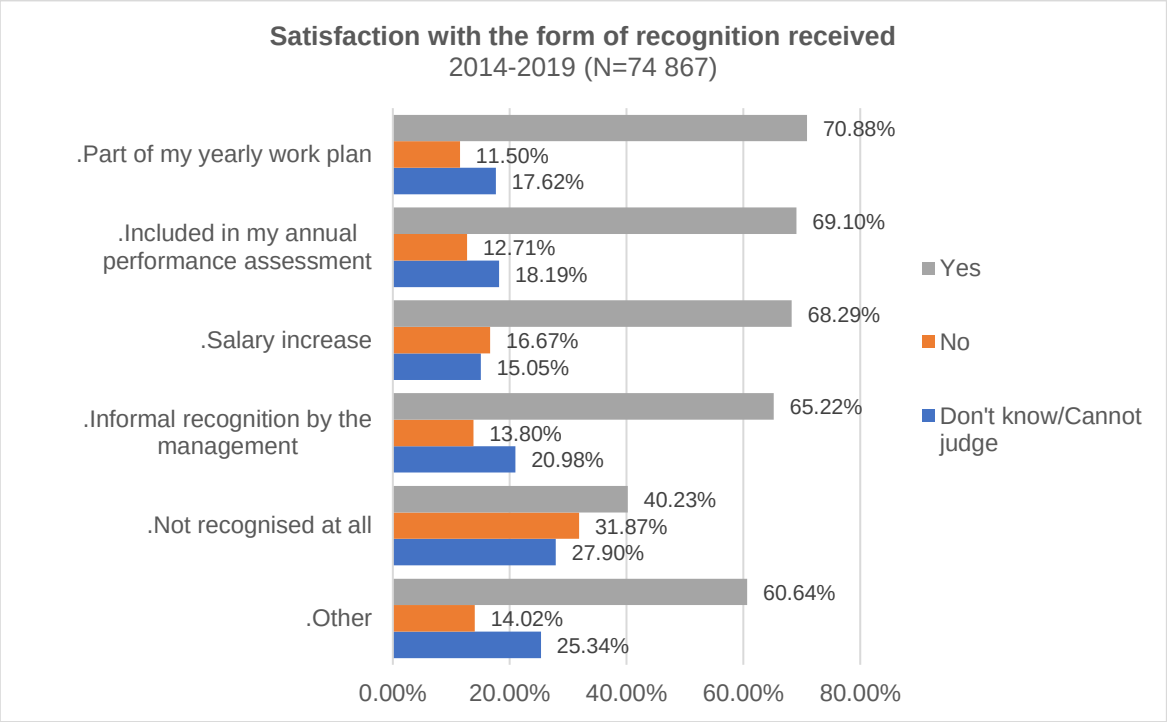
Figure 35 Satisfaction with the overall mobility experience



Satisfaction with recognition received

The satisfaction with the different forms of recognition received, formal or informal, were only of small difference in percentage terms, between 65.22% and 70.88%. What is worth noting in Figure 36 is the much higher share of unsatisfied respondents (31.87%) who mentioned that their mobility experience was not recognised at all.

Figure 36 Satisfaction with the form of recognition received



The findings above deserve further investigation from a university management perspective, so does the relationship between recognition and a strategic approach to internationalisation adopted by the sending university described below.

Figure 37 below indicates that formal recognition was positively correlated to the existence of a strategic approach to internationalisation. Conversely, those who mentioned that their mobility instances were not recognised at all also reported that there was a lack of a strategic approach in their universities. Comparing the nine countries involved in this study, there were also signs indicating that countries where staff mobility was “much” and “very much” encouraged by a strategy approach (Figure 38), be it internationalisation strategy or institutional strategy, there were also larger shares of respondents citing that they were “very satisfied” with the recognition received (e.g. Czech Republic and Hungary) (Figure 39). However, it seems also that having a strategic approach to encourage staff mobility does not necessarily result in recognitions that were “very satisfied” from the perspective of the respondents, as shown in Cyprus, Greece and Italy. Other intervening factors or the effectiveness of the strategic approach would have to be examined in detail to make conclusive remarks of the correlation between a strategic approach to encourage staff mobility and the satisfaction of the respondents in the overall experience and specific forms of recognition they received.

Figure 37 Strategic internationalisation and forms of recognition

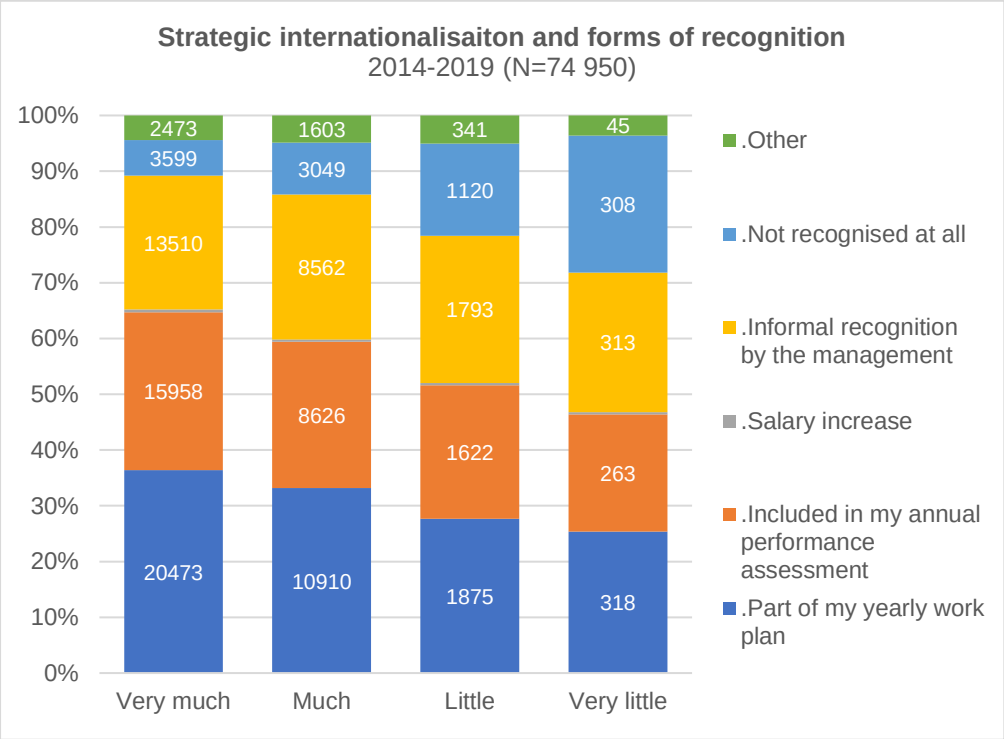


Figure 38 Strategic approach to staff mobility by country

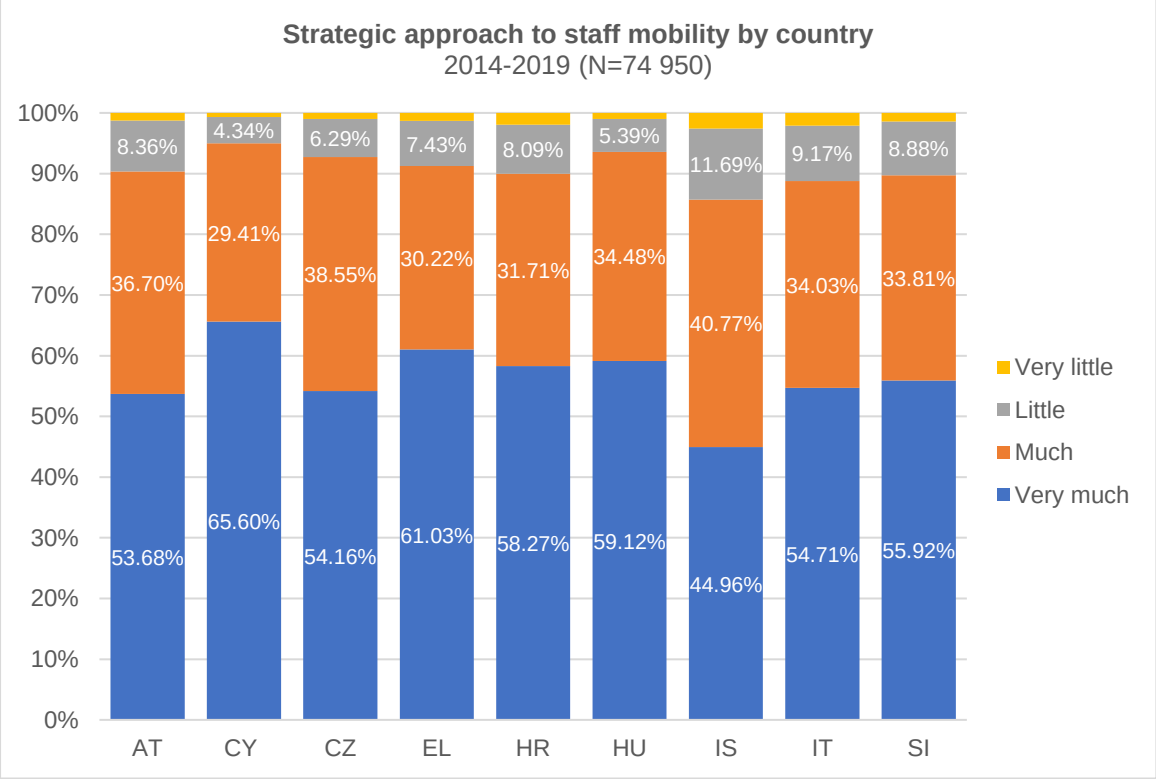
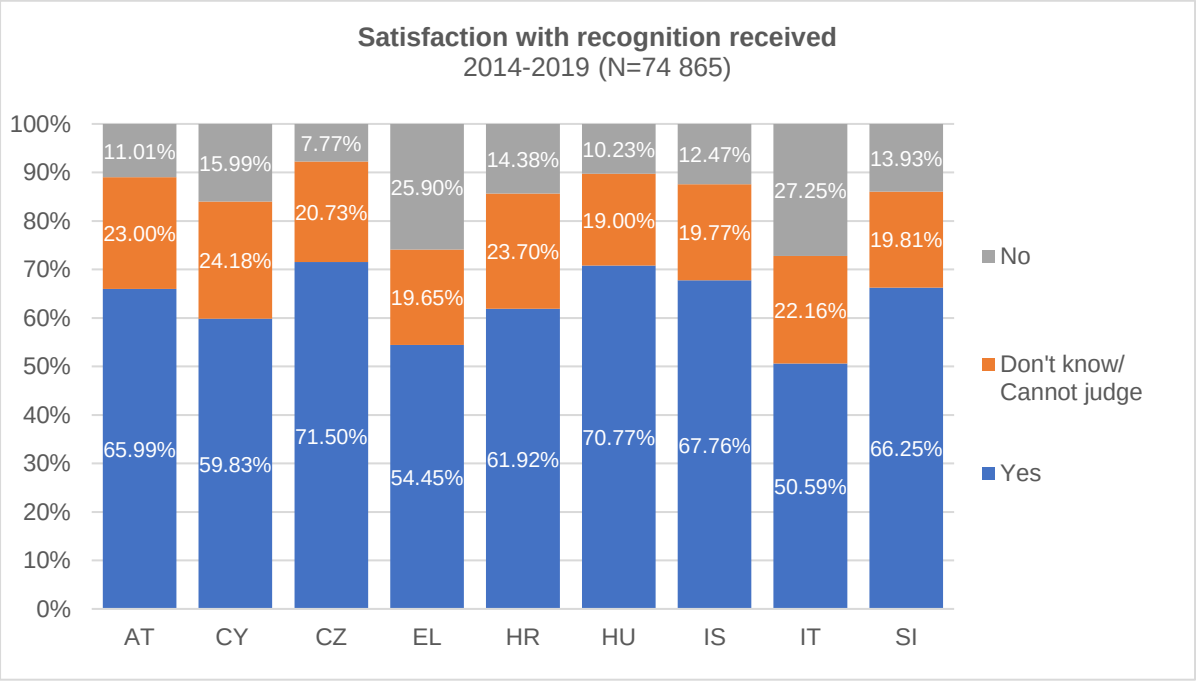


Figure 39 Satisfaction with recognition received



Chapter 8: Limitations and Potential for Further Analysis

From a methodological perspective, the study had two main objectives:

- To assess the **added value of such comparative analysis**, possibly at programme level, on already existing survey data that is regularly collected through the participants' reports (EUSurvey).
- To identify **potential for further research**, possibly of a more qualitative nature, to better grasp contextual factors that shape trends, motivation, impact, recognition, satisfaction and strategy.

On the **added value of comparative analysis**, this report has clearly provided the most comprehensive overview on the motivation, impact, recognition, satisfaction and strategy of staff mobility with the Erasmus+ programme from the nine participating countries. No other such comprehensive and in-depth analysis on staff mobility has been conducted in the framework of the Erasmus+ 2014-2020 period. This pilot pointed to similarities as well as differences between participating countries that can help deepen the understanding of staff mobility patterns and country differences.

It seems reasonable to expect that extending such an analysis to the entire programme level would provide an even more complete and insightful picture on the perceived impact of the programme, and that such **in-depth analysis of the national datasets** on the one hand and **comparisons across programme countries** on the other could be done at regular intervals, for a more **longitudinal perspective** on the programme.

On the **potential of the dataset for further research**, the analysis shows that this potential is immense, and that it could be further maximised through:

1. a number of **methodological improvements in the current Participant Report survey**, such as:
    - As a general comment, the Participant Report questionnaire could be fully revised from the perspective of future data analysis and their intended use. Essential questions such as: *Why is this data collected? Which data is absolutely necessary to have and why? How will this data be analysed and used – for what purpose?* would help maximise the analytical potential of future datasets.
    - To be able to arrive at a more precise staff mobility rate, it would be necessary, also, to align the data definitions of "academic staff at tertiary education" in the dataset of Erasmus+ mobility and other reference data sources such as EUROSTAT or ETER databases.
    - There is also a need for further terminological clarity. For example, more precise options in the survey could better reflect the roles and responsibilities of the mobile staff during their stay abroad rather than just the format of the activities, as it is currently the case. In the present survey, it could be assumed, for instance, that the mobility participants *delivered* the "Lectures" rather than *attended* "Lectures" which could have been activities for training also. The same goes to similar activities "Tutorials/seminars/workshops", the second most frequent activities reported.
    - While foreign language improvement was less significant in the cases of countries where large shares of mobilities took part in the neighboring countries, mobility towards other "systems" just across the border may still be of benefits in terms of social and cultural

competences. More detailed analysis may be conducted on the national level in this direction. The two survey questions may also be improved to remove the duplication of the "linguistic" aspect in light of this observation.

- The analysis also showed the difference between shorter-term and longer-term impact assessment. The respondents reflected on their impression of impact at the time of the survey, i.e. just after their mobility experience (on the short-term). For a longer-term impact perspective, either on the host institutions or the career development of the staff, a repeated survey a few years after the mobility experience would be needed. To be able to track such impact across datasets, a unique staff ID across institutions and countries would have to be introduced.
- There are seemingly contradictory findings on the overall satisfaction of the experience and satisfaction of the recognition received, which may be explained in relation to the expectation of the mobility participants before embarking on the experience surveyed. The survey did not include such data, however. A question about the expectation of recognition *before* embarking on the mobility period may provide data for another layer of analysis, in addition to the forms of recognition received or desired *after* the mobility.
- A further step could be to streamline the number of response options given in the areas of Motivation and Impact (and better align the two). In these sections, replace the wide-spread use of Likert scales with a request to rank the top 5 motivations and top 5 areas of impact, and then ask the participants to motivate their choice.
- Furthermore, a number of open-ended questions to the multiple-choice questions could be added, to capture concrete examples (e.g. Which concrete examples of impact on teaching can you give?) and information on the institutional context, to start grasping the individual and institutional enabling factors, and to anchor potential follow-up studies of a more qualitative nature. These would have to be balanced with the overall length of the questionnaire, and some non-essential questions removed.

2. **linked survey data collected via the Participant Report to other administrative or survey datasets** (at national and at EU levels): For future study on the impact of staff mobility, a more centralised approach to extract both the survey and administrative data from one system, subject to compliance with private data regulations, would allow for more efficient and in-depth correlation analysis while preserving the anonymity of the survey respondents.

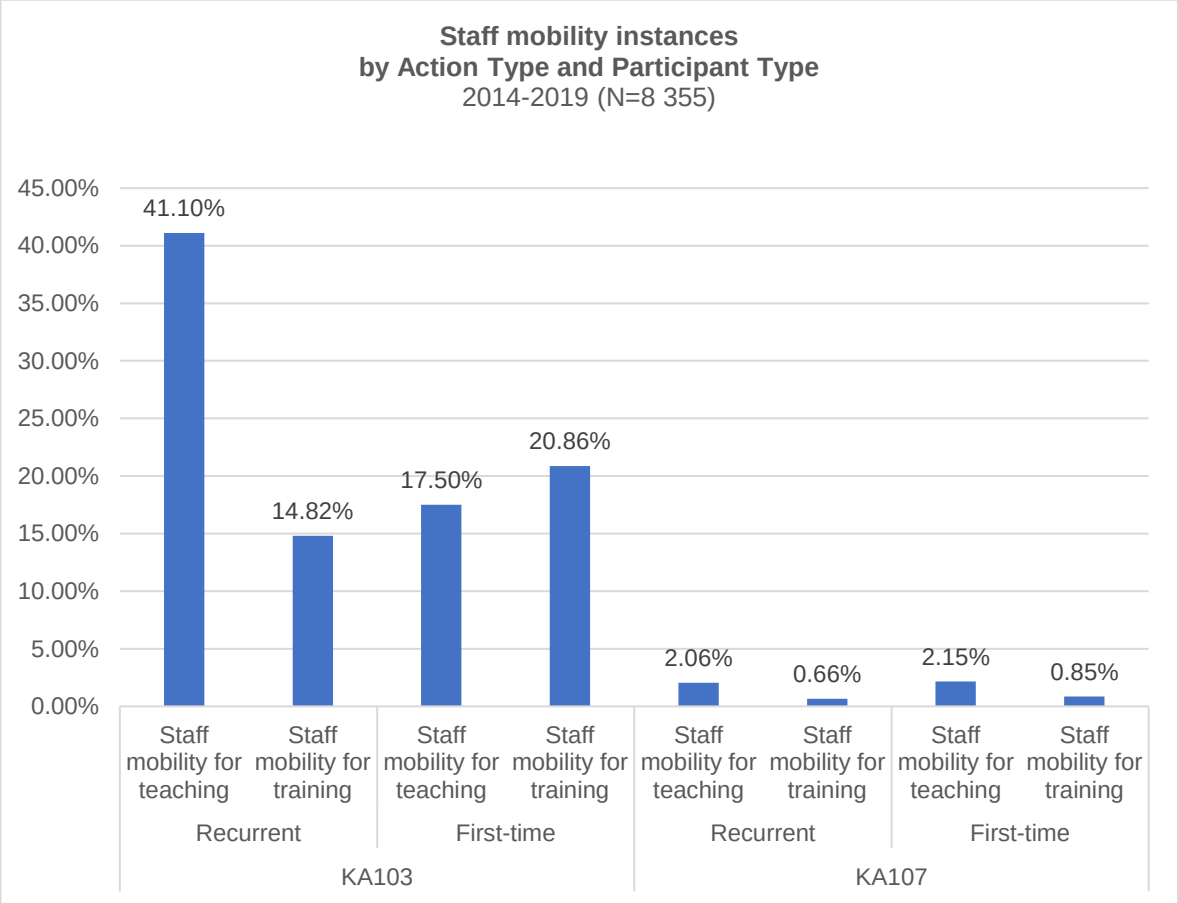
3. by **supplementing this dataset with new types of data collections** (e.g. tracer studies, to look at perceived personal/professional impact a few years after the mobility experience; qualitative data – interviews and case studies in staff's institutions to better understand the contextual factors that enable wider professional and institutional impact such as enhanced cooperation and mobility, etc.).

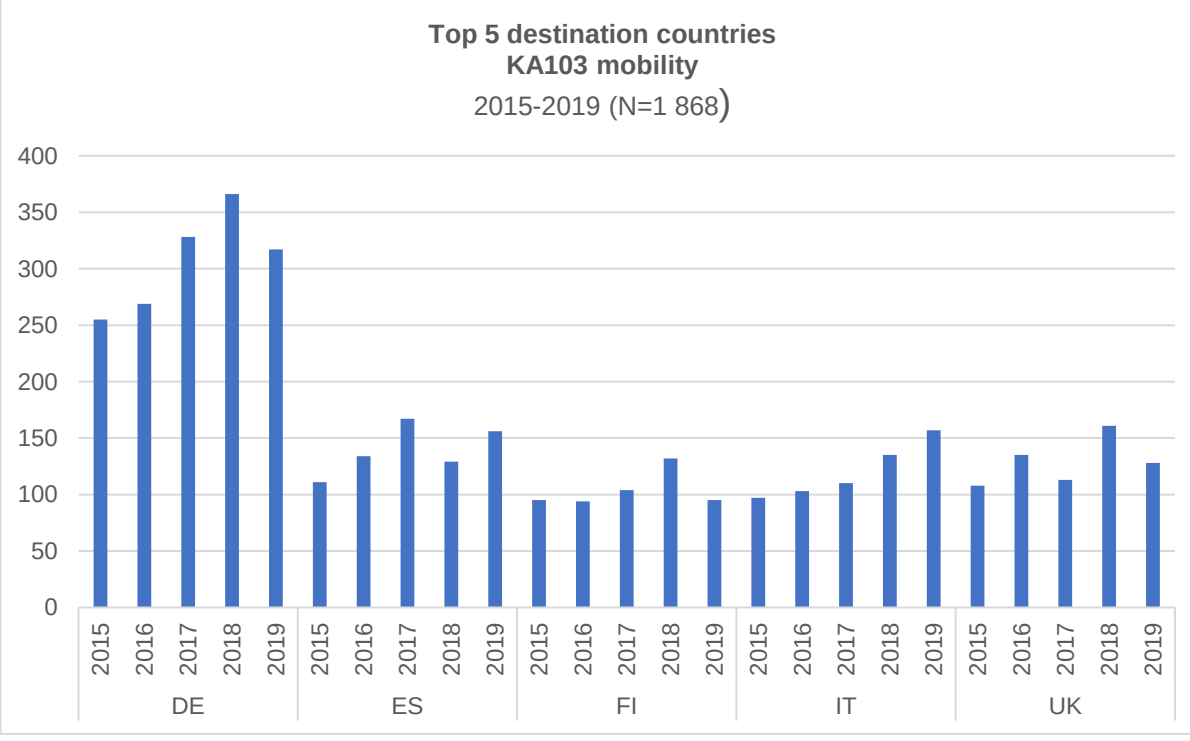
Such methodological refinements would ensure that the 'right' kind of data is being collected, and would help give a more nuanced picture on the longer-term and institutional level impact of the programme.

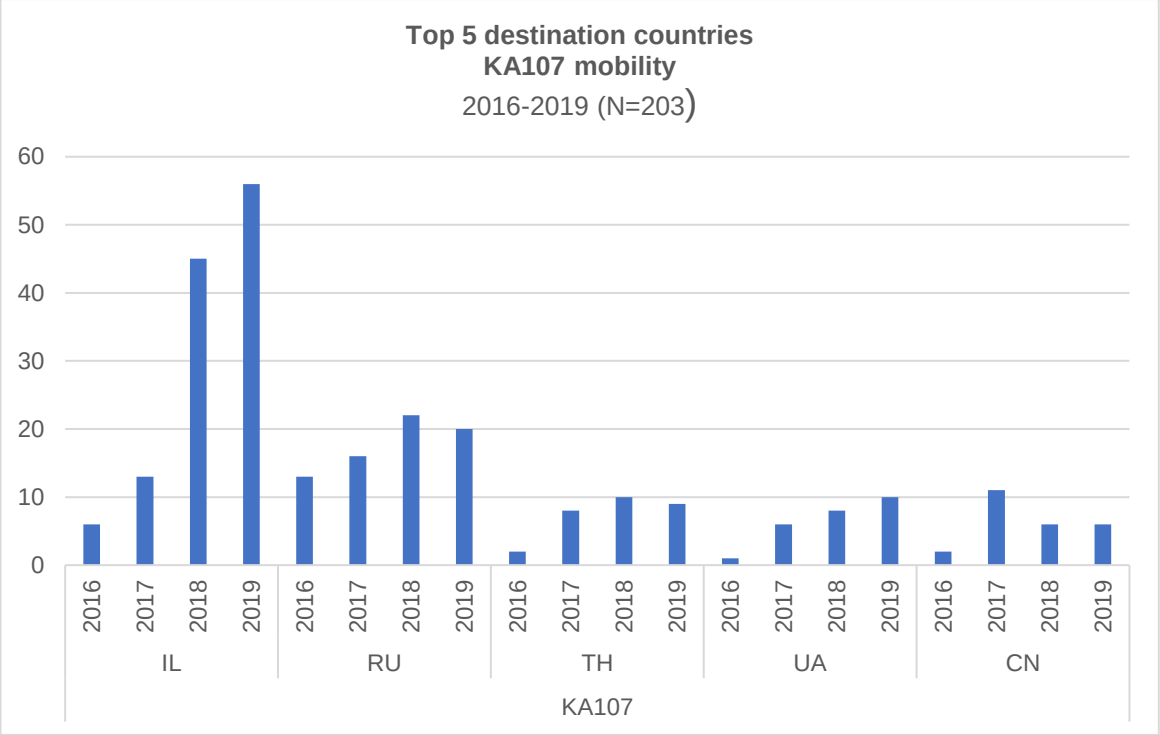
Annex: Country Charts

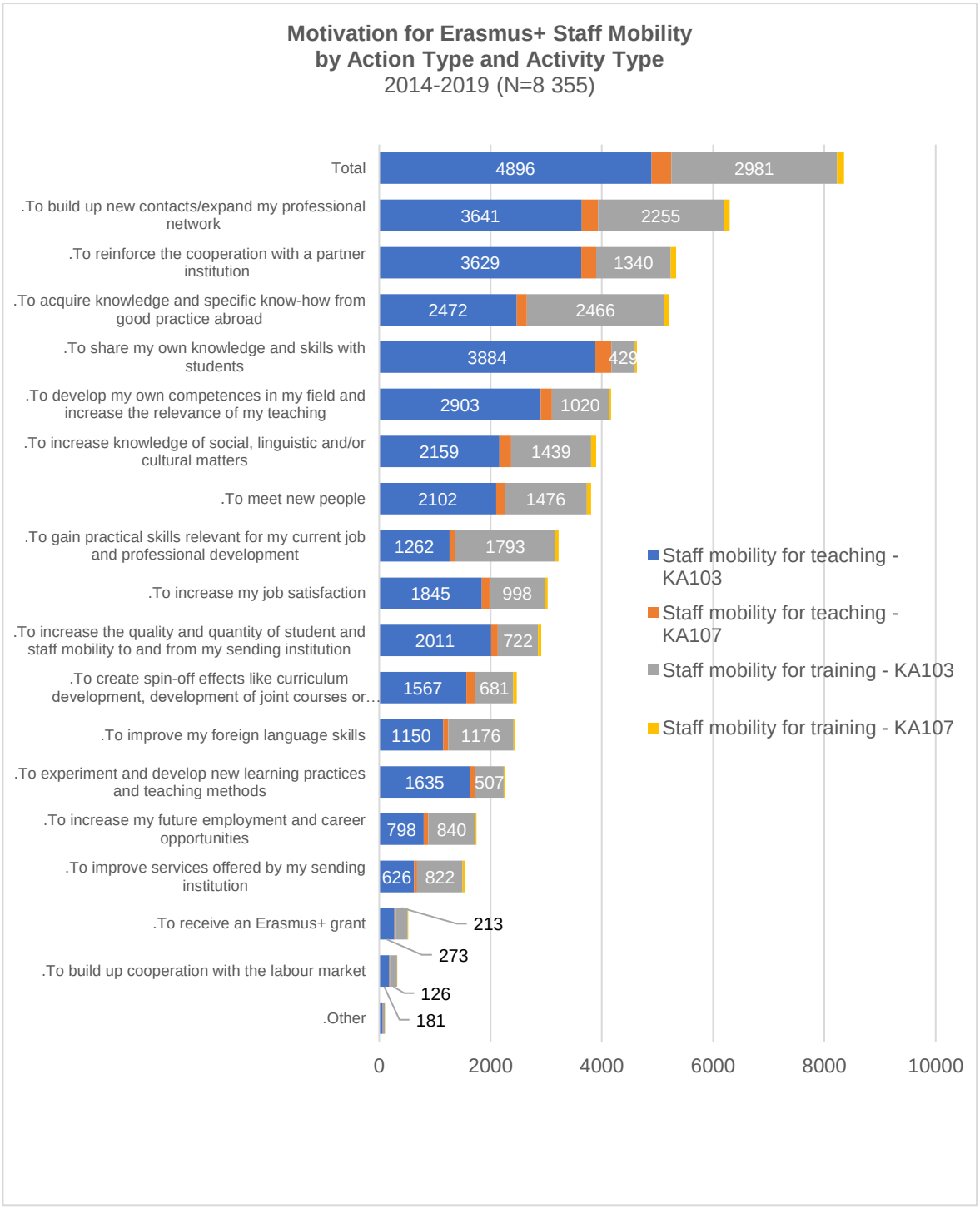
The country charts in this section aim to provide further country-level statistics without accompanying analysis.

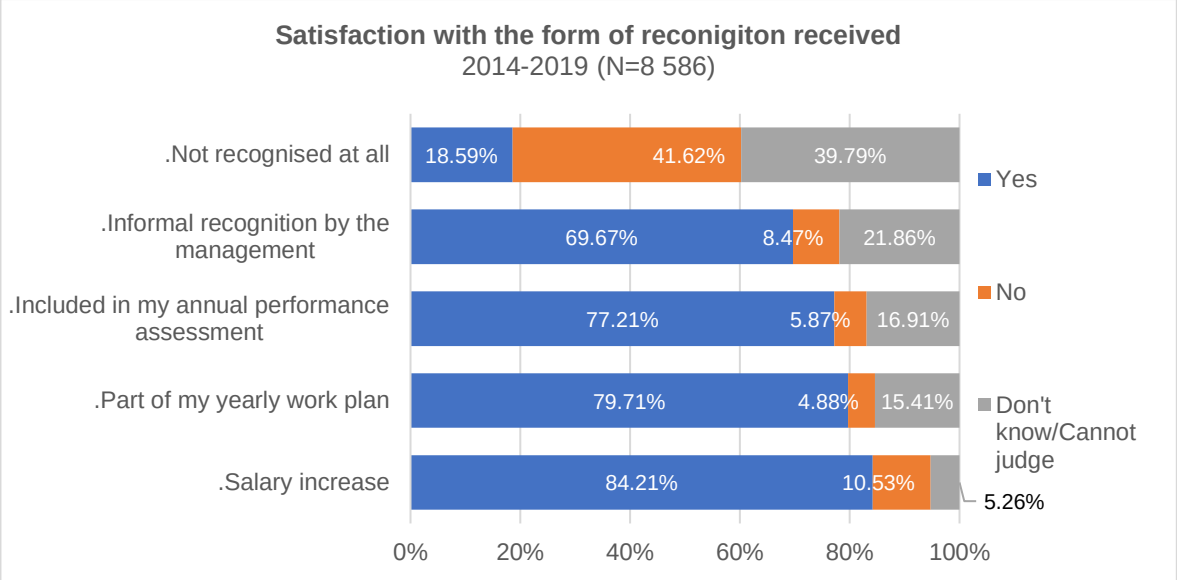
Austria

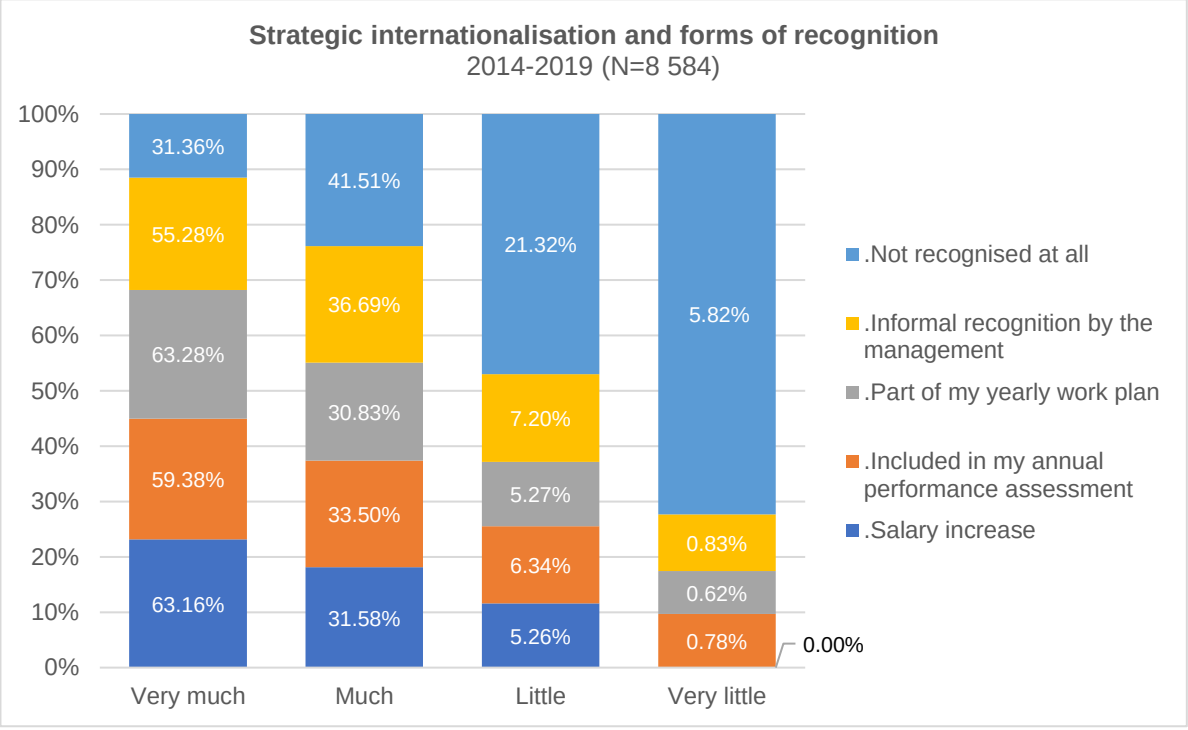

Staff mobility instances
by Action Type and Participant Type
2014-2019 (N=8 355)
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
41.10%
14.82%
17.50%
20.86%
2.06%
0.66%
2.15%
0.85%
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
Recurrent
First-time
KA103
KA107


Top 5 destination countries
KA103 mobility
2015-2019 (N=1 868)
400
350
300
250
200
150
100
50
0
2015
2016
2017
2018
2019
DE
ES
FI
IT
UK

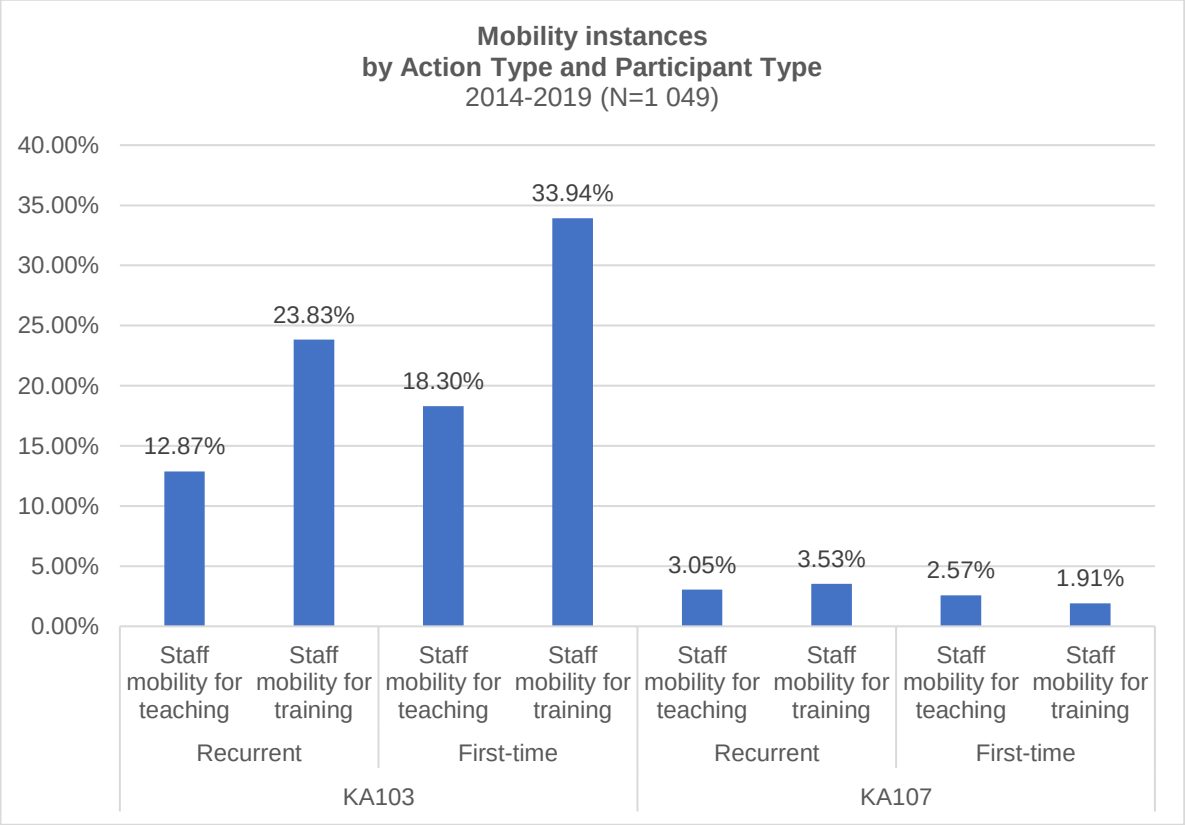

Top 5 destination countries
KA107 mobility
2016-2019 (N=203)
60
50
40
30
20
10
0
2016
2017
2018
2019
IL
RU
TH
UA
CN
KA107

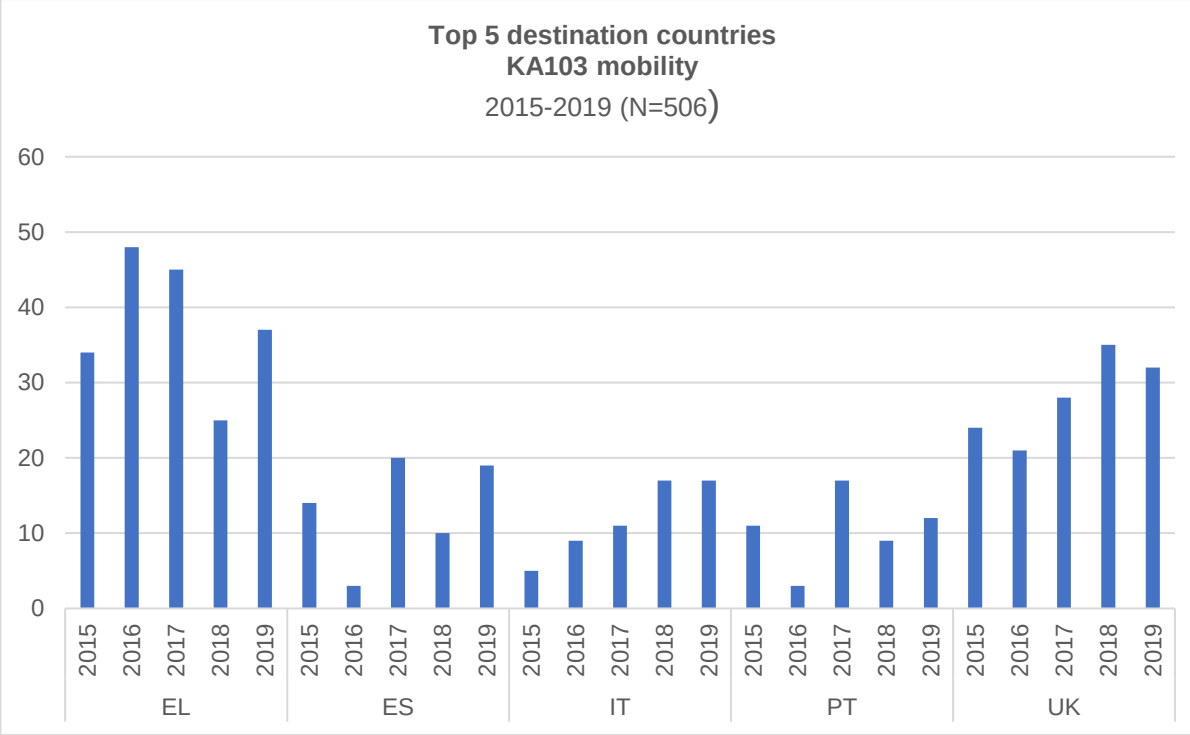

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=8 355)
Total
.To build up new contacts/expand my professional network
.To reinforce the cooperation with a partner institution
.To acquire knowledge and specific know-how from good practice abroad
.To share my own knowledge and skills with students
.To develop my own competences in my field and increase the relevance of my teaching
.To increase knowledge of social, linguistic and/or cultural matters
.To meet new people
.To gain practical skills relevant for my current job and professional development
.To increase my job satisfaction
.To increase the quality and quantity of student and staff mobility to and from my sending institution
.To create spin-off effects like curriculum development, development of joint courses or…
.To improve my foreign language skills
.To experiment and develop new learning practices and teaching methods
.To increase my future employment and career opportunities
.To improve services offered by my sending institution
.To receive an Erasmus+ grant
.To build up cooperation with the labour market
.Other
4896
2981
3641
2255
3629
1340
2472
2466
3884
429
2903
1020
2159
1439
2102
1476
1262
1793
1845
998
2011
722
1567
681
1150
1176
1635
507
798
840
626
822
213
273
126
181
0
2000
4000
6000
8000
10000
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107

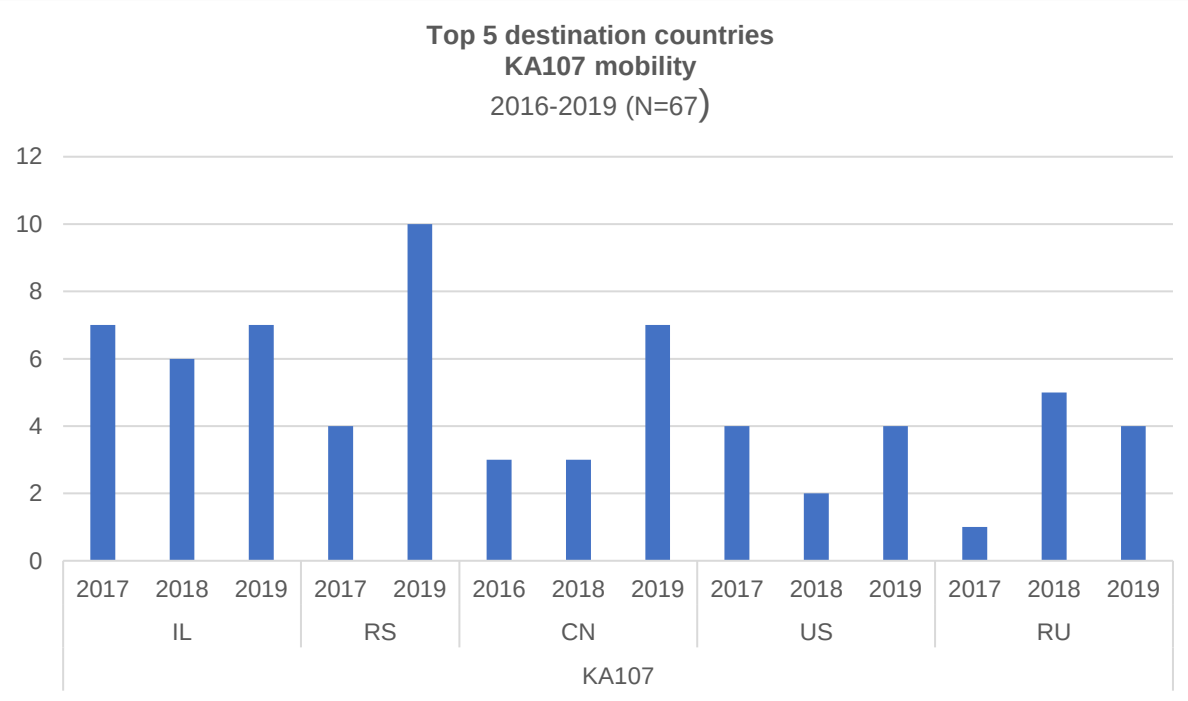

Satisfaction with the form of reconigiton received
2014-2019 (N=8 586)
.Not recognised at all
.Informal recognition by the management
.Included in my annual performance assessment
.Part of my yearly work plan
.Salary increase
18.59%
41.62%
39.79%
69.67%
8.47%
21.86%
77.21%
5.87%
16.91%
79.71%
4.88%
15.41%
84.21%
10.53%
5.26%
Yes
No
Don't know/Cannot judge
0%
20%
40%
60%
80%
100%

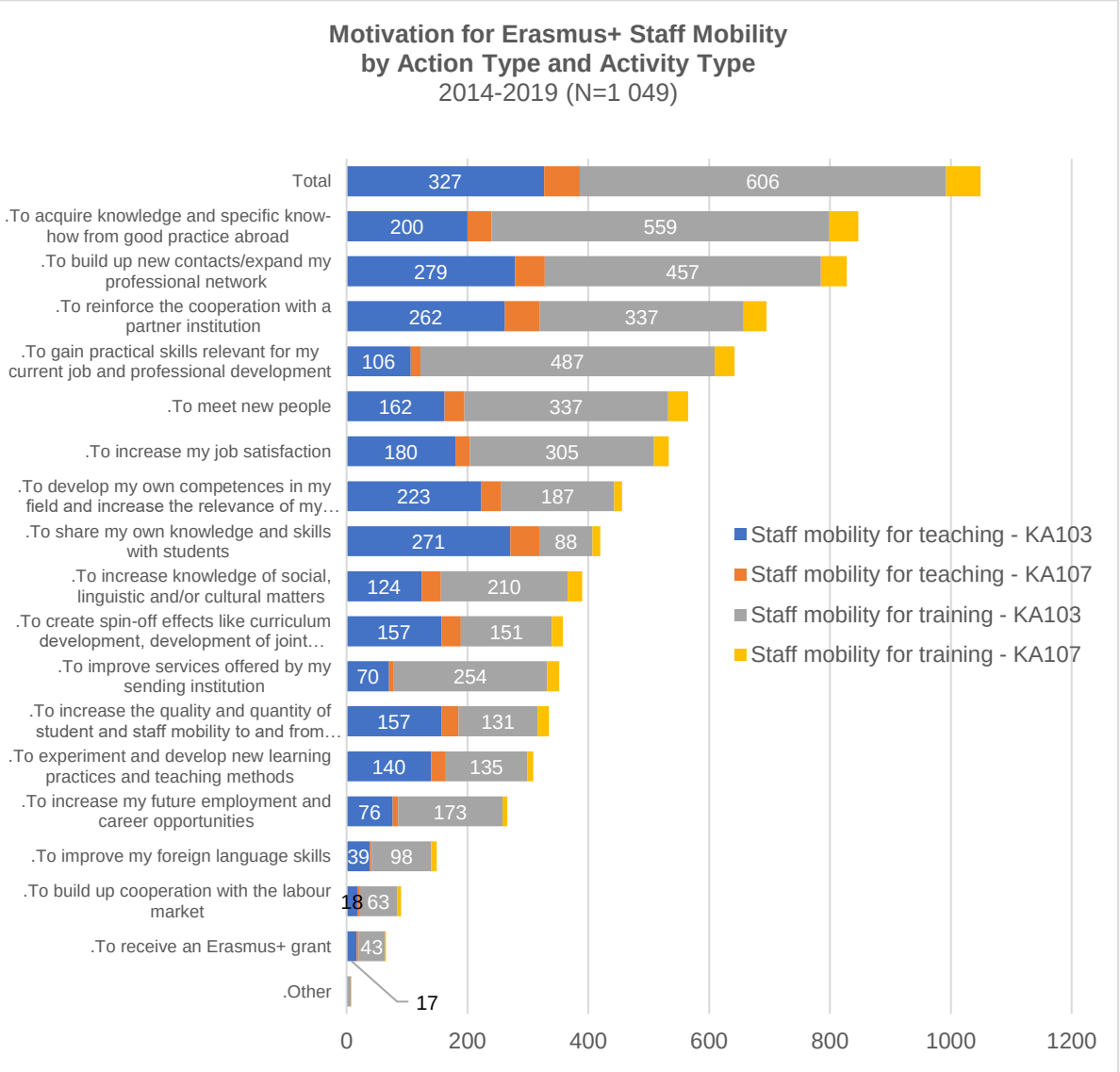

Strategic internationalisation and forms of recognition
2014-2019 (N=8 584)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
31.36%
55.28%
63.28%
59.38%
63.16%
41.51%
36.69%
30.83%
33.50%
31.58%
21.32%
7.20%
5.27%
6.34%
5.26%
5.82%
0.83%
0.62%
0.78%
0.00%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

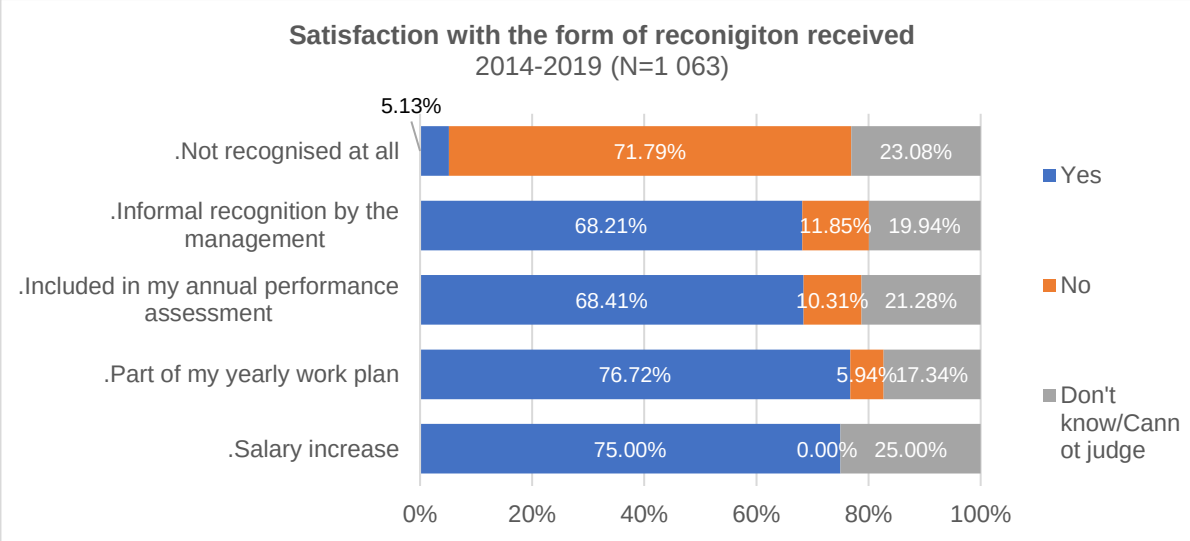
Cyprus

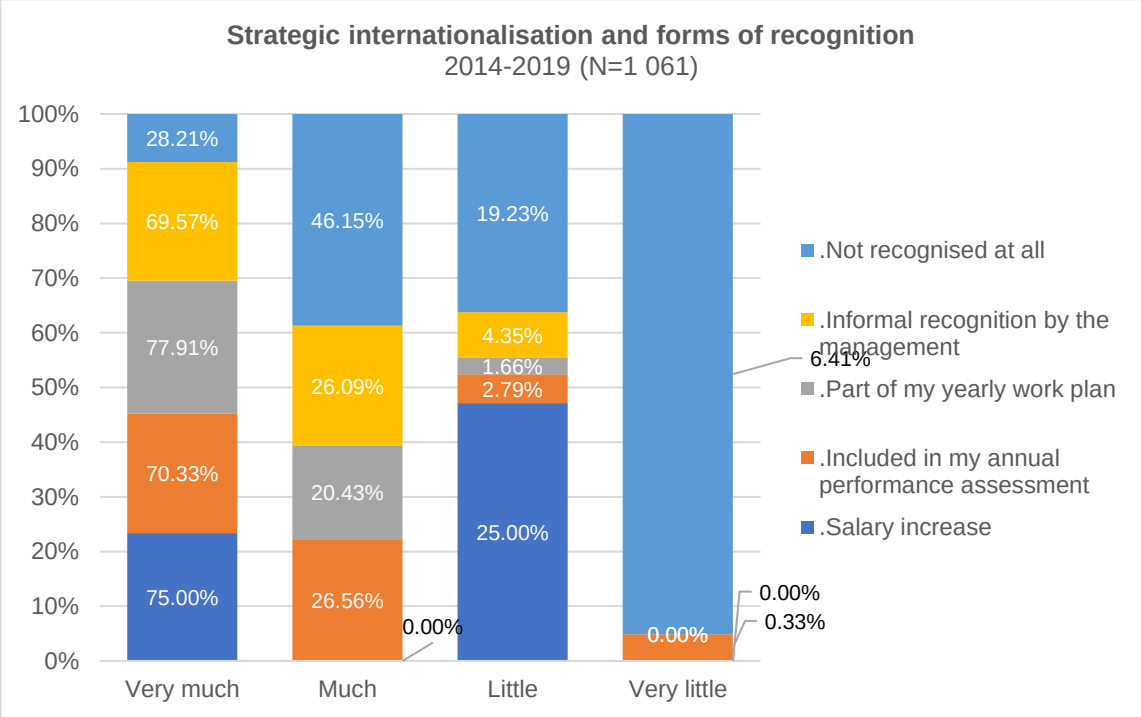

Mobility instances
by Action Type and Participant Type
2014-2019 (N=1 049)
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
12.87%
23.83%
18.30%
33.94%
3.05%
3.53%
2.57%
1.91%
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
Recurrent
First-time
KA103
KA107


Top 5 destination countries
KA103 mobility
2015-2019 (N=506)
60
50
40
30
20
10
0
2015
2016
2017
2018
2019
EL
ES
IT
PT
UK

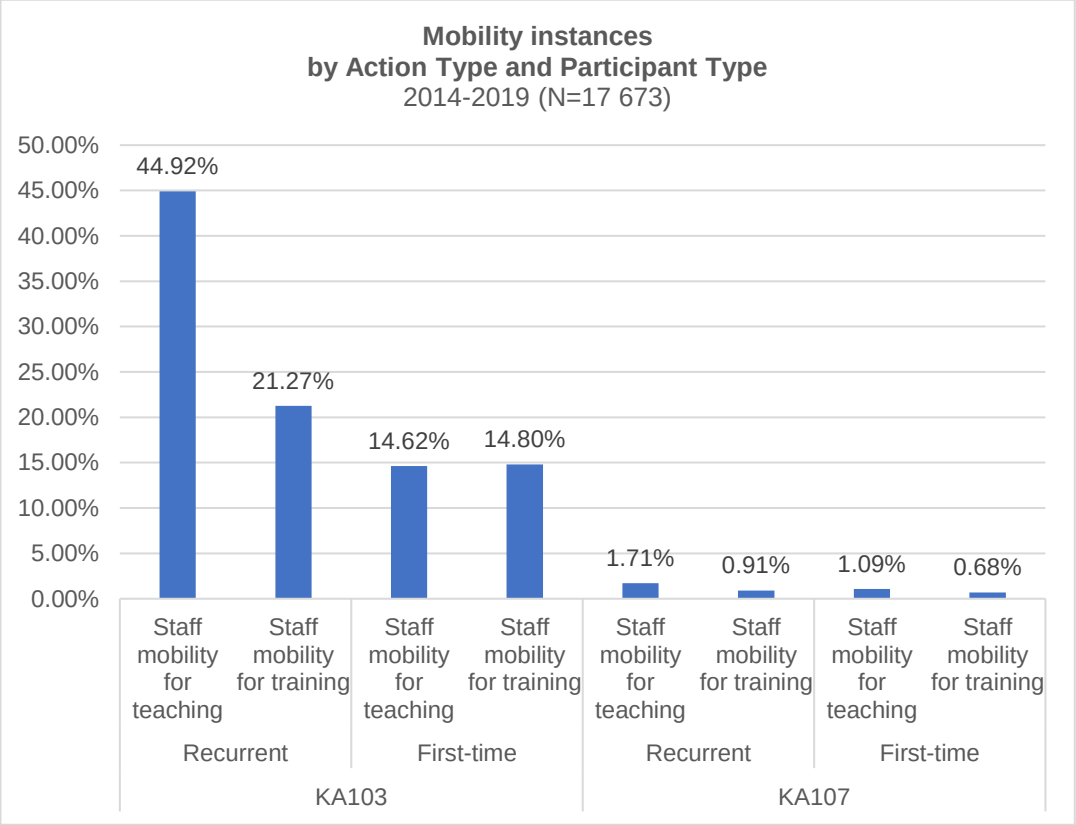

Top 5 destination countries
KA107 mobility
2016-2019 (N=67)
12
10
8
6
4
2
0
2017
2018
2019
IL
2017
2019
RS
2016
2018
2019
CN
2017
2018
2019
US
2017
2018
2019
RU
KA107

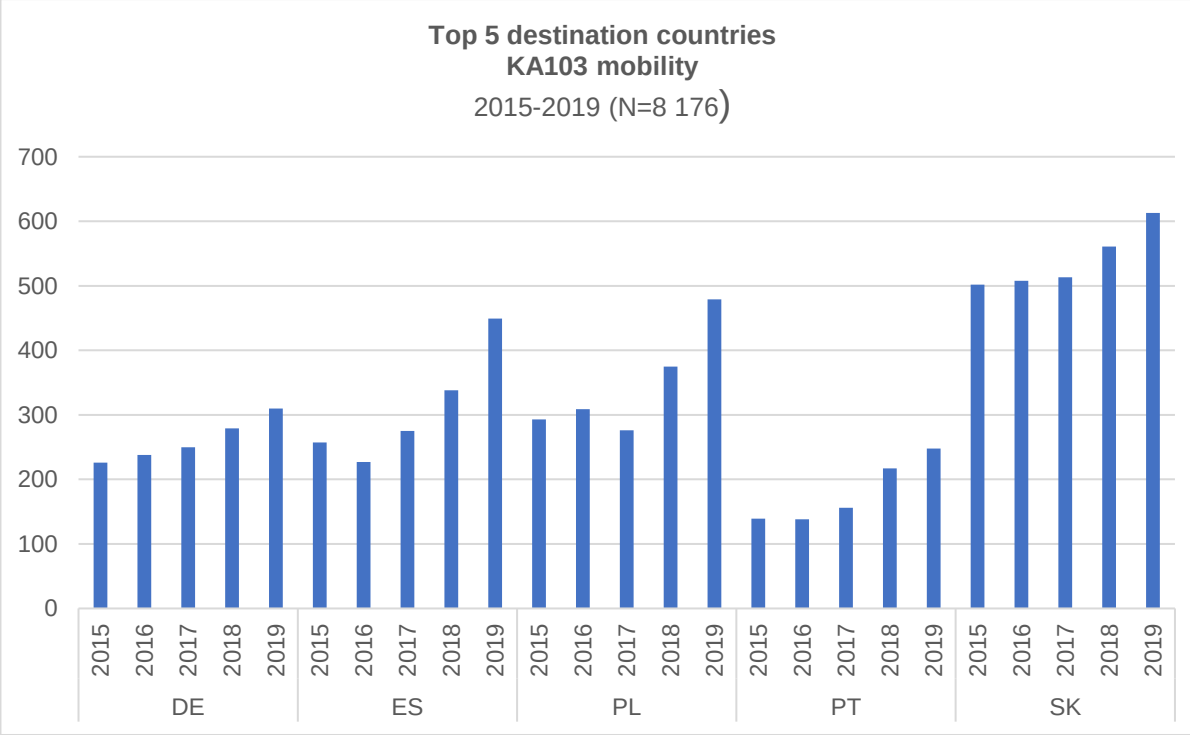

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=1 049)
Total
.To acquire knowledge and specific know-how from good practice abroad
.To build up new contacts/expand my professional network
.To reinforce the cooperation with a partner institution
.To gain practical skills relevant for my current job and professional development
.To meet new people
.To increase my job satisfaction
.To develop my own competences in my field and increase the relevance of my…
.To share my own knowledge and skills with students
.To increase knowledge of social, linguistic and/or cultural matters
.To create spin-off effects like curriculum development, development of joint…
.To improve services offered by my sending institution
.To increase the quality and quantity of student and staff mobility to and from…
.To experiment and develop new learning practices and teaching methods
.To increase my future employment and career opportunities
.To improve my foreign language skills
.To build up cooperation with the labour market
.To receive an Erasmus+ grant
.Other
327
606
200
559
279
457
262
337
106
487
162
337
180
305
223
187
271
88
124
210
157
151
70
254
157
131
140
135
76
173
39
98
18
63
43
17
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107
0
200
400
600
800
1000
1200

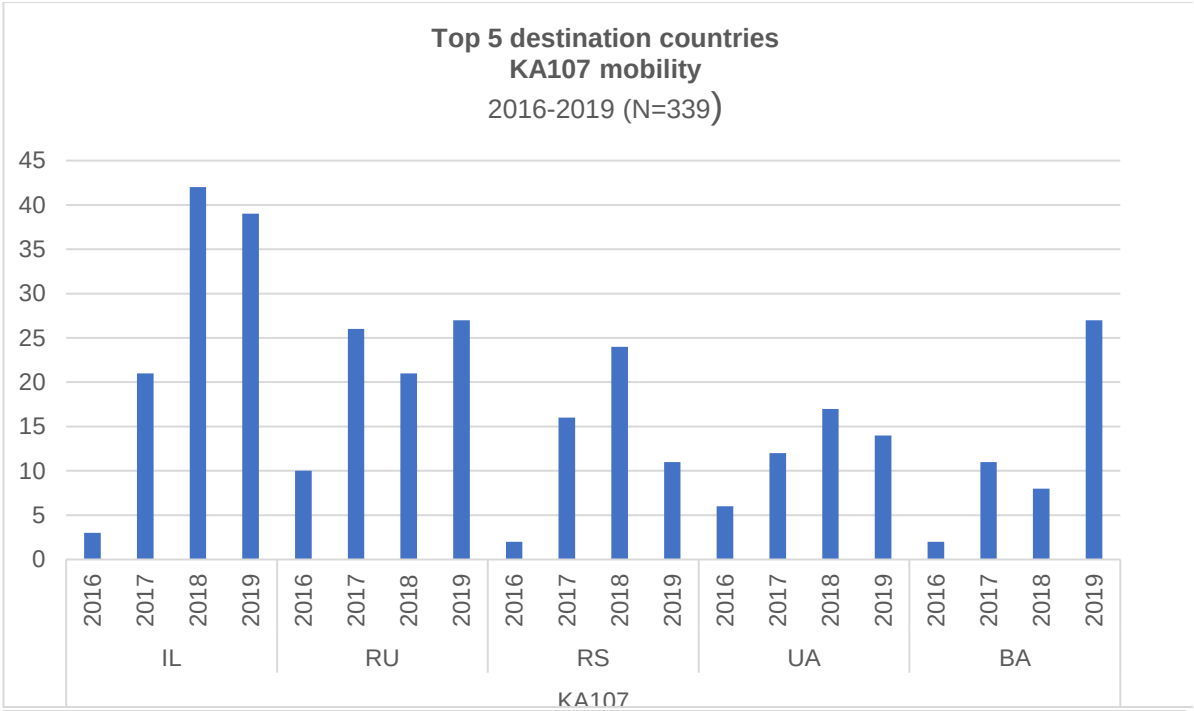

Satisfaction with the form of reconigiton received
2014-2019 (N=1 063)
.Not recognised at all
.Informal recognition by the management
.Included in my annual performance assessment
.Part of my yearly work plan
.Salary increase
5.13%
71.79%
23.08%
68.21%
11.85%
19.94%
68.41%
10.31%
21.28%
76.72%
5.94%
17.34%
75.00%
0.00%
25.00%
0%
20%
40%
60%
80%
100%
Yes
No
Don't know/Cannot judge

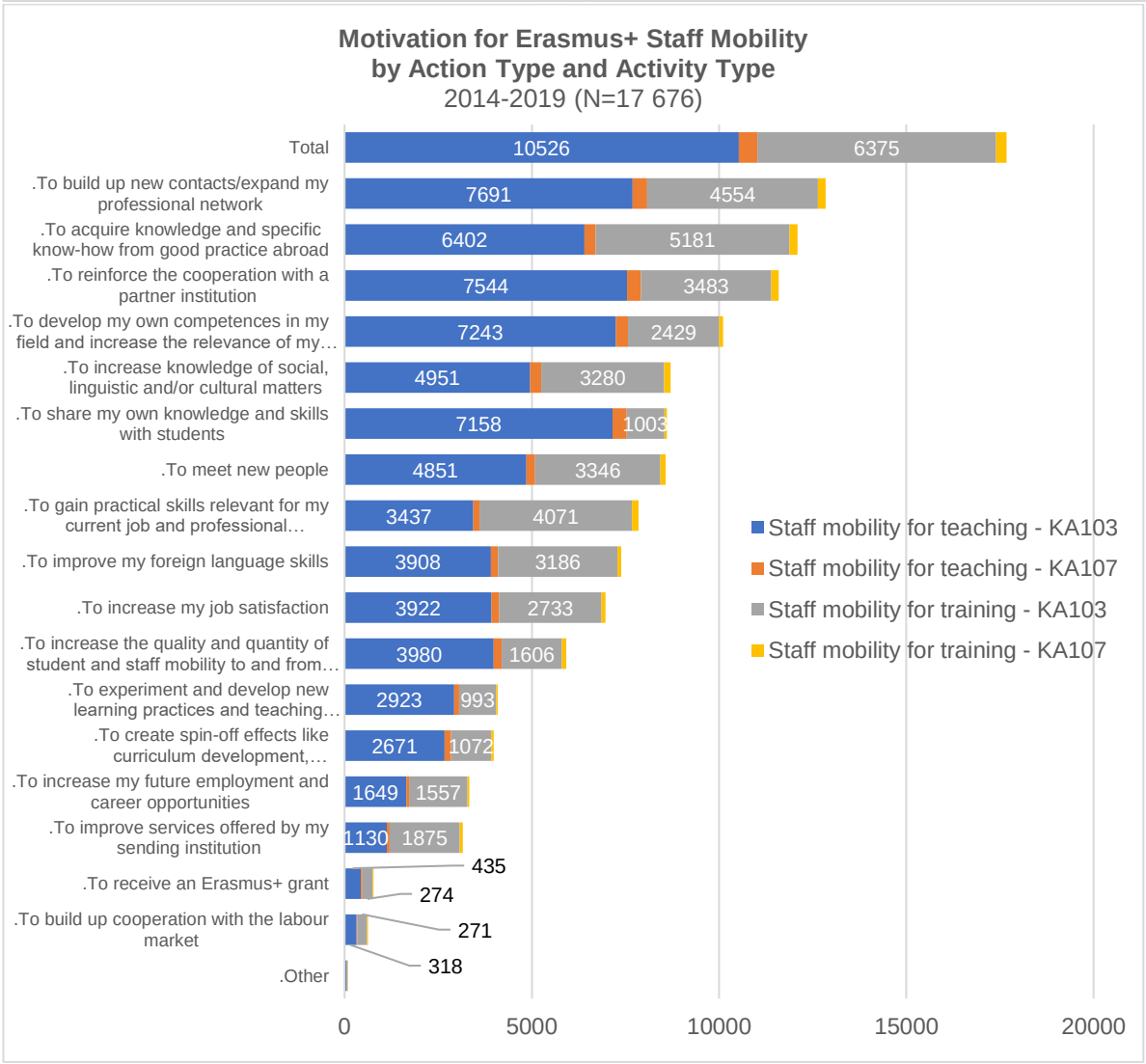

Strategic internationalisation and forms of recognition
2014-2019 (N=1 061)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
28.21%
69.57%
77.91%
70.33%
75.00%
46.15%
26.09%
20.43%
26.56%
0.00%
19.23%
4.35%
1.66%
2.79%
25.00%
0.00%
6.41%
0.00%
0.33%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

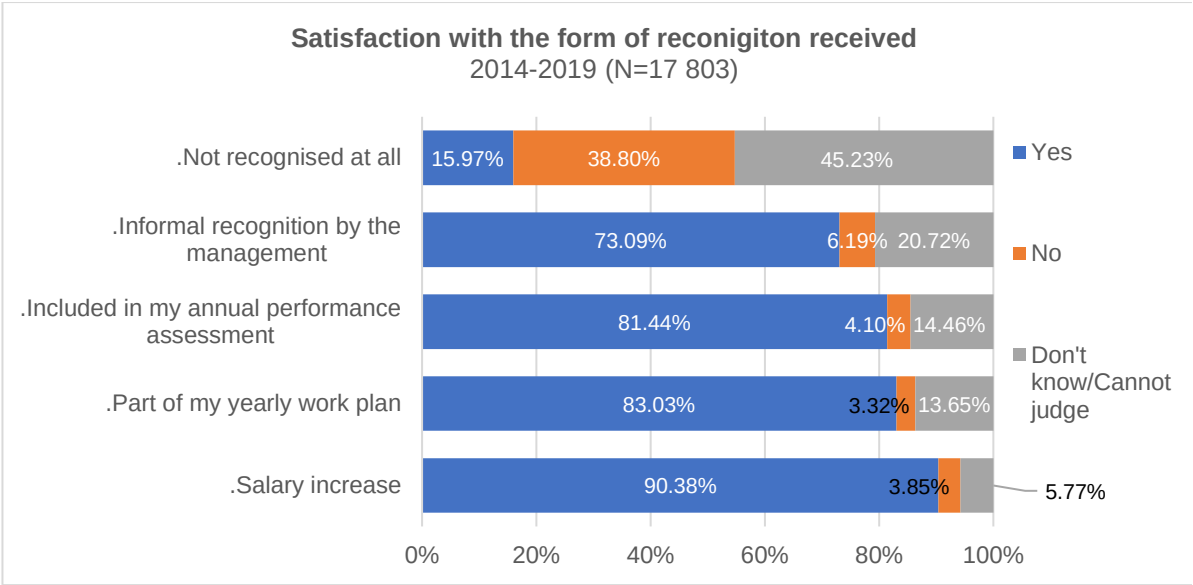
Czech Republic

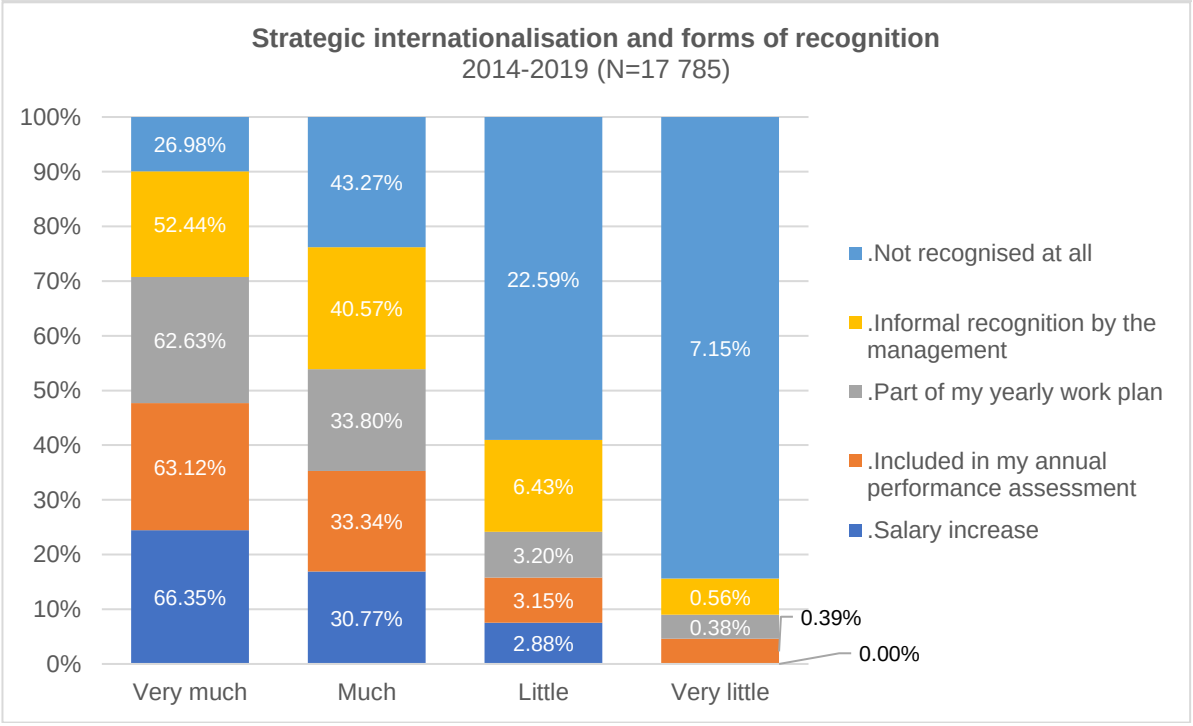




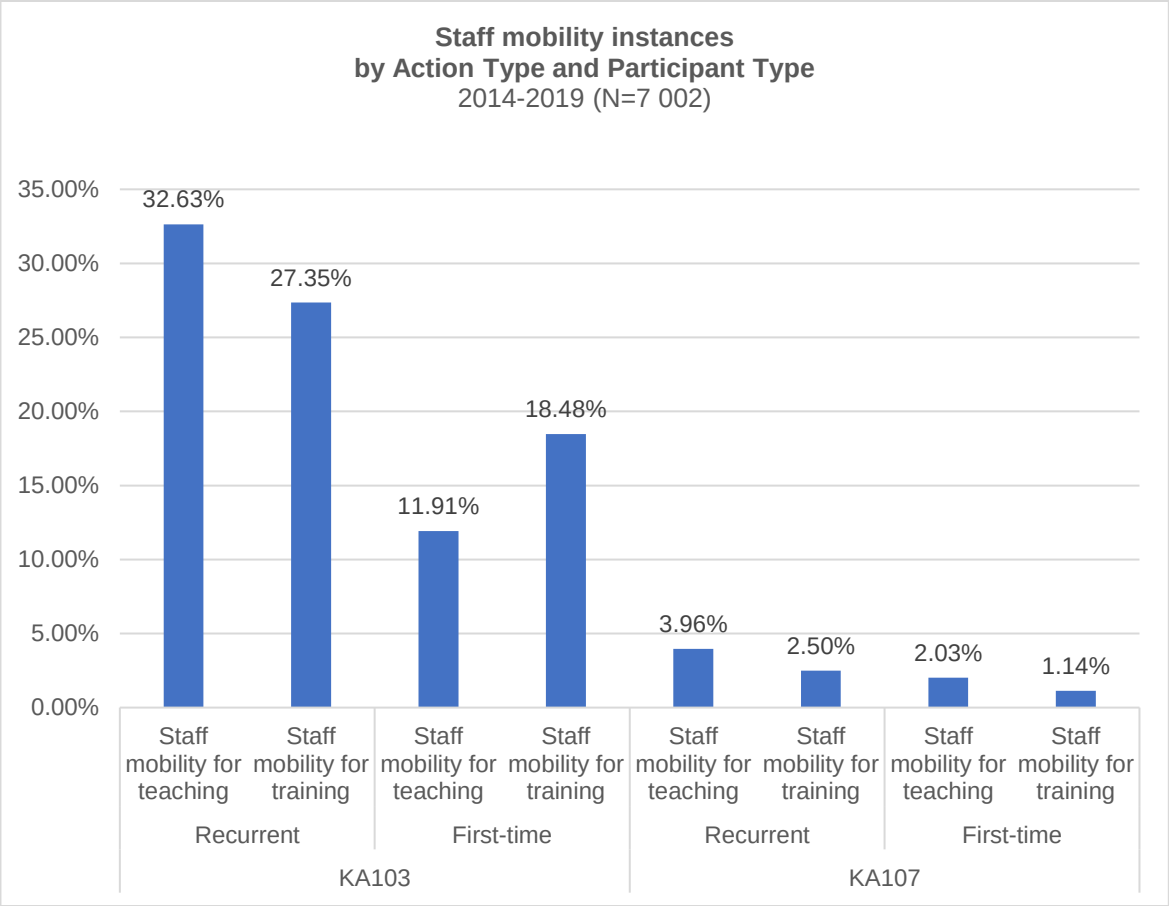

Top 5 destination countries
KA107 mobility
2016-2019 (N=339)
45
40
35
30
25
20
15
10
5
0
2016
2017
2018
2019
IL
RU
RS
UA
BA
KA107

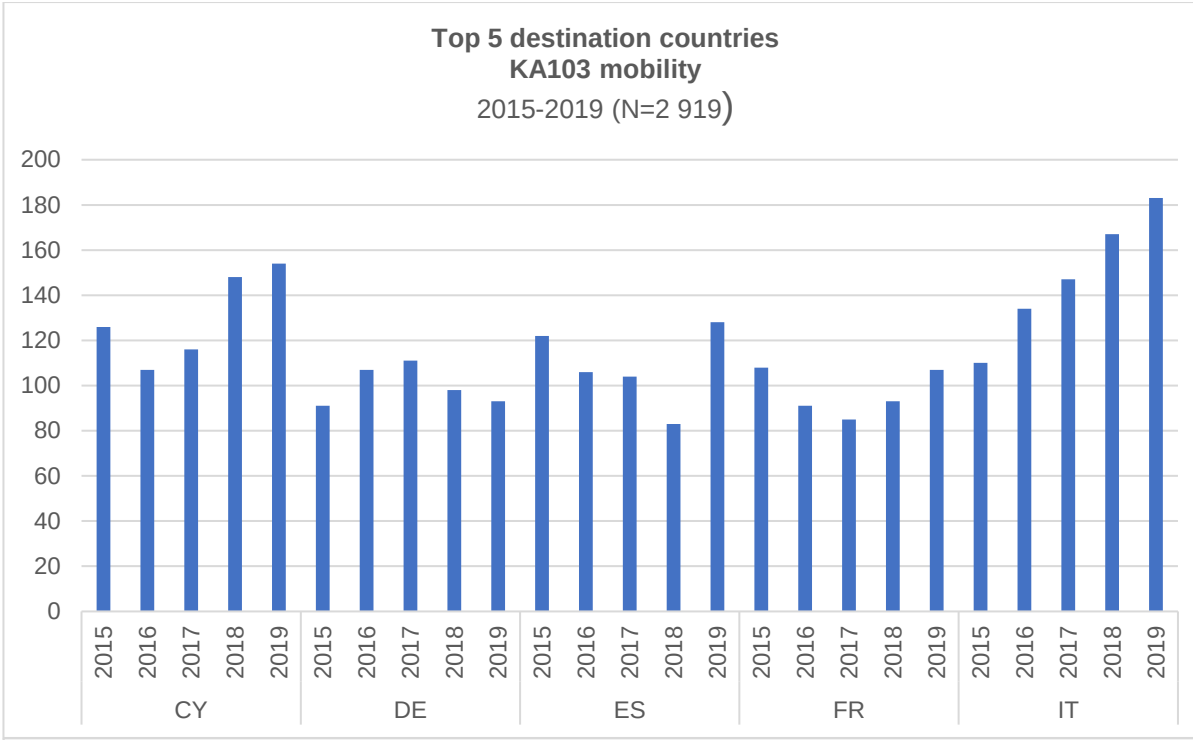

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=17 676)
Total
.To build up new contacts/expand my professional network
.To acquire knowledge and specific know-how from good practice abroad
.To reinforce the cooperation with a partner institution
.To develop my own competences in my field and increase the relevance of my…
.To increase knowledge of social, linguistic and/or cultural matters
.To share my own knowledge and skills with students
.To meet new people
.To gain practical skills relevant for my current job and professional…
.To improve my foreign language skills
.To increase my job satisfaction
.To increase the quality and quantity of student and staff mobility to and from…
.To experiment and develop new learning practices and teaching…
.To create spin-off effects like curriculum development,…
.To increase my future employment and career opportunities
.To improve services offered by my sending institution
.To receive an Erasmus+ grant
.To build up cooperation with the labour market
.Other
10526
6375
7691
4554
6402
5181
7544
3483
7243
2429
4951
3280
7158
1003
4851
3346
3437
4071
3908
3186
3922
2733
3980
1606
2923
993
2671
1072
1649
1557
1130
1875
435
274
271
318
0
5000
10000
15000
20000
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107

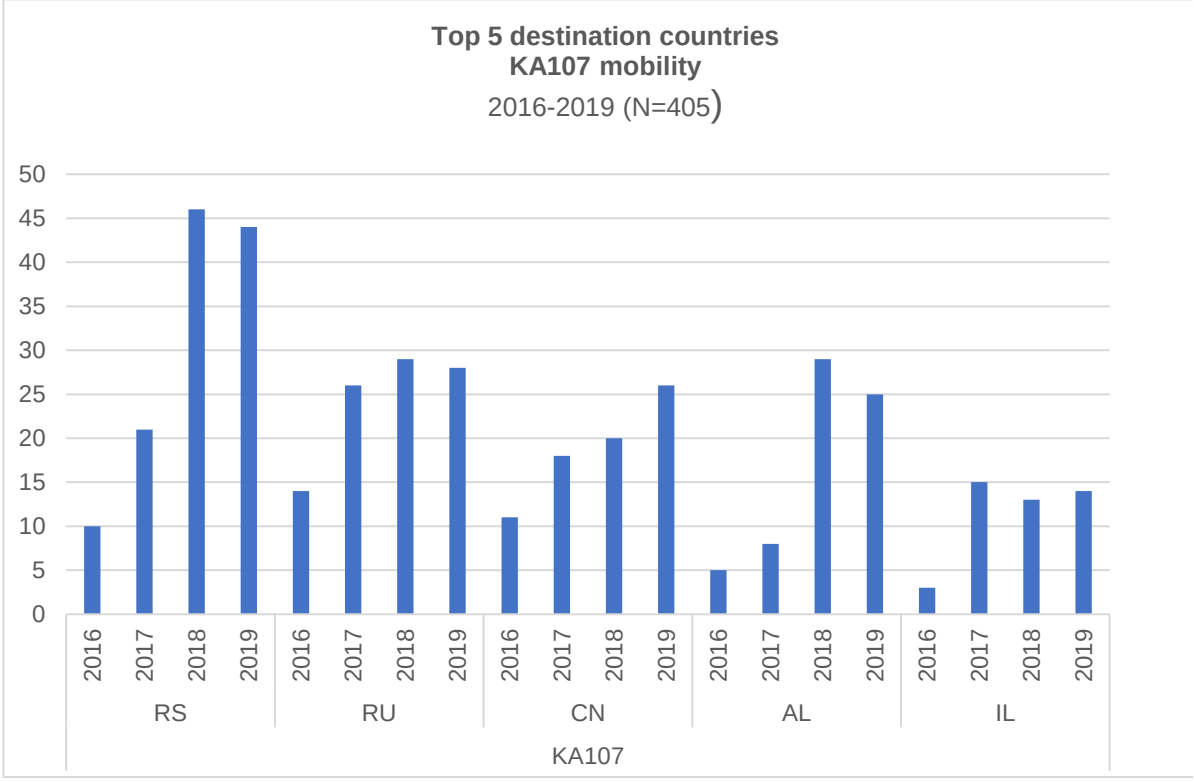

Satisfaction with the form of reconigiton received
2014-2019 (N=17 803)
.Not recognised at all
.Informal recognition by the management
.Included in my annual performance assessment
.Part of my yearly work plan
.Salary increase
15.97%
38.80%
45.23%
73.09%
6.19%
20.72%
81.44%
4.10%
14.46%
83.03%
3.32%
13.65%
90.38%
3.85%
5.77%
0%
20%
40%
60%
80%
100%
Yes
No
Don't know/Cannot judge

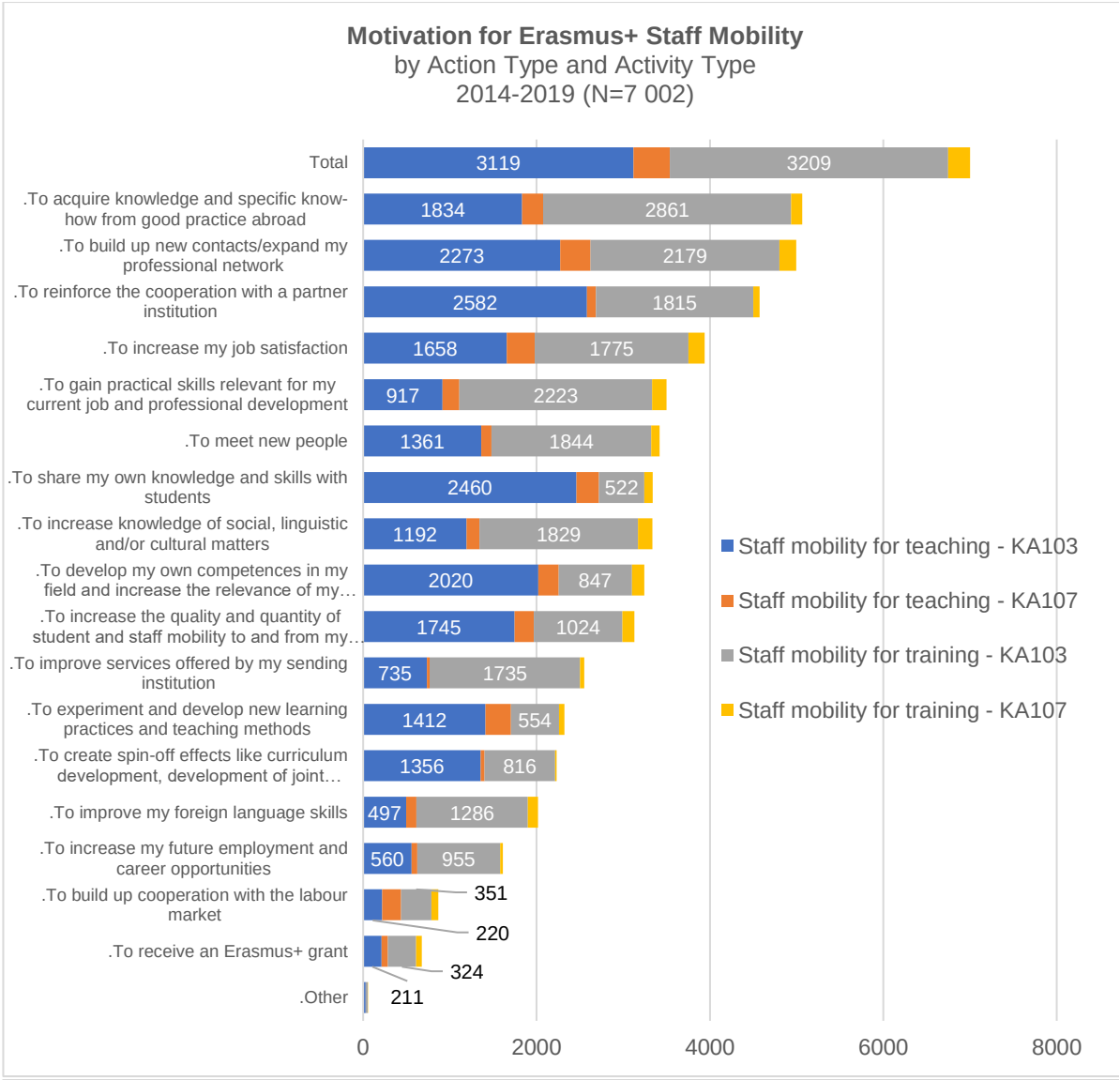

Strategic internationalisation and forms of recognition
2014-2019 (N=17 785)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
26.98%
52.44%
62.63%
63.12%
66.35%
43.27%
40.57%
33.80%
33.34%
30.77%
22.59%
6.43%
3.20%
3.15%
2.88%
7.15%
0.56%
0.38%
0.39%
0.00%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

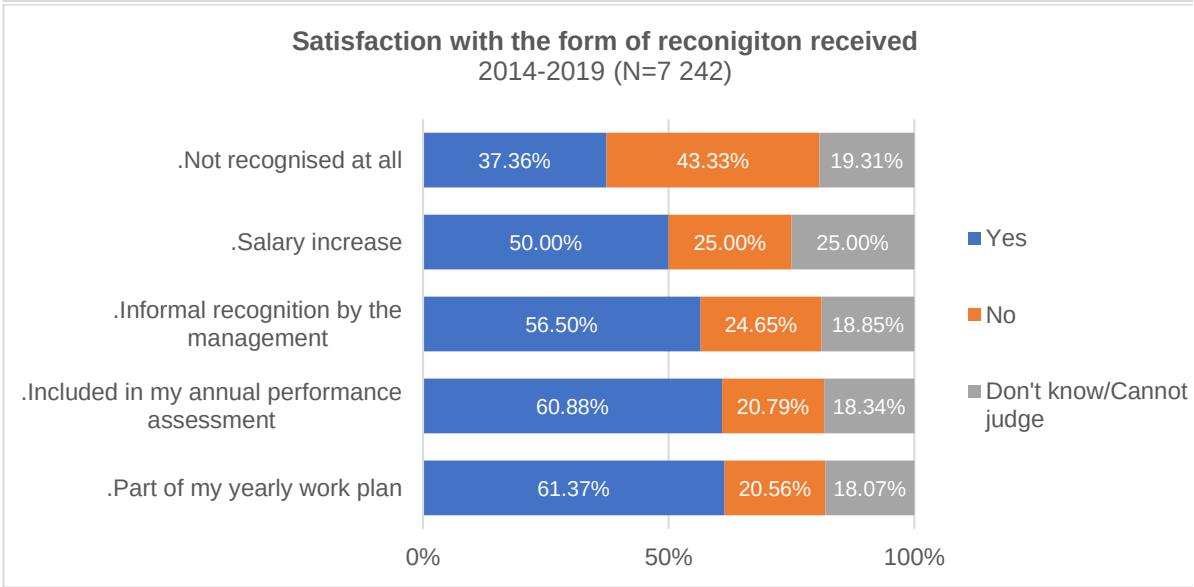
Greece

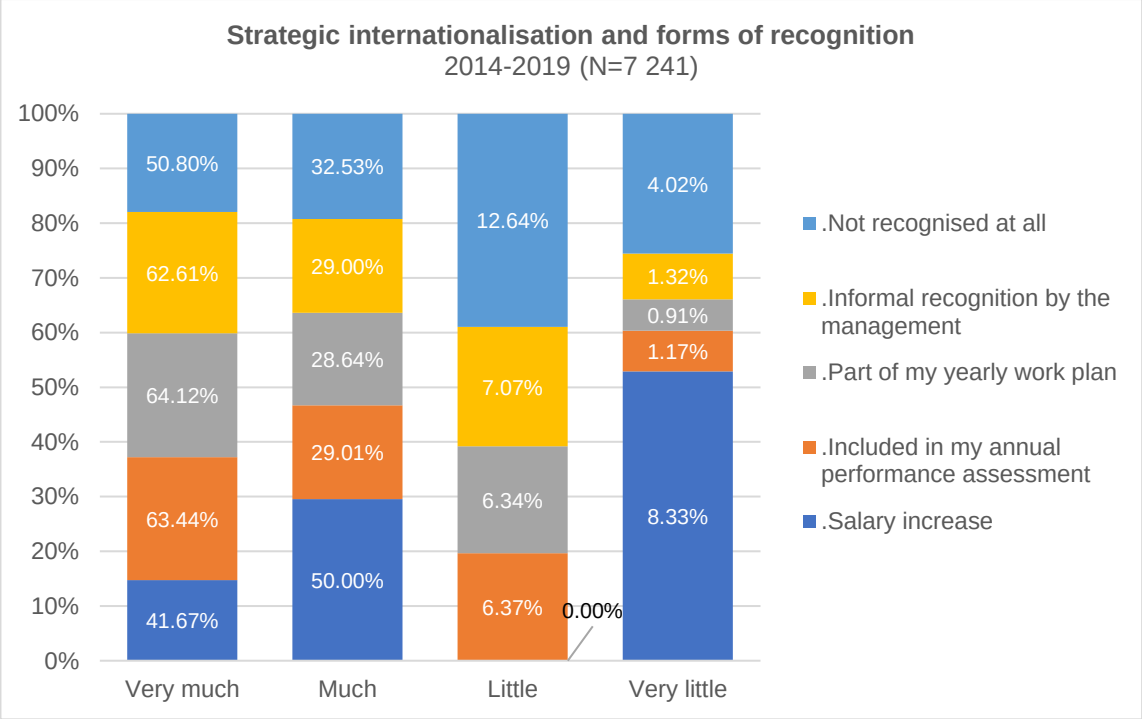

Staff mobility instances
by Action Type and Participant Type
2014-2019 (N=7 002)
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
32.63%
27.35%
11.91%
18.48%
3.96%
2.50%
2.03%
1.14%
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
Recurrent
First-time
KA103
KA107


Top 5 destination countries
KA103 mobility
2015-2019 (N=2 919)
200
180
160
140
120
100
80
60
40
20
0
2015 2016 2017 2018 2019
CY
DE
ES
FR
IT

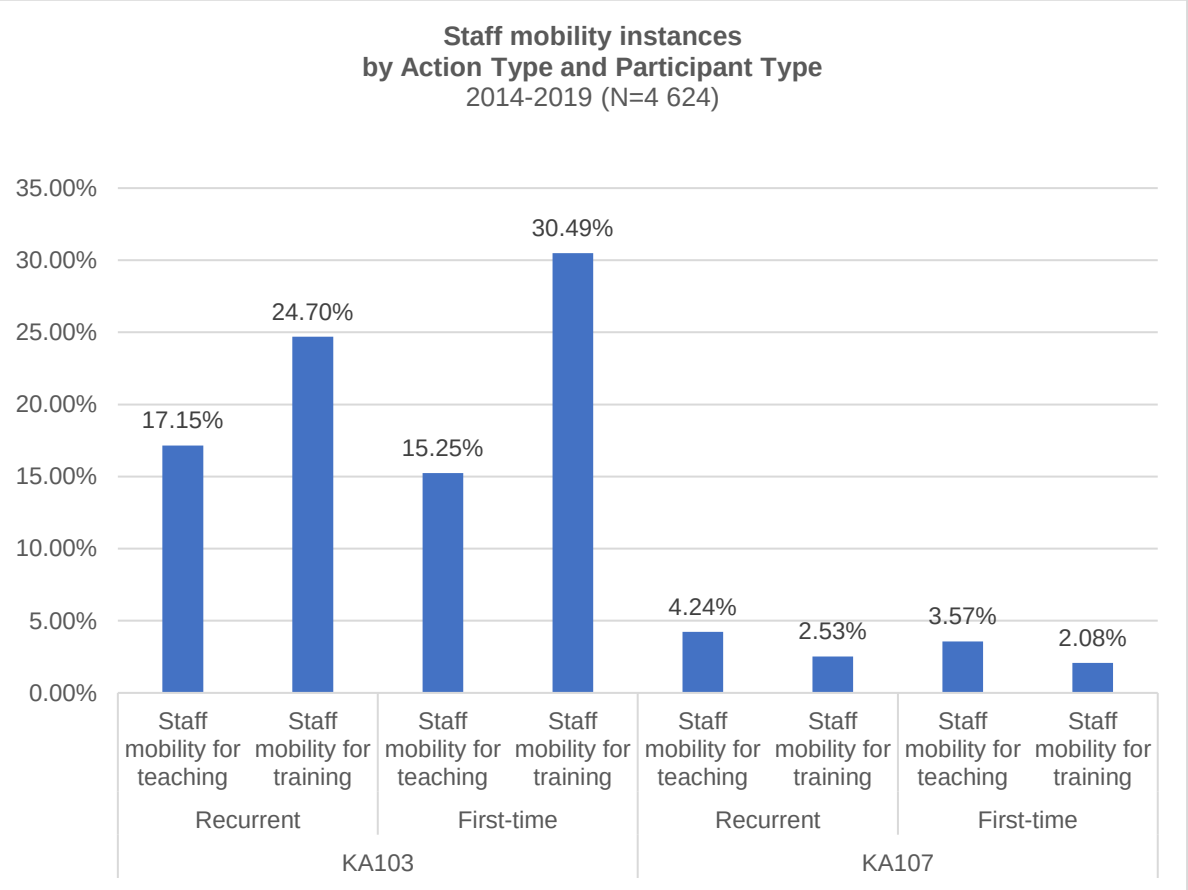

Top 5 destination countries
KA107 mobility
2016-2019 (N=405)
50
45
40
35
30
25
20
15
10
5
0
2016 2017 2018 2019
RS
RU
CN
AL
IL
KA107

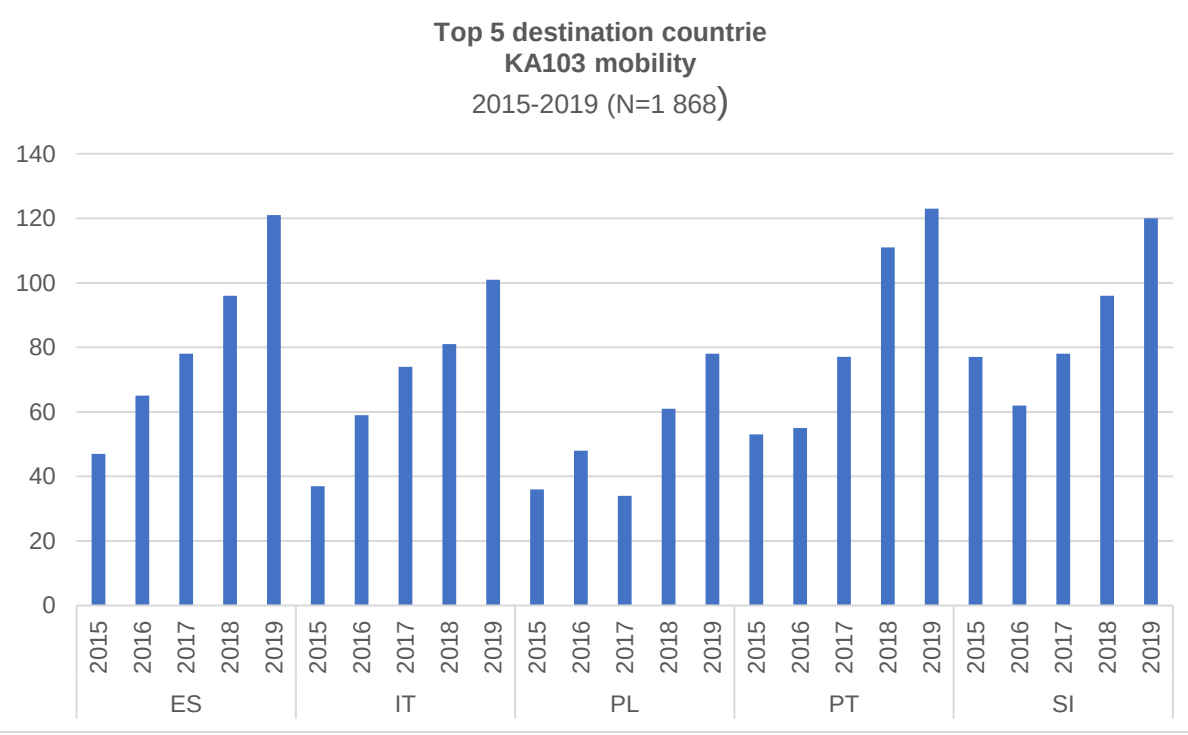

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=7 002)
Total
.To acquire knowledge and specific know-how from good practice abroad
.To build up new contacts/expand my professional network
.To reinforce the cooperation with a partner institution
.To increase my job satisfaction
.To gain practical skills relevant for my current job and professional development
.To meet new people
.To share my own knowledge and skills with students
.To increase knowledge of social, linguistic and/or cultural matters
.To develop my own competences in my field and increase the relevance of my…
.To increase the quality and quantity of student and staff mobility to and from my…
.To improve services offered by my sending institution
.To experiment and develop new learning practices and teaching methods
.To create spin-off effects like curriculum development, development of joint…
.To improve my foreign language skills
.To increase my future employment and career opportunities
.To build up cooperation with the labour market
.To receive an Erasmus+ grant
.Other
3119
3209
1834
2861
2273
2179
2582
1815
1658
1775
917
2223
1361
1844
2460
522
1192
1829
2020
847
1745
1024
735
1735
1412
554
1356
816
497
1286
560
955
351
220
324
211
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107
0
2000
4000
6000
8000

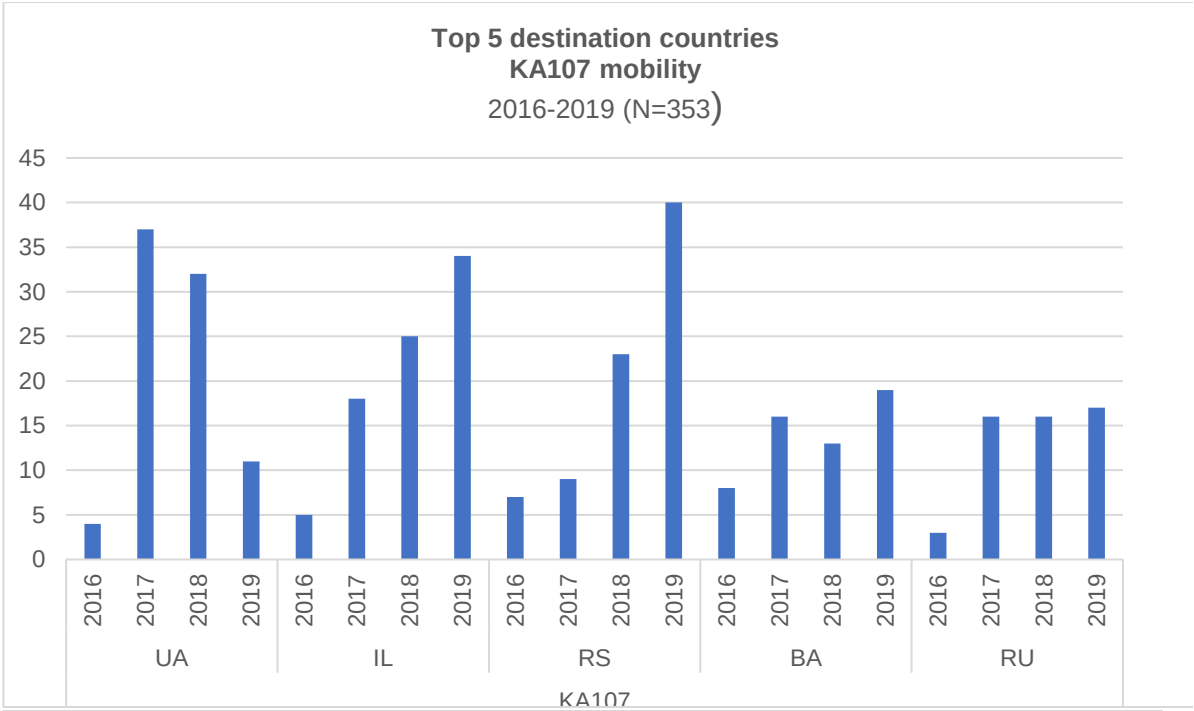

Satisfaction with the form of reconigiton received
2014-2019 (N=7 242)
.Not recognised at all
.Salary increase
.Informal recognition by the management
.Included in my annual performance assessment
.Part of my yearly work plan
37.36%
43.33%
19.31%
50.00%
25.00%
25.00%
56.50%
24.65%
18.85%
60.88%
20.79%
18.34%
61.37%
20.56%
18.07%
Yes
No
Don't know/Cannot judge
0%
50%
100%

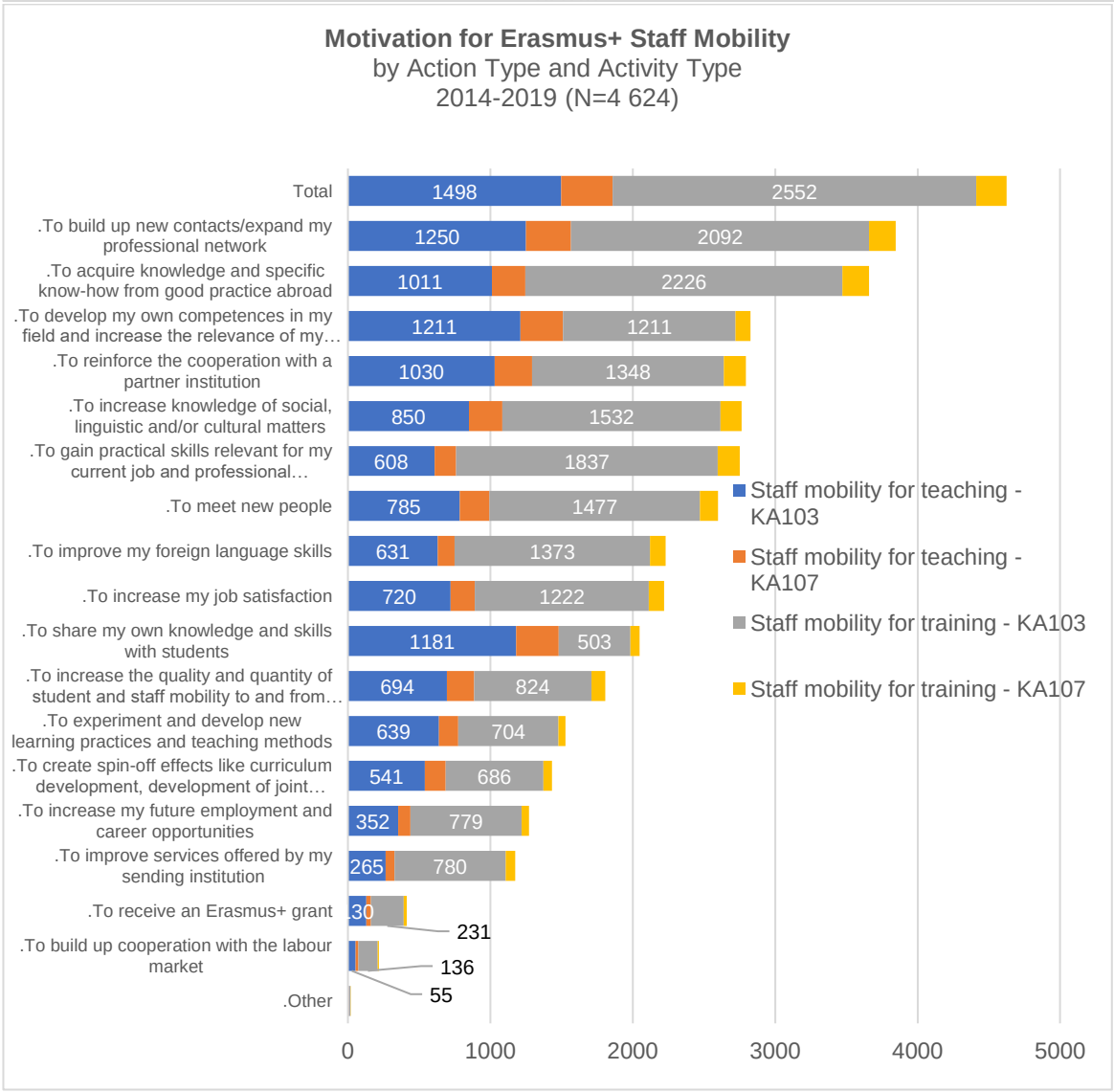

Strategic internationalisation and forms of recognition
2014-2019 (N=7 241)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
50.80%
62.61%
64.12%
63.44%
41.67%
32.53%
29.00%
28.64%
29.01%
50.00%
12.64%
7.07%
6.34%
6.37%
0.00%
4.02%
1.32%
0.91%
1.17%
8.33%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

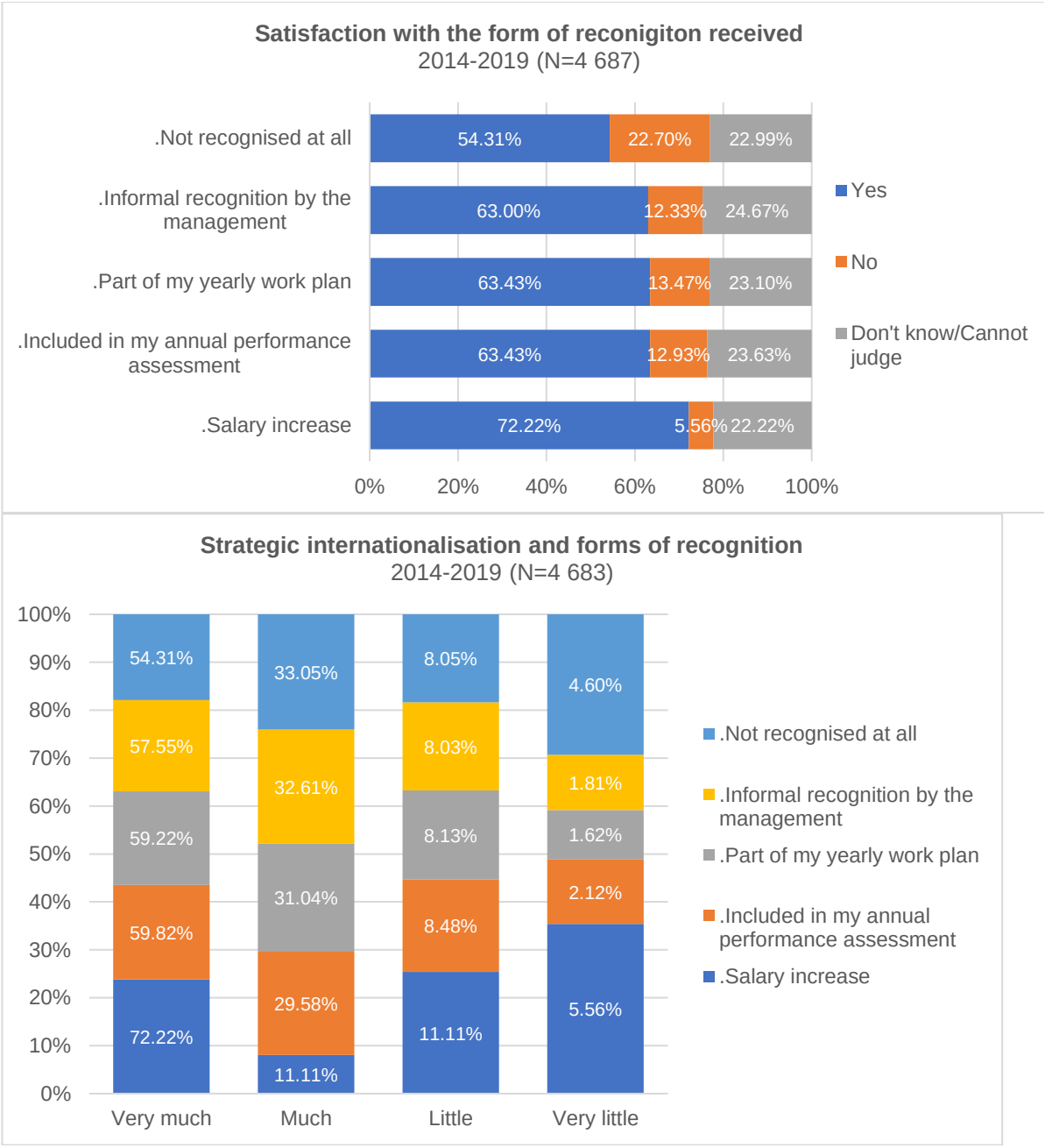
Croatia


Staff mobility instances
by Action Type and Participant Type
2014-2019 (N=4 624)
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
17.15%
24.70%
15.25%
30.49%
4.24%
2.53%
3.57%
2.08%
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
Recurrent
First-time
KA103
KA107

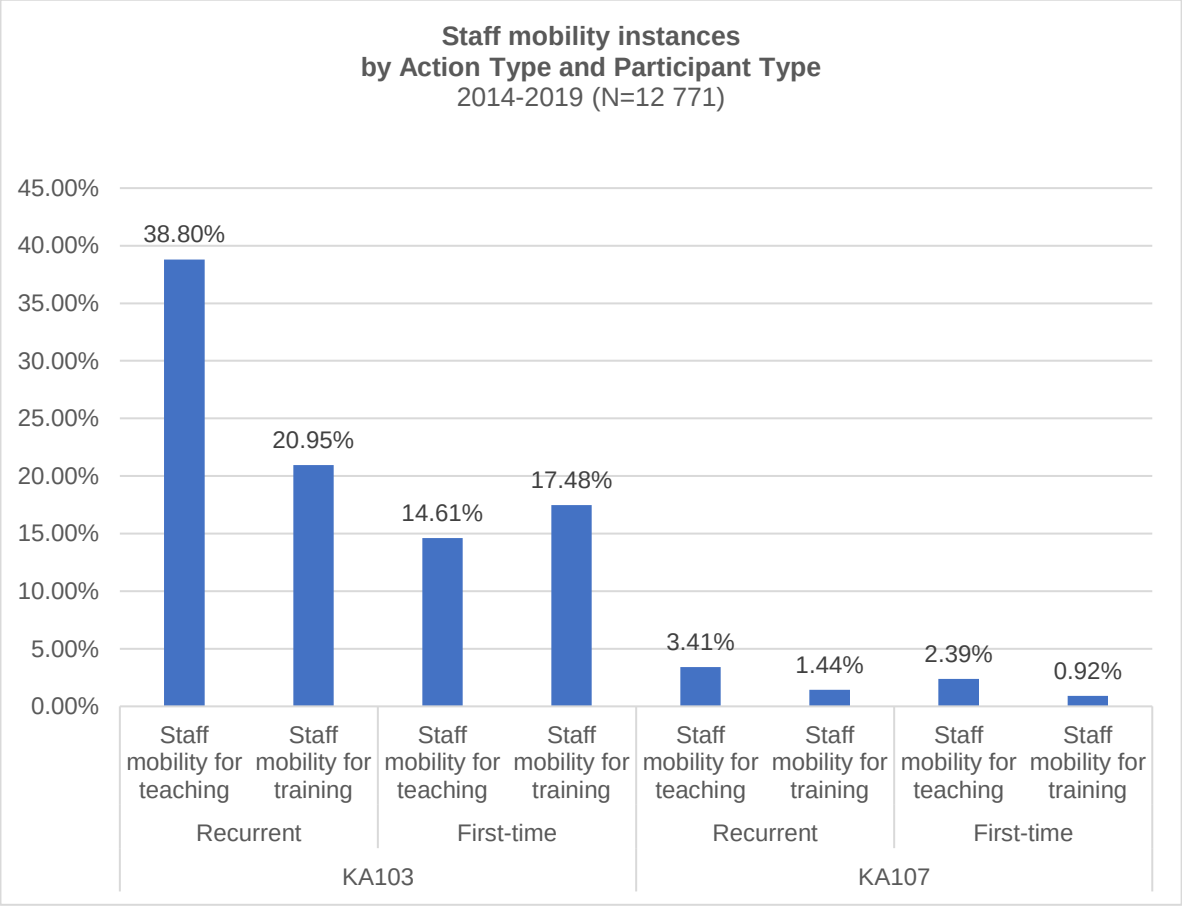

Top 5 destination countrie
KA103 mobility
2015-2019 (N=1 868)
140
120
100
80
60
40
20
0
2015
2016
2017
2018
2019
ES
IT
PL
PT
SI

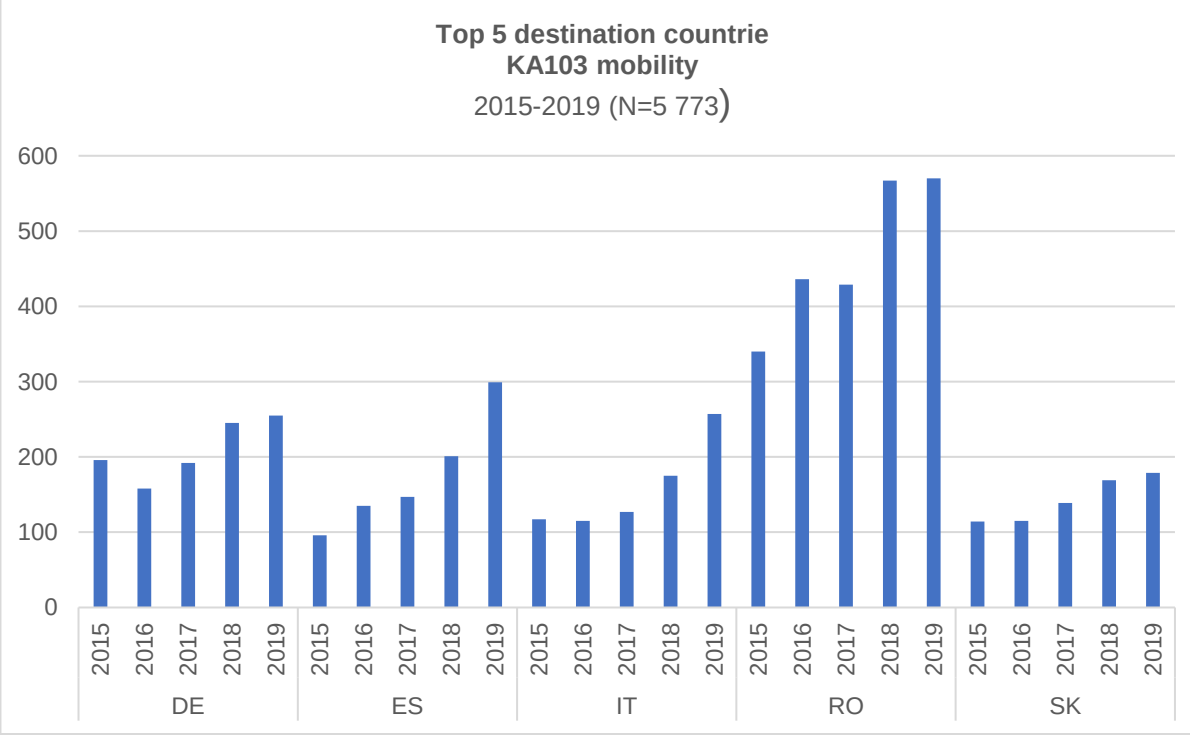

Top 5 destination countries
KA107 mobility
2016-2019 (N=353)
45
40
35
30
25
20
15
10
5
0
2016
2017
2018
2019
UA
IL
RS
BA
RU
KA107

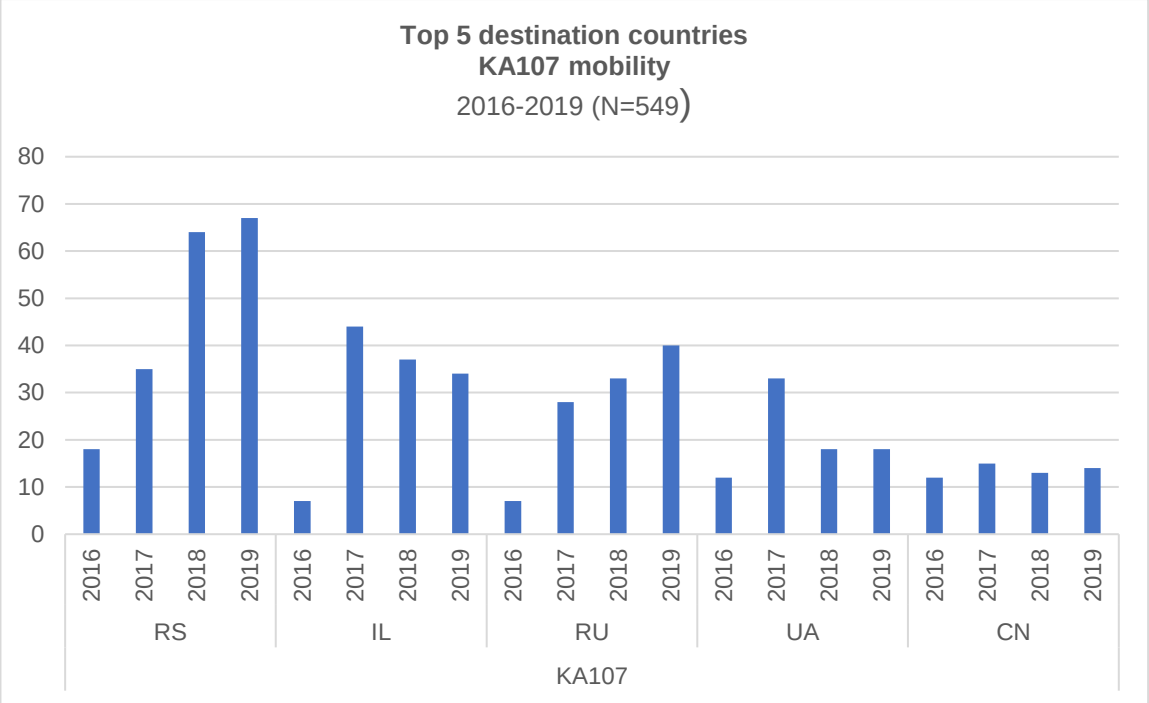

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=4 624)
Total
.To build up new contacts/expand my professional network
.To acquire knowledge and specific know-how from good practice abroad
.To develop my own competences in my field and increase the relevance of my…
.To reinforce the cooperation with a partner institution
.To increase knowledge of social, linguistic and/or cultural matters
.To gain practical skills relevant for my current job and professional…
.To meet new people
.To improve my foreign language skills
.To increase my job satisfaction
.To share my own knowledge and skills with students
.To increase the quality and quantity of student and staff mobility to and from…
.To experiment and develop new learning practices and teaching methods
.To create spin-off effects like curriculum development, development of joint…
.To increase my future employment and career opportunities
.To improve services offered by my sending institution
.To receive an Erasmus+ grant
.To build up cooperation with the labour market
.Other
1498
2552
1250
2092
1011
2226
1211
1211
1030
1348
850
1532
608
1837
785
1477
631
1373
720
1222
1181
503
694
824
639
704
541
686
352
779
265
780
30
231
136
55
0
1000
2000
3000
4000
5000
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107

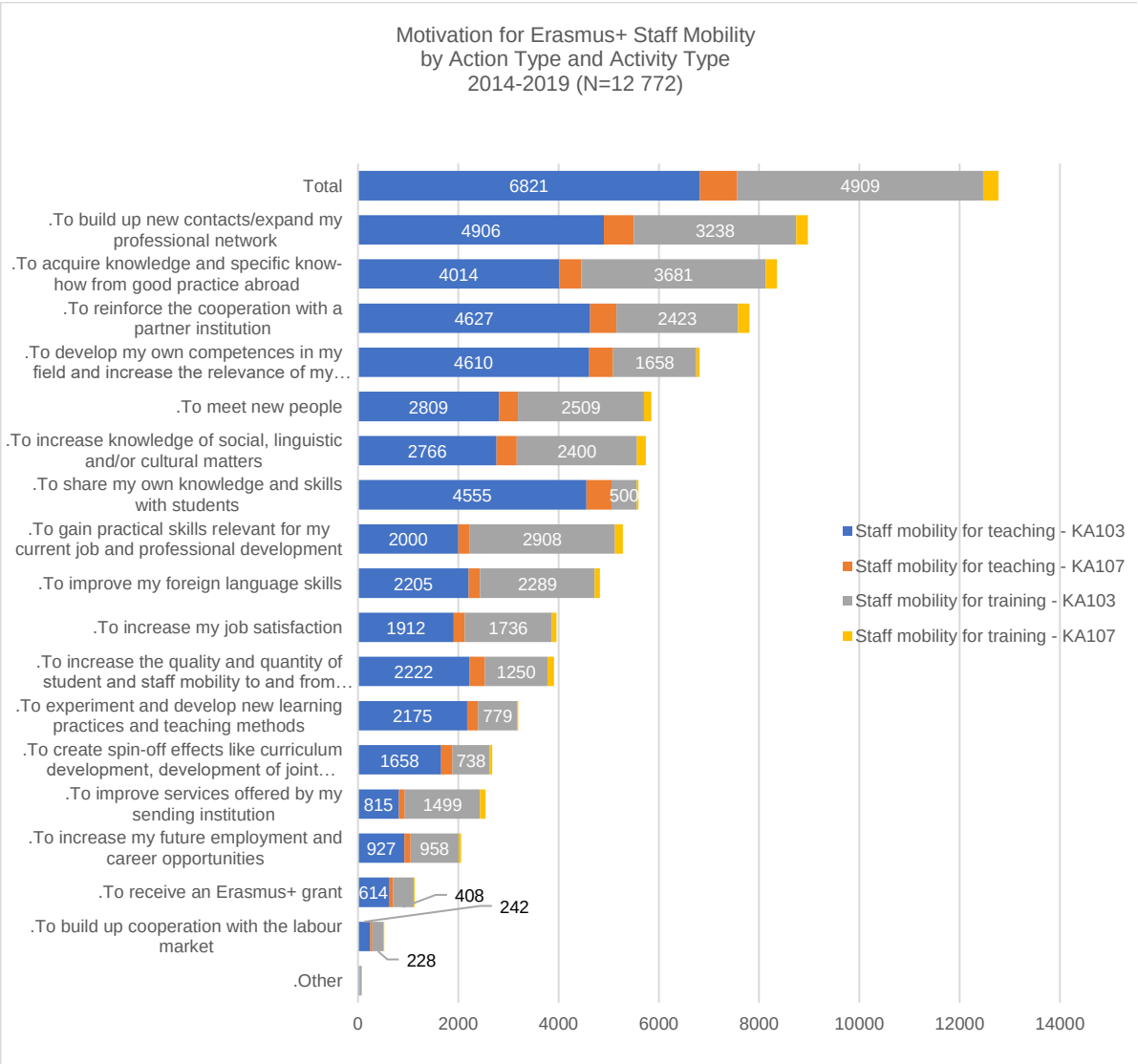

Satisfaction with the form of reconigiton received
2014-2019 (N=4 687)
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase
54.31%
22.70%
22.99%
63.00%
12.33%
24.67%
63.43%
13.47%
23.10%
63.43%
12.93%
23.63%
72.22%
5.56%
22.22%
0%
20%
40%
60%
80%
100%
Yes
No
Don't know/Cannot judge
Strategic internationalisation and forms of recognition
2014-2019 (N=4 683)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
54.31%
57.55%
59.22%
59.82%
72.22%
33.05%
32.61%
31.04%
29.58%
11.11%
8.05%
8.03%
8.13%
8.48%
11.11%
4.60%
1.81%
1.62%
2.12%
5.56%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

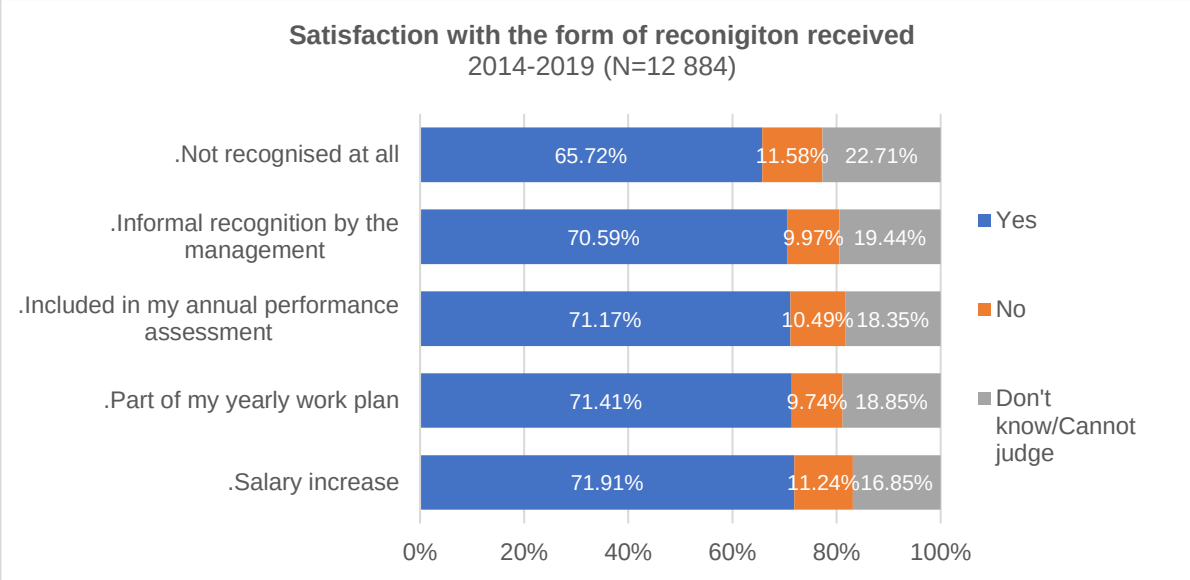
Hungary

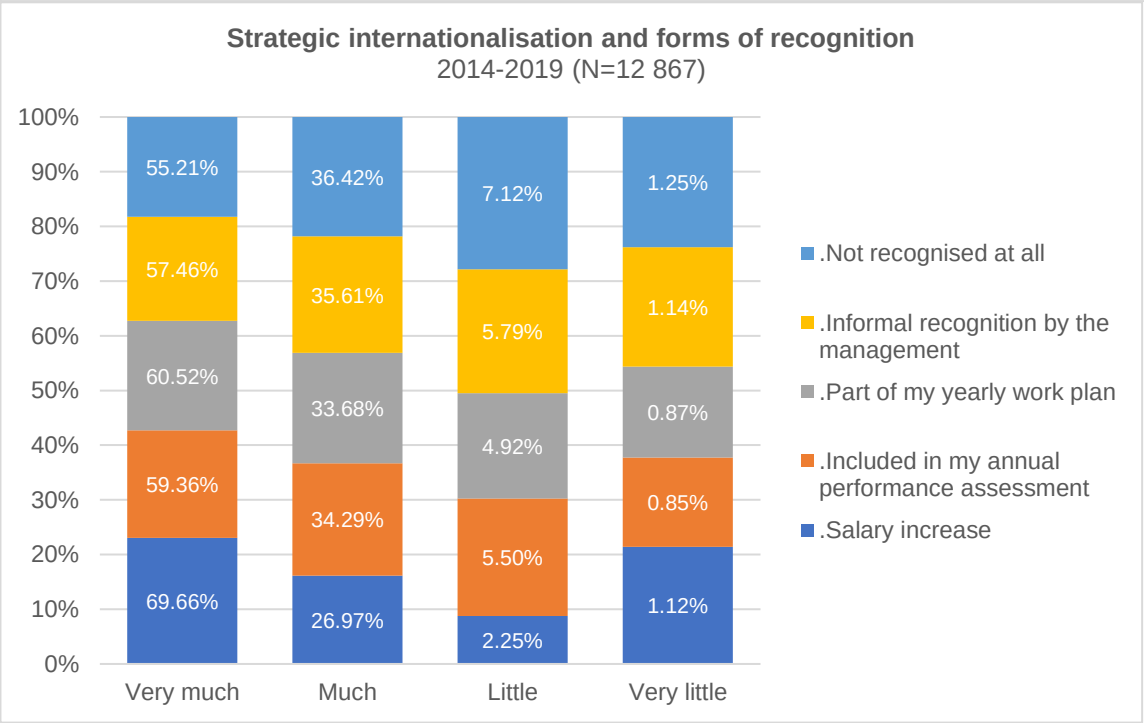

Staff mobility instances
by Action Type and Participant Type
2014-2019 (N=12 771)
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
38.80%
20.95%
14.61%
17.48%
3.41%
1.44%
2.39%
0.92%
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
Recurrent
First-time
KA103
KA107


Top 5 destination countrie
KA103 mobility
2015-2019 (N=5 773)
600
500
400
300
200
100
0
2015
2016
2017
2018
2019
DE
ES
IT
RO
SK

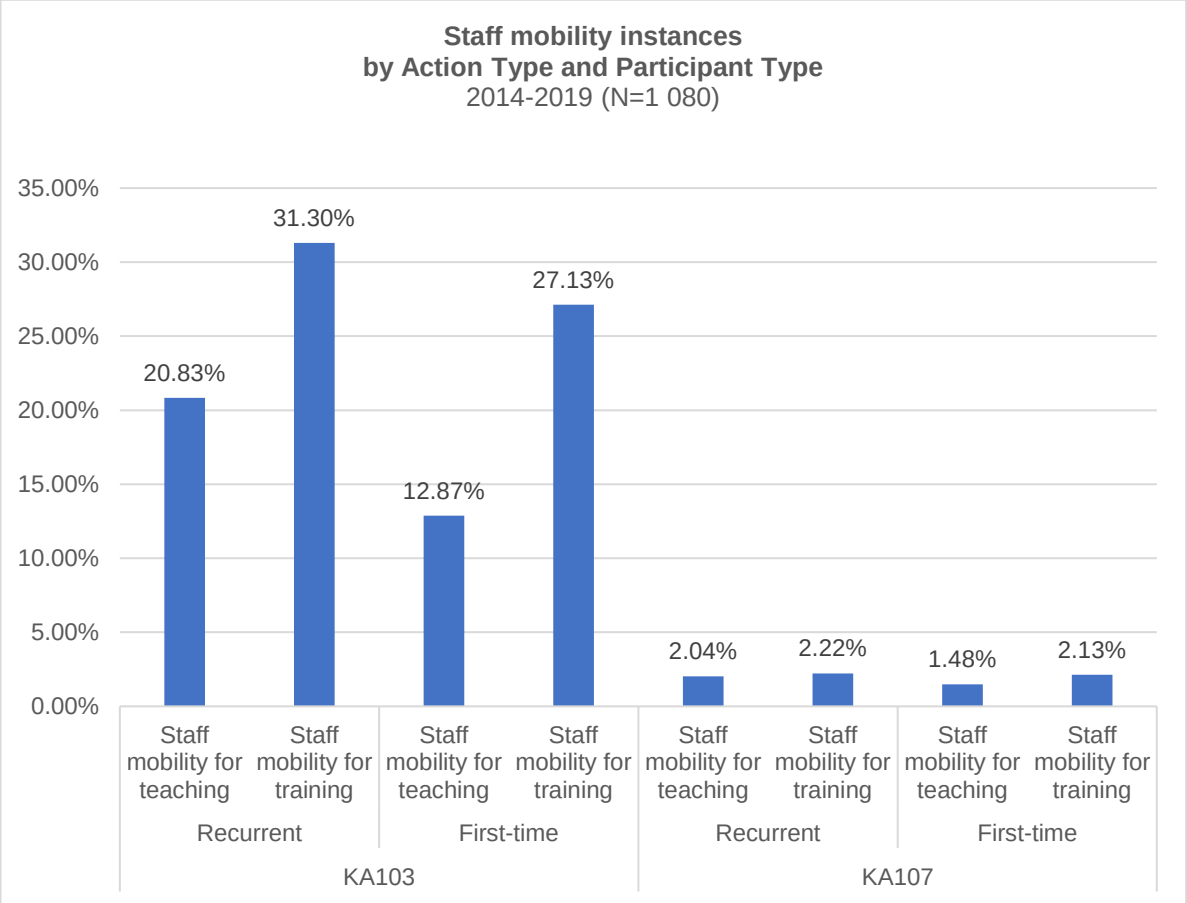

Top 5 destination countries
KA107 mobility
2016-2019 (N=549)
80
70
60
50
40
30
20
10
0
2016
2017
2018
2019
RS
IL
RU
UA
CN
KA107

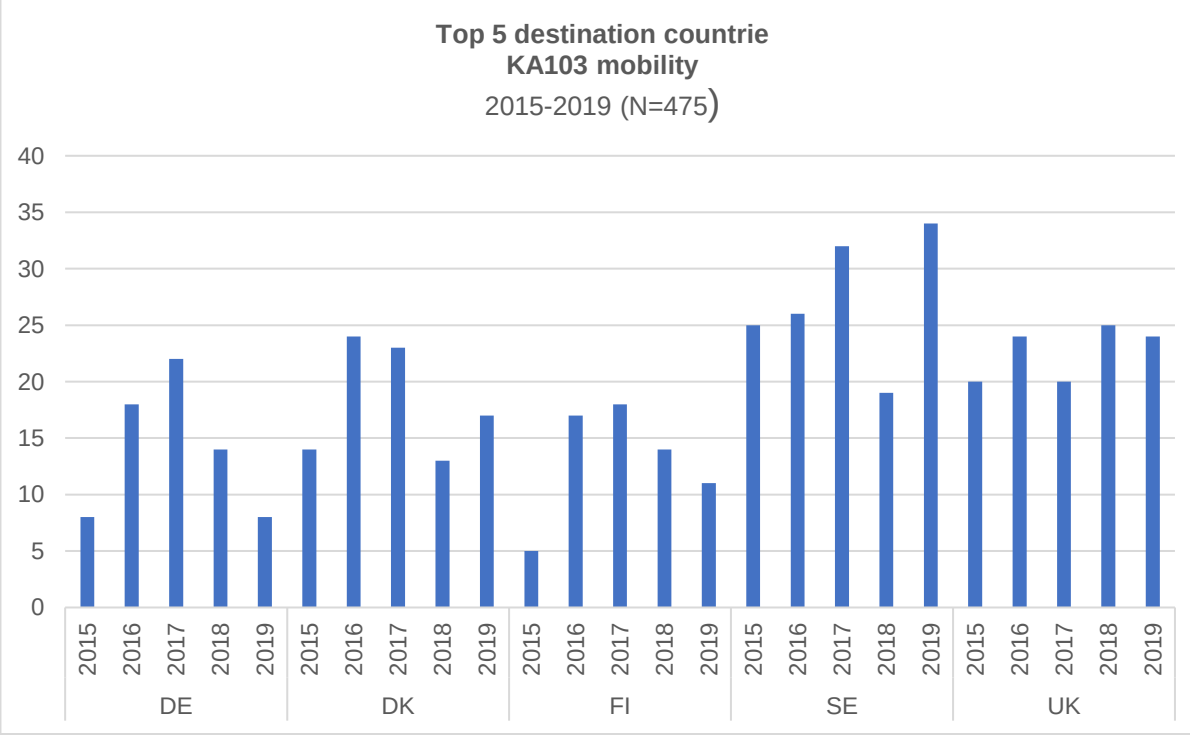

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=12 772)
Total
.To build up new contacts/expand my professional network
.To acquire knowledge and specific know-how from good practice abroad
.To reinforce the cooperation with a partner institution
.To develop my own competences in my field and increase the relevance of my…
.To meet new people
.To increase knowledge of social, linguistic and/or cultural matters
.To share my own knowledge and skills with students
.To gain practical skills relevant for my current job and professional development
.To improve my foreign language skills
.To increase my job satisfaction
.To increase the quality and quantity of student and staff mobility to and from…
.To experiment and develop new learning practices and teaching methods
.To create spin-off effects like curriculum development, development of joint…
.To improve services offered by my sending institution
.To increase my future employment and career opportunities
.To receive an Erasmus+ grant
.To build up cooperation with the labour market
.Other
6821
4909
4906
3238
4014
3681
4627
2423
4610
1658
2809
2509
2766
2400
4555
500
2000
2908
2205
2289
1912
1736
2222
1250
2175
779
1658
738
815
1499
927
958
614
408
242
228
0
2000
4000
6000
8000
10000
12000
14000
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107

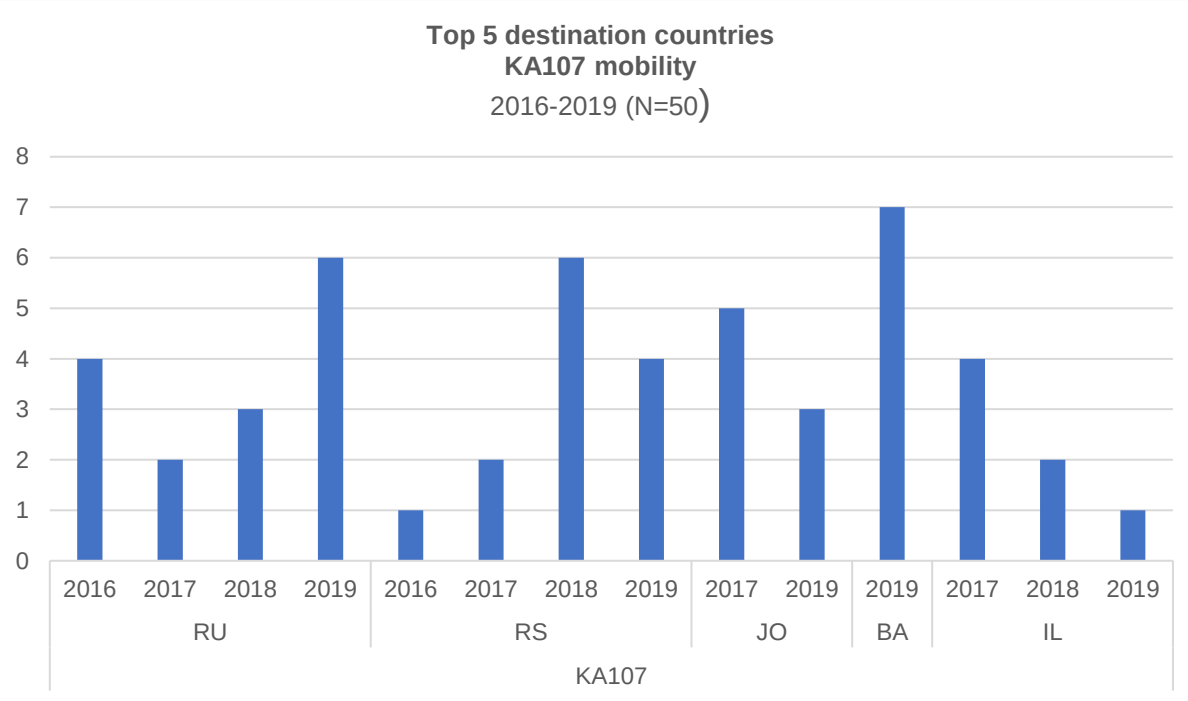

Satisfaction with the form of reconigiton received
2014-2019 (N=12 884)
.Not recognised at all
.Informal recognition by the management
.Included in my annual performance assessment
.Part of my yearly work plan
.Salary increase
65.72%
11.58%
22.71%
70.59%
9.97%
19.44%
71.17%
10.49%
18.35%
71.41%
9.74%
18.85%
71.91%
11.24%
16.85%
0%
20%
40%
60%
80%
100%
Yes
No
Don't know/Cannot judge

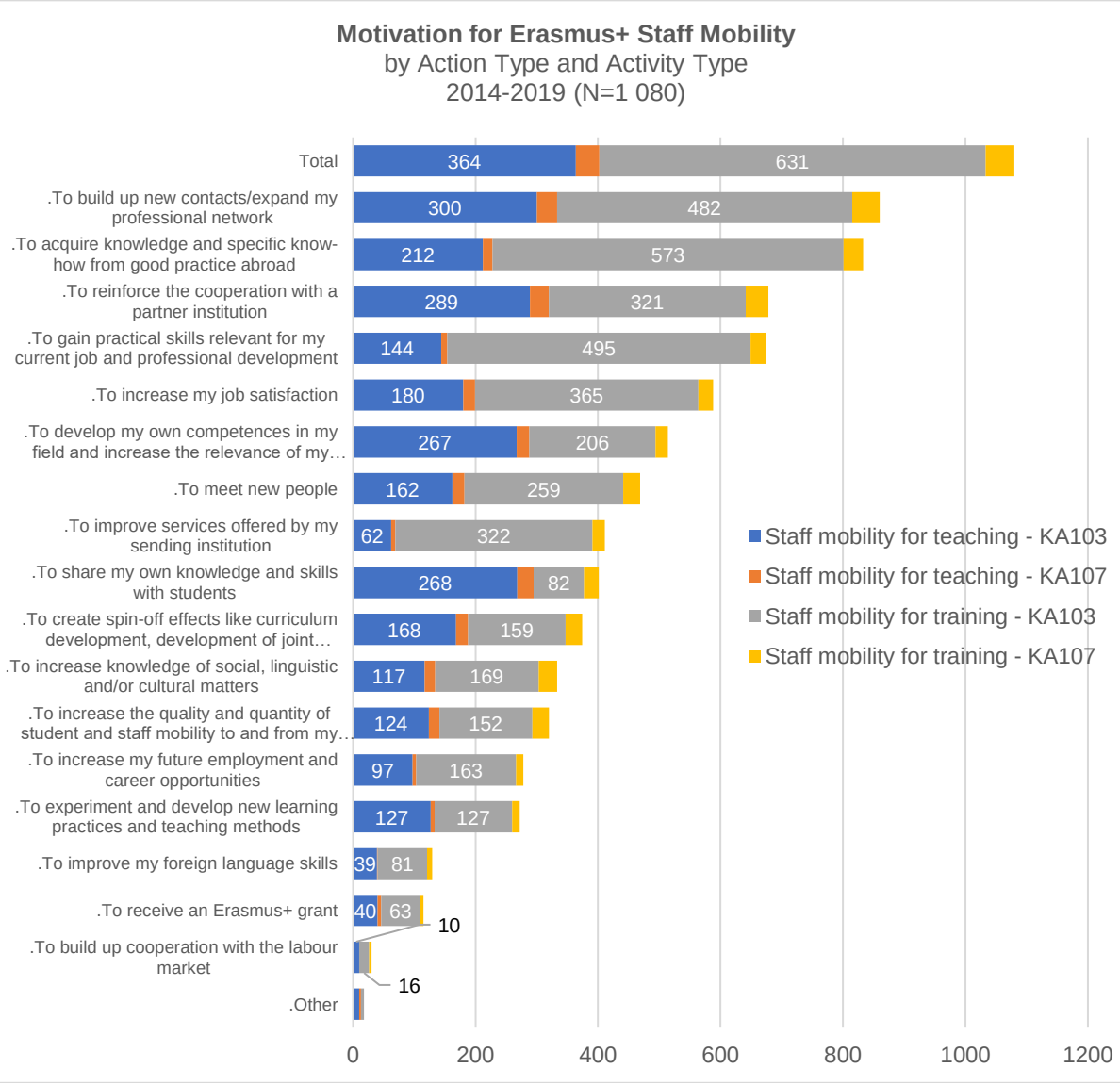

Strategic internationalisation and forms of recognition
2014-2019 (N=12 867)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
55.21%
57.46%
60.52%
59.36%
69.66%
36.42%
35.61%
33.68%
34.29%
26.97%
7.12%
5.79%
4.92%
5.50%
2.25%
1.25%
1.14%
0.87%
0.85%
1.12%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

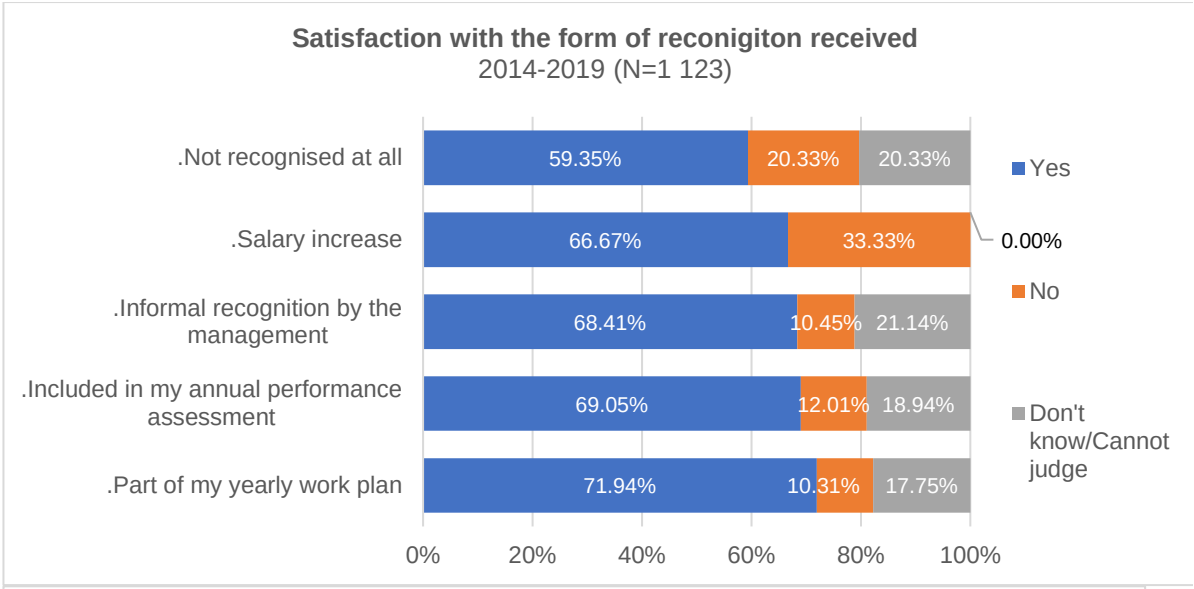
Iceland

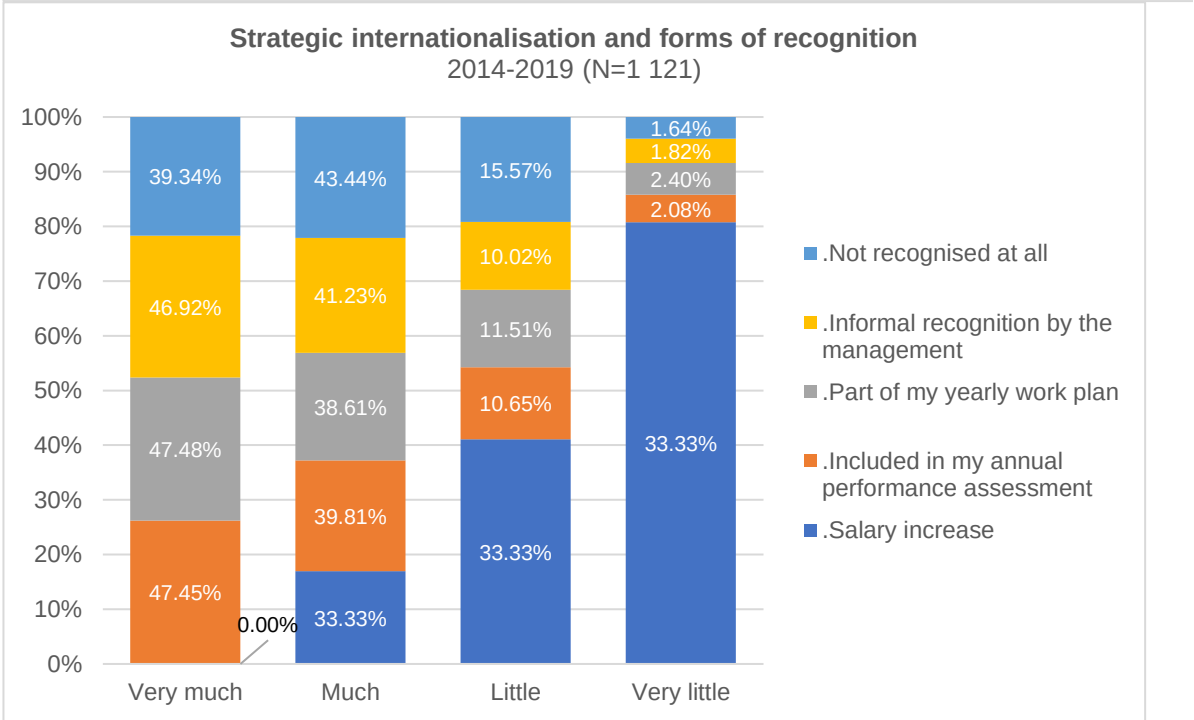

Staff mobility instances
by Action Type and Participant Type
2014-2019 (N=1 080)
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
20.83%
31.30%
12.87%
27.13%
2.04%
2.22%
1.48%
2.13%
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
Recurrent
First-time
KA103
KA107

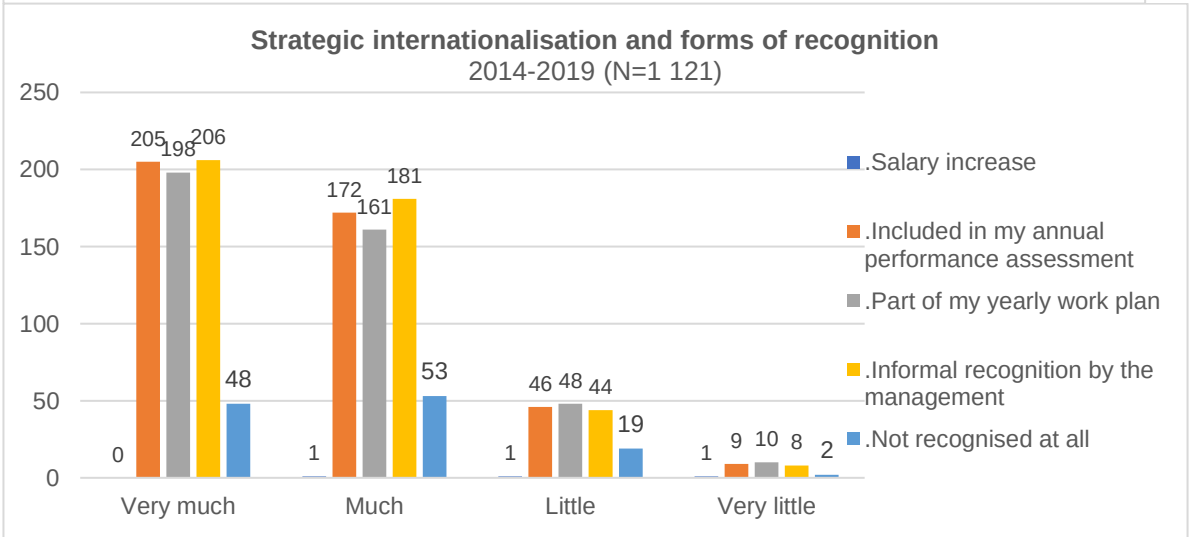

Top 5 destination countrie
KA103 mobility
2015-2019 (N=475)
40
35
30
25
20
15
10
5
0
2015
2016
2017
2018
2019
DE
DK
FI
SE
UK


Top 5 destination countries
KA107 mobility
2016-2019 (N=50)
8
7
6
5
4
3
2
1
0
2016 2017 2018 2019 2016 2017 2018 2019 2017 2019 2019 2017 2018 2019
RU
RS
JO
BA
IL
KA107

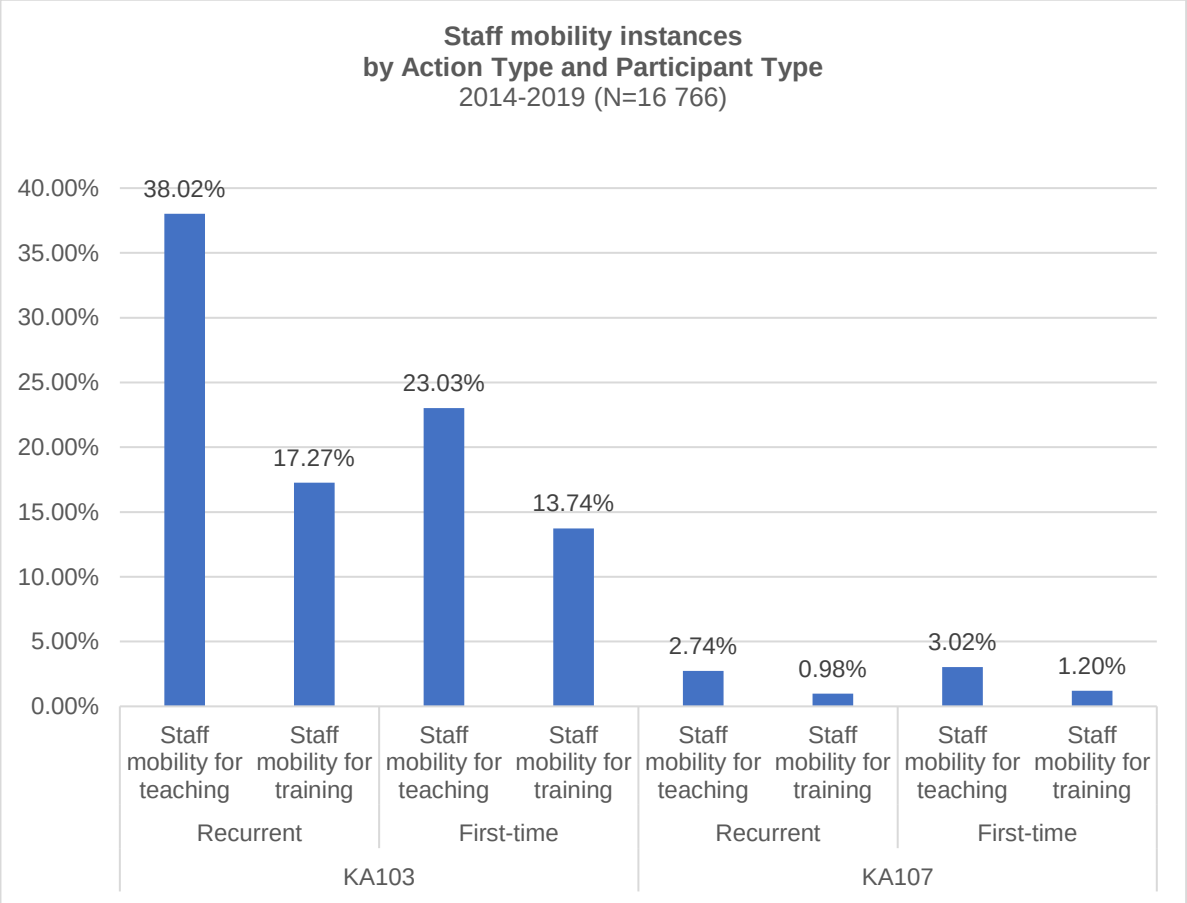

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=1 080)
Total 364 631
.To build up new contacts/expand my professional network 300 482
.To acquire knowledge and specific know-how from good practice abroad 212 573
.To reinforce the cooperation with a partner institution 289 321
.To gain practical skills relevant for my current job and professional development 144 495
.To increase my job satisfaction 180 365
.To develop my own competences in my field and increase the relevance of my… 267 206
.To meet new people 162 259
.To improve services offered by my sending institution 62 322
.To share my own knowledge and skills with students 268 82
.To create spin-off effects like curriculum development, development of joint… 168 159
.To increase knowledge of social, linguistic and/or cultural matters 117 169
.To increase the quality and quantity of student and staff mobility to and from my… 124 152
.To increase my future employment and career opportunities 97 163
.To experiment and develop new learning practices and teaching methods 127 127
.To improve my foreign language skills 39 81
.To receive an Erasmus+ grant 40 63
.To build up cooperation with the labour market 10
.Other 16
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107
0 200 400 600 800 1000 1200

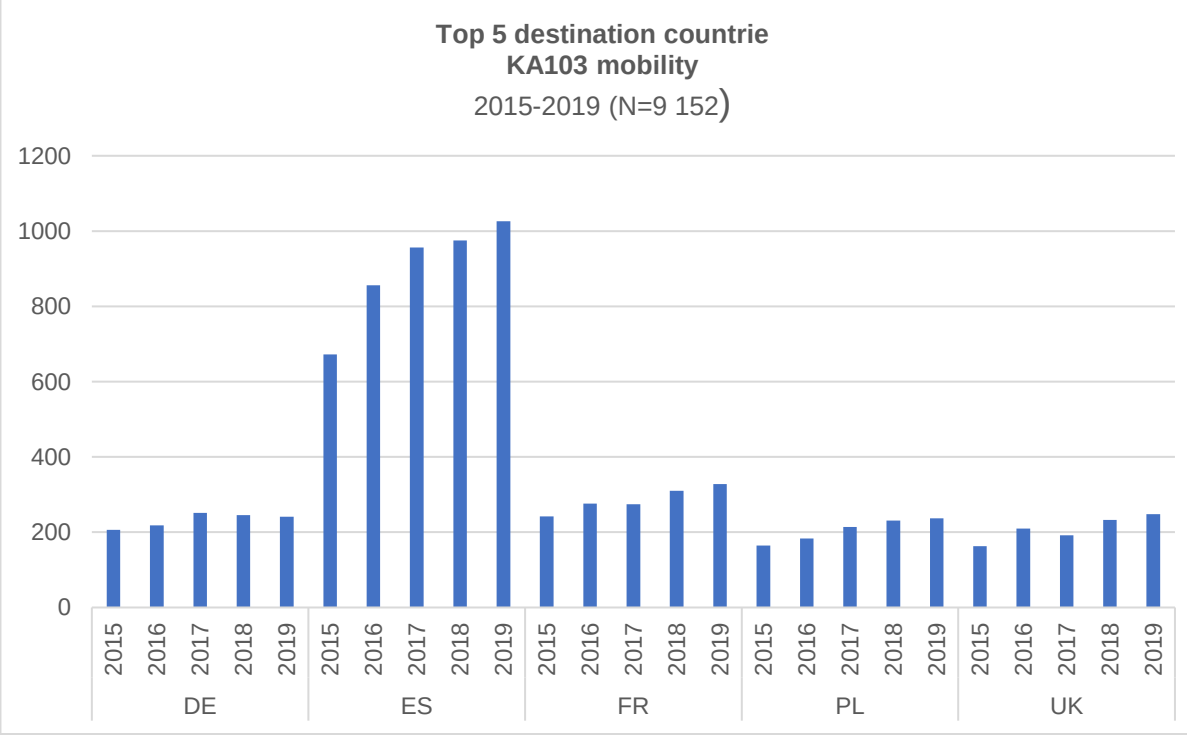

Satisfaction with the form of reconigiton received
2014-2019 (N=1 123)
.Not recognised at all
.Salary increase
.Informal recognition by the management
.Included in my annual performance assessment
.Part of my yearly work plan
59.35%
20.33%
20.33%
66.67%
33.33%
68.41%
10.45%
21.14%
69.05%
12.01%
18.94%
71.94%
10.31%
17.75%
0.00%
Yes
No
Don't know/Cannot judge
0%
20%
40%
60%
80%
100%

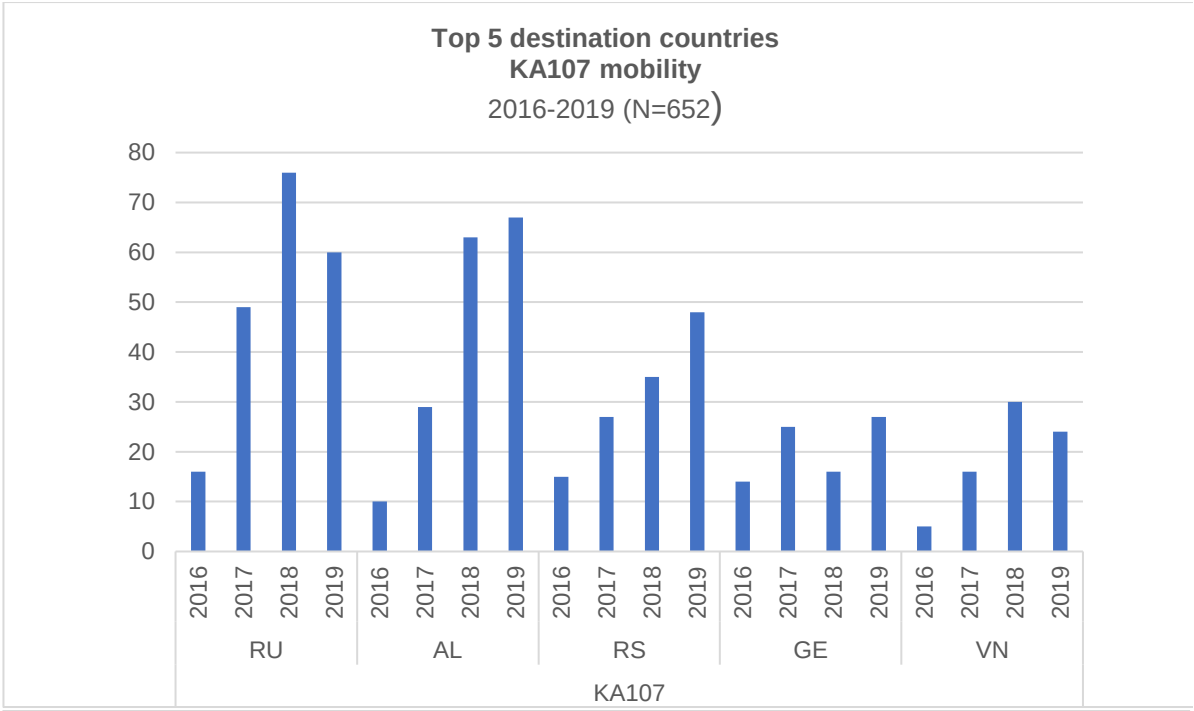

Strategic internationalisation and forms of recognition
2014-2019 (N=1 121)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
39.34%
46.92%
47.48%
47.45%
0.00%
43.44%
41.23%
38.61%
39.81%
33.33%
15.57%
10.02%
11.51%
10.65%
33.33%
1.64%
1.82%
2.40%
2.08%
33.33%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

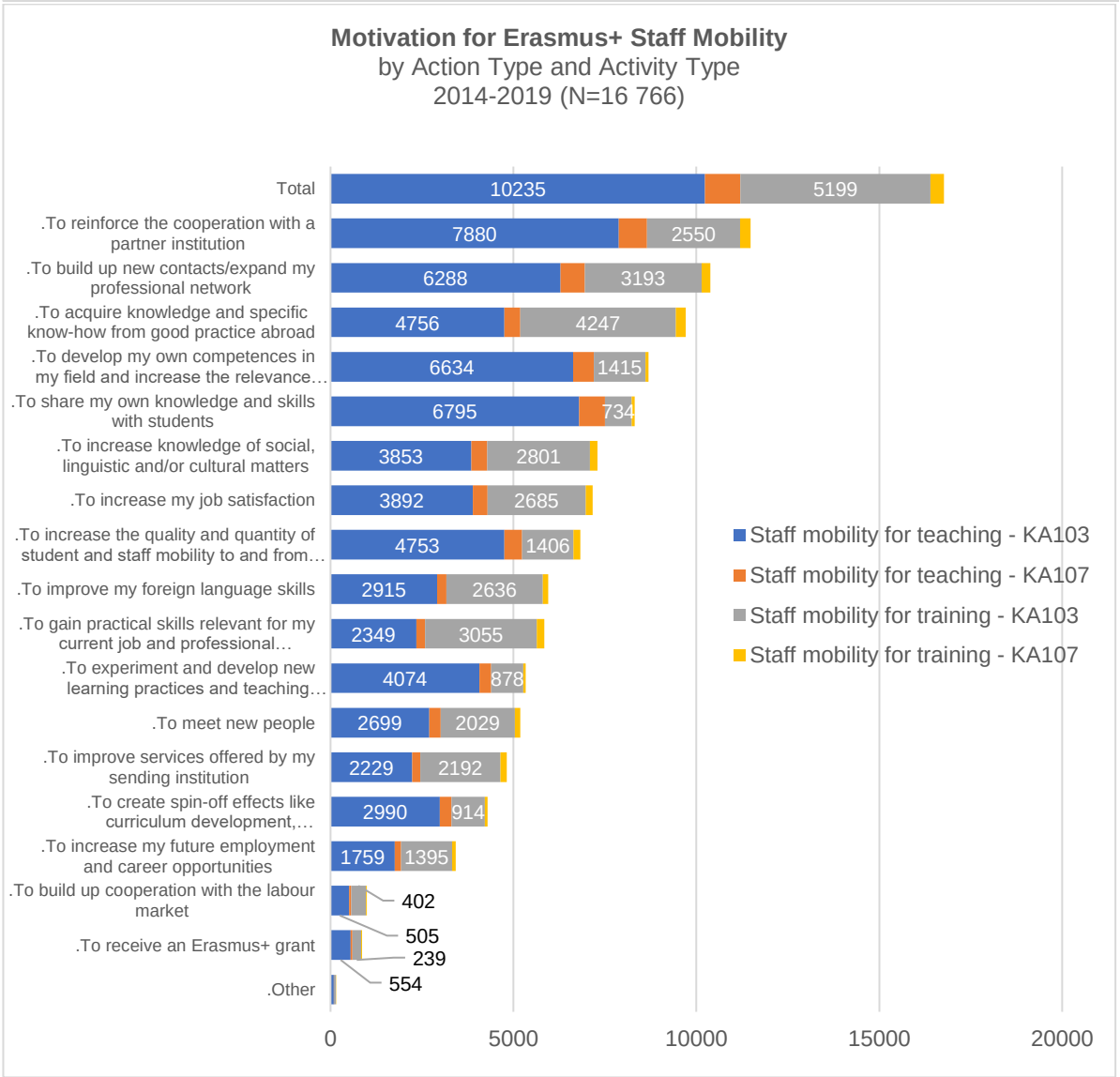

Strategic internationalisation and forms of recognition
2014-2019 (N=1 121)
250
200
150
100
50
0
0
205
198
206
48
1
172
161
181
53
1
46
48
44
19
1
9
10
8
2
Very much
Much
Little
Very little
.Salary increase
.Included in my annual performance assessment
.Part of my yearly work plan
.Informal recognition by the management
.Not recognised at all

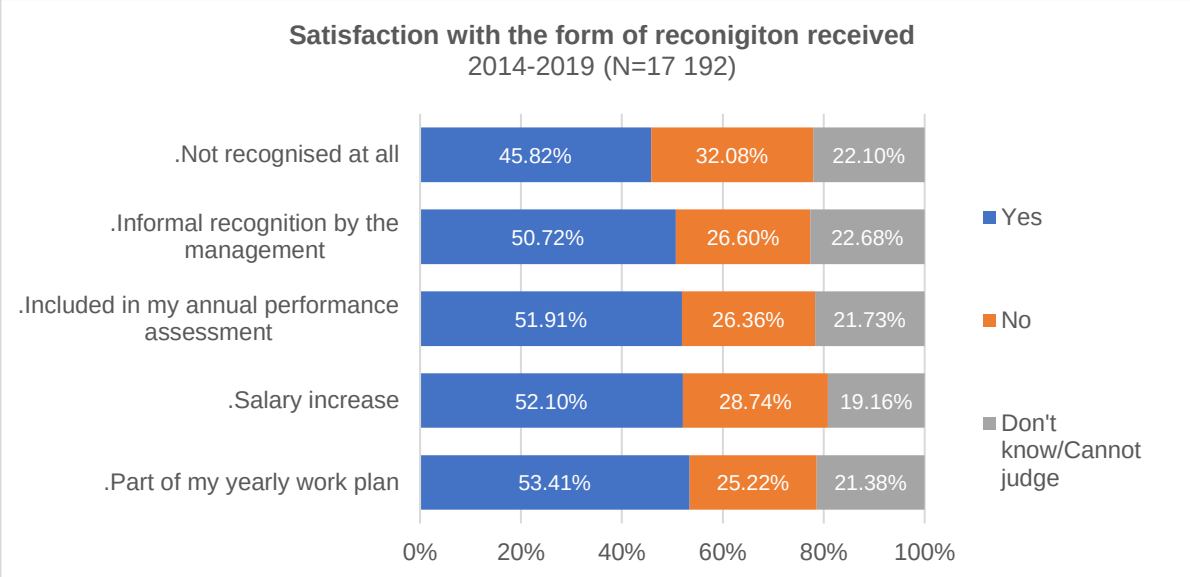
Italy

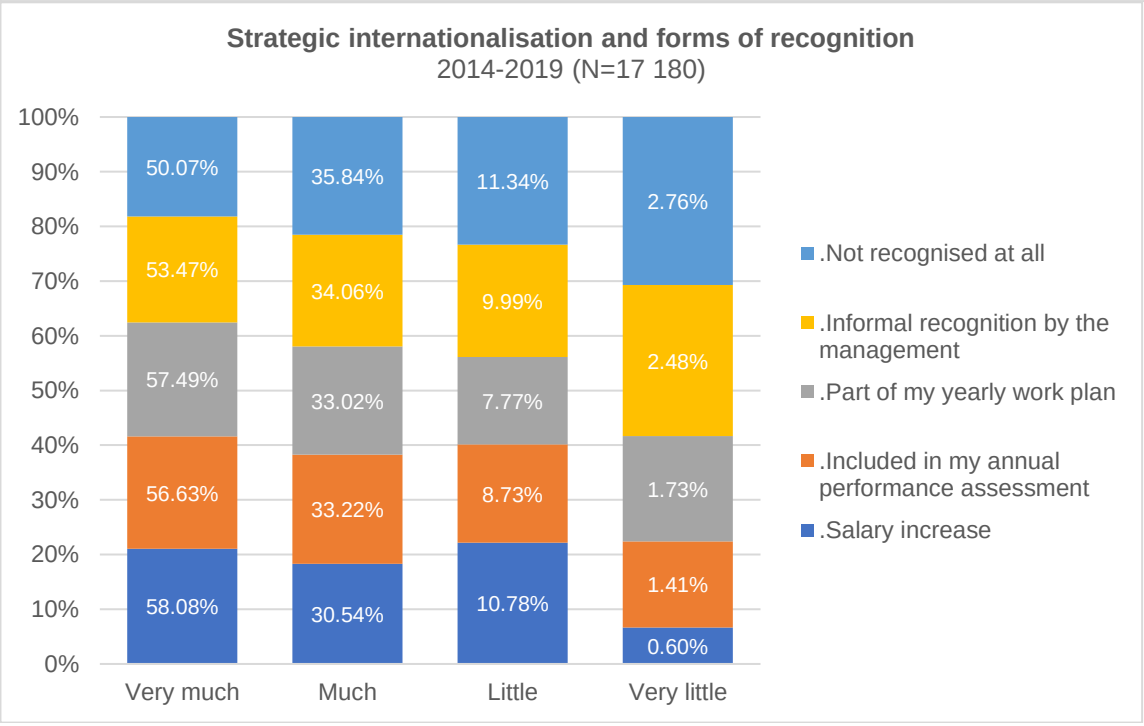

Staff mobility instances
by Action Type and Participant Type
2014-2019 (N=16 766)
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
38.02%
17.27%
23.03%
13.74%
2.74%
0.98%
3.02%
1.20%
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
KA103
KA107


Top 5 destination countrie
KA103 mobility
2015-2019 (N=9 152)
1200
1000
800
600
400
200
0
2015
2016
2017
2018
2019
DE
ES
FR
PL
UK

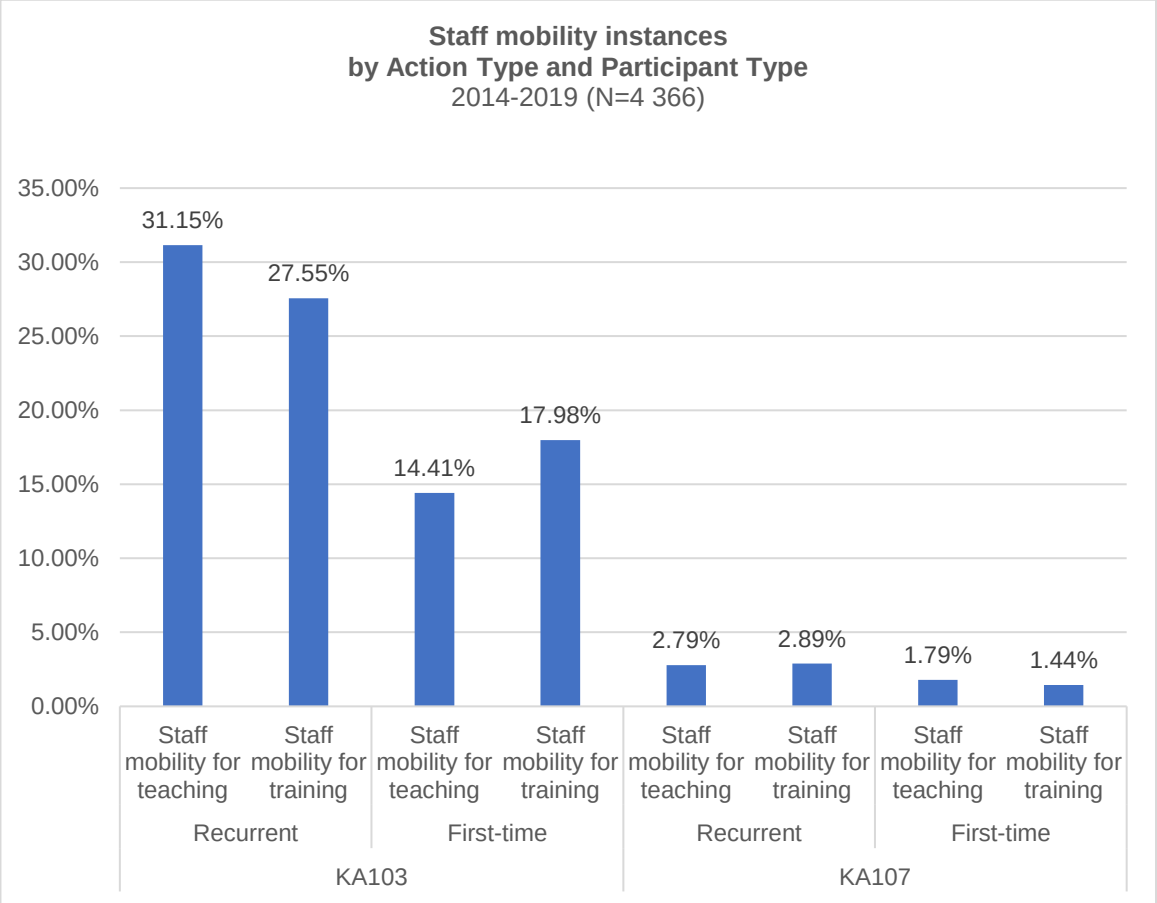

Top 5 destination countries
KA107 mobility
2016-2019 (N=652)
80
70
60
50
40
30
20
10
0
2016
2017
2018
2019
RU
AL
RS
GE
VN
KA107

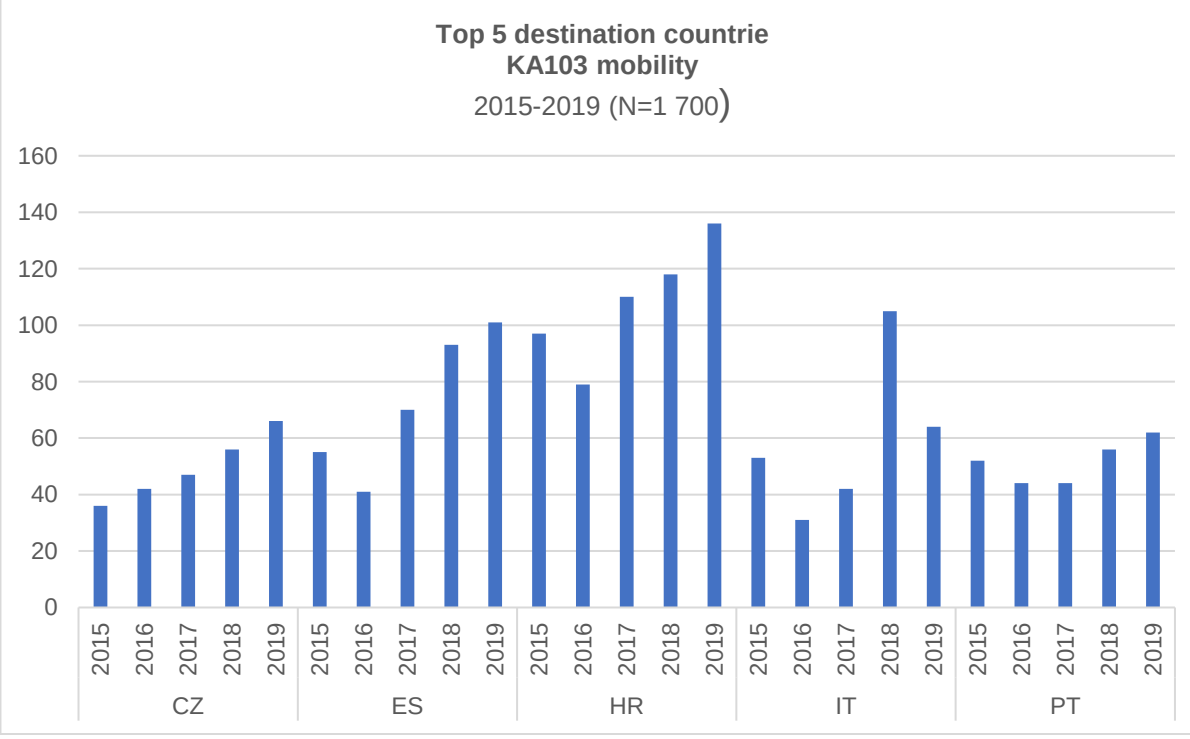

Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=16 766)
Total
.To reinforce the cooperation with a partner institution
.To build up new contacts/expand my professional network
.To acquire knowledge and specific know-how from good practice abroad
.To develop my own competences in my field and increase the relevance…
.To share my own knowledge and skills with students
.To increase knowledge of social, linguistic and/or cultural matters
.To increase my job satisfaction
.To increase the quality and quantity of student and staff mobility to and from…
.To improve my foreign language skills
.To gain practical skills relevant for my current job and professional…
.To experiment and develop new learning practices and teaching…
.To meet new people
.To improve services offered by my sending institution
.To create spin-off effects like curriculum development,…
.To increase my future employment and career opportunities
.To build up cooperation with the labour market
.To receive an Erasmus+ grant
.Other
10235
5199
7880
2550
6288
3193
4756
4247
6634
1415
6795
734
3853
2801
3892
2685
4753
1406
2915
2636
2349
3055
4074
878
2699
2029
2229
2192
2990
914
1759
1395
402
505
239
554
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107
0
5000
10000
15000
20000

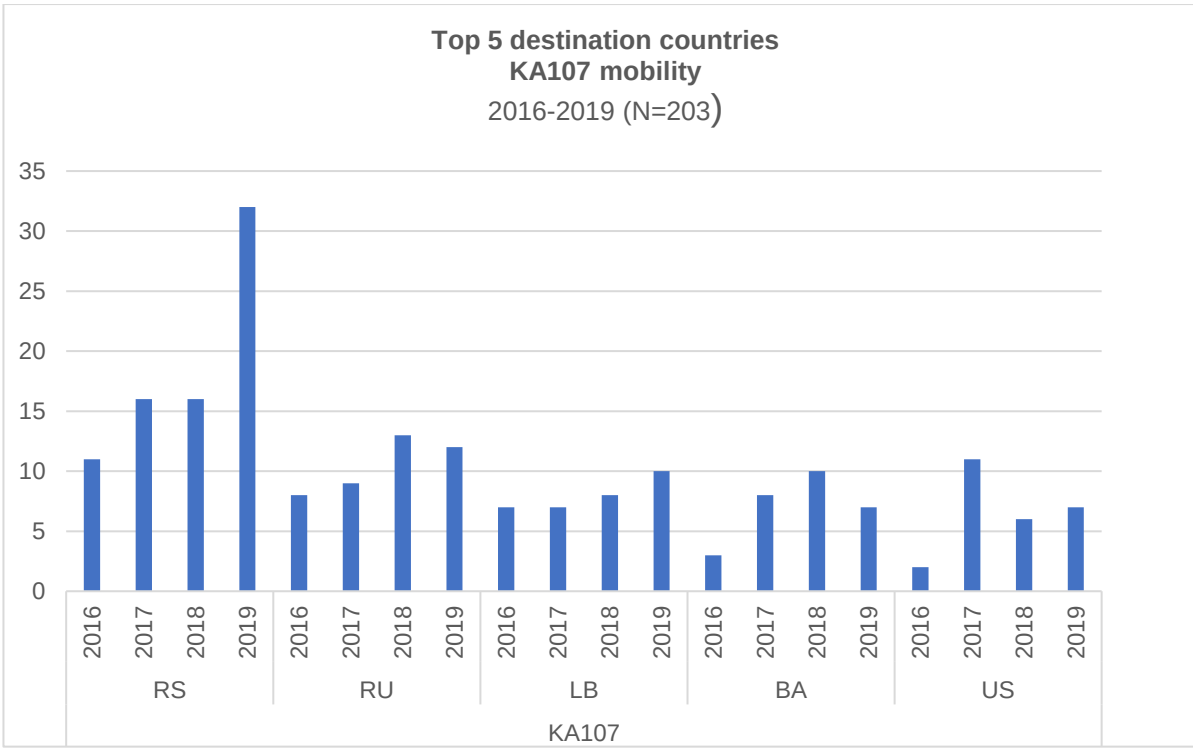

Satisfaction with the form of reconigiton received
2014-2019 (N=17 192)
.Not recognised at all
.Informal recognition by the management
.Included in my annual performance assessment
.Salary increase
.Part of my yearly work plan
45.82%
32.08%
22.10%
50.72%
26.60%
22.68%
51.91%
26.36%
21.73%
52.10%
28.74%
19.16%
53.41%
25.22%
21.38%
0%
20%
40%
60%
80%
100%
Yes
No
Don't know/Cannot judge

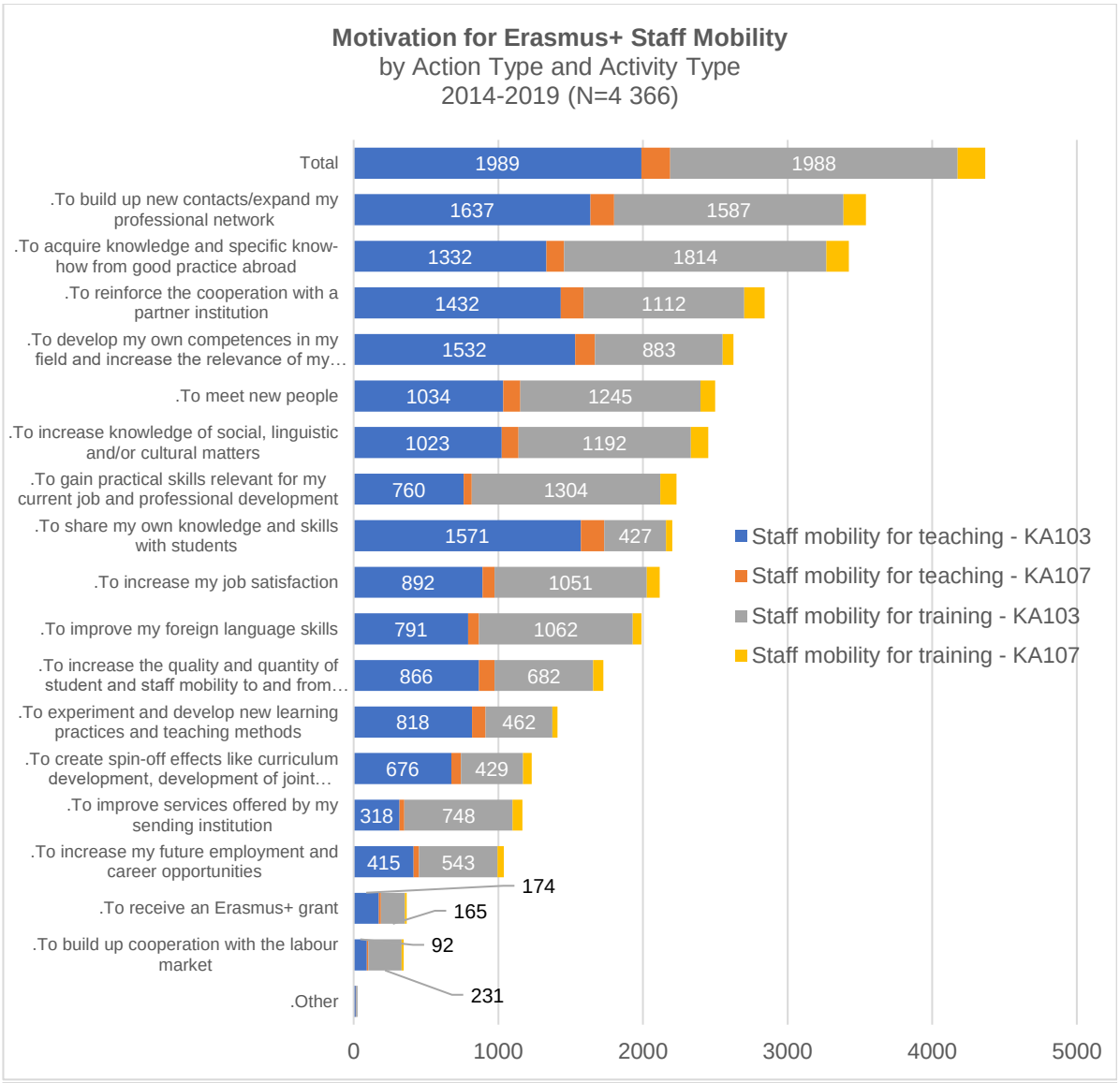

Strategic internationalisation and forms of recognition
2014-2019 (N=17 180)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
50.07%
53.47%
57.49%
56.63%
58.08%
35.84%
34.06%
33.02%
33.22%
30.54%
11.34%
9.99%
7.77%
8.73%
10.78%
2.76%
2.48%
1.73%
1.41%
0.60%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase

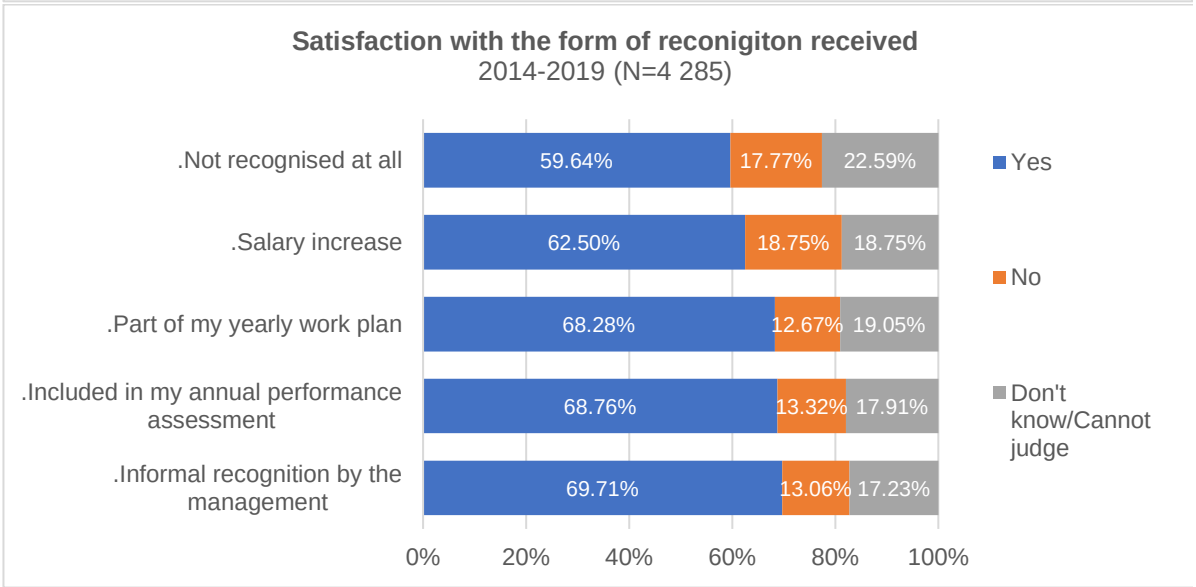
Slovenia

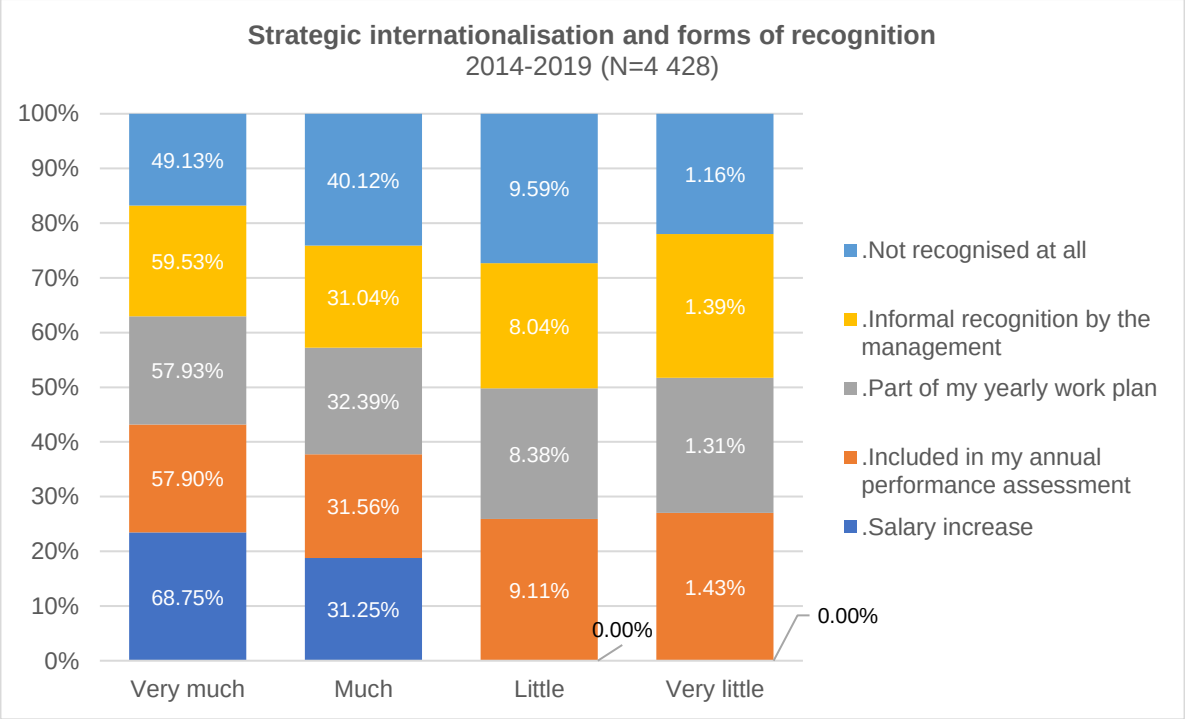

Staff mobility instances
by Action Type and Participant Type
2014-2019 (N=4 366)
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
31.15%
27.55%
14.41%
17.98%
2.79%
2.89%
1.79%
1.44%
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Staff mobility for teaching
Staff mobility for training
Recurrent
First-time
Recurrent
First-time
KA103
KA107


Top 5 destination countrie
KA103 mobility
2015-2019 (N=1 700)
160
140
120
100
80
60
40
20
0
2015
2016
2017
2018
2019
CZ
ES
HR
IT
PT


Top 5 destination countries
KA107 mobility
2016-2019 (N=203)
35
30
25
20
15
10
5
0
2016
2017
2018
2019
RS
RU
LB
BA
US
KA107


Motivation for Erasmus+ Staff Mobility
by Action Type and Activity Type
2014-2019 (N=4 366)
Total
.To build up new contacts/expand my professional network
.To acquire knowledge and specific know-how from good practice abroad
.To reinforce the cooperation with a partner institution
.To develop my own competences in my field and increase the relevance of my…
.To meet new people
.To increase knowledge of social, linguistic and/or cultural matters
.To gain practical skills relevant for my current job and professional development
.To share my own knowledge and skills with students
.To increase my job satisfaction
.To improve my foreign language skills
.To increase the quality and quantity of student and staff mobility to and from…
.To experiment and develop new learning practices and teaching methods
.To create spin-off effects like curriculum development, development of joint…
.To improve services offered by my sending institution
.To increase my future employment and career opportunities
.To receive an Erasmus+ grant
.To build up cooperation with the labour market
.Other
1989
1988
1637
1587
1332
1814
1432
1112
1532
883
1034
1245
1023
1192
760
1304
1571
427
892
1051
791
1062
866
682
818
462
676
429
318
748
415
543
174
165
92
231
Staff mobility for teaching - KA103
Staff mobility for teaching - KA107
Staff mobility for training - KA103
Staff mobility for training - KA107
0
1000
2000
3000
4000
5000


Satisfaction with the form of reconigiton received
2014-2019 (N=4 285)
.Not recognised at all
.Salary increase
.Part of my yearly work plan
.Included in my annual performance assessment
.Informal recognition by the management
59.64%
17.77%
22.59%
62.50%
18.75%
18.75%
68.28%
12.67%
19.05%
68.76%
13.32%
17.91%
69.71%
13.06%
17.23%
Yes
No
Don't know/Cannot judge
0%
20%
40%
60%
80%
100%


Strategic internationalisation and forms of recognition
2014-2019 (N=4 428)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
49.13%
59.53%
57.93%
57.90%
68.75%
40.12%
31.04%
32.39%
31.56%
31.25%
9.59%
8.04%
8.38%
9.11%
0.00%
1.16%
1.39%
1.31%
1.43%
0.00%
Very much
Much
Little
Very little
.Not recognised at all
.Informal recognition by the management
.Part of my yearly work plan
.Included in my annual performance assessment
.Salary increase