



Academic Mobility as a Strategic Tool for Human Capital Development in Higher Education

Aynur Akhundlu ✉ 

Department of Marketing and Management, School of Business and Local Governance, Western Caspian University. 17A, Ahmad Rajabli Street, III Parallel, Baku, AZ1072, Azerbaijan

Received: 24.03.2026

Accepted: 01.04.2026

Published: 28.04.2026

<https://doi.org/10.54414/FGJN7289>

Abstract

In our time, universities are adaptive institutions and part of the academic world. This change brings with it an increasing responsibility: to develop people who are not only knowledgeable in their field, but also internationally minded, adaptable, and ready to collaborate across borders. This article looks at how academic mobility helps universities to fulfil this responsibility, and focuses specifically on what mobility programmes mean for teaching staff. Taking the Erasmus+ program as its main object, the study combines a literature review, qualitative and comparative analysis, and a case study of the author's participation in the Erasmus+ Staff Week on managing the challenges of academic work in times of uncertainty, held at the Nicolaus Copernicus University in Toruń, Poland, from 20 to 25 April 2026. The research highlights that mobility is not just a short professional visit. For teachers, it opens up new ways of thinking about their own experiences, genuine international connections, and a kind of professional renewal that is difficult to achieve otherwise. For universities, investing in staff mobility pays off in more adaptable, more capable, and more globally competitive institutions. The article shows that mobility programs should always be reflected in the university's strategy.

Keywords: Competitive human capital, academic mobility, Erasmus+, higher education, international collaboration, knowledge exchange, global competencies

1. Introduction

Today, universities are not just educational institutions that transmit knowledge. Universities are also centers that appeal to people's way of thinking and have the potential to make them truly professional. Digitalization, new demands of the labor market, and globalization have created a new way of working in universities, giving a new direction to their activities.

Previously, the goal of universities was only to train specialists, but today the goal of universities is to train young people who are world-minded, educated, tolerant of different cultures, and quick to react to the digital environment. Therefore, the development of a university is how many international relations, knowledge exchange opportunities, and academic mobility programs it has.

Researchers show that universities should pay serious attention to equipping students and teachers with international experience, intercultural communication, and the global skills necessary to operate in a rapidly changing world (Guo et al., 2024). This is not only a matter for students - teachers are an integral part of this process. After all, academic staff constitute the living core of the university's human capital. The more teachers are informed about new knowledge, the more familiar they are with different teaching methods and the deeper they enter the international academic world, the more their teaching, research, and the status of the university they represent directly benefit. Within the framework of the knowledge economy, universities have become an indispensable part of the innovation system. They no longer simply transmit ready-made knowledge - they play an active role in the creation, dissemination, and application of new knowledge. In this sense, the university is one of the rare places where human capital is born, matures, and becomes valuable for the benefit of society. Valehova and Streitwieser rightly point out that modern universities constitute one of the main pillars of human capital in the knowledge economy and play an

important role in shaping an environment conducive to innovation (Valehova & Streitwieser, 2022). It is in this context that international academic mobility is of particular importance. Academic mobility involves the participation of teachers, researchers, and academic and administrative staff in activities at foreign universities - training sessions, seminars, exchange programs, international weeks, and joint academic events. However, we should view these visits not as a travel opportunity, but in the context of learning new teaching methods, getting to know the international academic environment, expanding professional networks, launching cooperation projects, and strengthening cooperation between universities.

The strongest European mobility program in this area is Erasmus +. Academic mobility is a strategic step in terms of learning new teaching methods, getting to know the international academic environment, expanding professional networks, opening doors for collaborative projects, and strengthening real cooperation between universities.

Academic staff mobility within the programme allows teachers to see other university environments from the inside, to directly observe different pedagogical approaches, to engage in open dialogue with colleagues, and to reassess their own professional path. Research shows that Erasmus+ academic mobility adds an international dimension to teachers' careers – it significantly contributes to their professional development through both formal and informal channels (Kupriyanova & Psychogiou, 2023). This means that academic mobility is not a short trip abroad – it is a systematic process that deepens a teacher's knowledge capital and broadens their horizons.

2. Literature Review

The concept of human capital has become one of the most frequently cited ideas in economics and management today. Previously, the explanation of the concept of “human capital” was simpler: the sum of a person's level of education, the depth of professional knowledge, skills, and the value they create in the labor market was considered human capital. But as the world has changed, the concept has also changed. It is no longer enough to evaluate a person with the question “What do you know?” Now it would be more correct to ask such questions as: “How quickly can you adapt to changing conditions?” “Can you use new technologies?” “Can you work as part of a team?” “Can you compete in a global environment?”, “Can you create new ideas?” Competitive human capital is where all these questions come together - a more lively, more dynamic, more strategic form of the human capital concept. Here, the main goal is not just for an individual or organization to use its knowledge and skills, but to continuously update, develop, and convert them into real value. Competitive human capital is adaptive, innovative, and creative, applies knowledge in practice, and contributes to work.

The Fourth Industrial Revolution has shown us that human capital is needed more than ever before. We have reached an era when knowledge quickly becomes obsolete; what you know today may not be enough tomorrow, and thus, the task for universities is changing. The main goal is no longer just to provide knowledge in a certain field, but to educate people who are open to learning, ready for change, and have the ability to think creatively. This issue is of particular relevance for Azerbaijan. Zeynalli emphasizes that the development of human capital is one of the priority directions of Azerbaijan's state policy, and increasing investments in this area remains essential against the background of the requirements of the Fourth Industrial Revolution (Zeynalli, 2021). This means that the creation of competitive human capital is no longer an individual matter, nor is it the sole responsibility of universities - it is the foundation on which national development, innovative potential, and international competitiveness rest. All this makes competitive human capital the most critical condition for the development of a university, both in the domestic and international arena. This leads to the fact that competitive human capital is a living unity of knowledge, skills, innovative thinking, adaptability, strategic vision, and the desire to learn throughout life. For universities, this concept has an even deeper meaning: a higher education institution does not simply produce human capital; it continuously renews it through the development of its academic staff. It is for this reason that tools such as international academic mobility deserve to be evaluated not as a simple tool, but as a real mechanism in the formation of competitive human capital. Higher education institutions play



a major role in these issues, as they shape the knowledge and skills of students on the one hand, and strengthen the internal human capital in the academic environment by developing their own academic and scientific staff on the other. Material resources are no longer considered the main strength, the real difference-making factor is the quality of academic staff, their openness to innovation, and the flexibility of scholarship and teaching.

International academic mobility is the most visible, most noticeable dimension of the internationalization of higher education. Simply put, it involves the participation of teachers, researchers, administrative-academic staff, and students in activities at foreign universities for a certain period of time - teaching, training, research, seminars, staff weeks, conferences, or professional development events.

Higher education institutions play a major role in these issues, as they shape the knowledge and skills of students on the one hand, and strengthen the internal human capital in the academic environment by developing their own academic and scientific staff on the other. Material resources are no longer considered the main strength; the real difference-making factor is the quality of academic staff, their openness to innovation, and the flexibility of scholarship and teaching. They exchange ideas with colleagues from other countries, witness new academic approaches with their own eyes, and re-evaluate their professional experience through a comparative lens. This kind of experience changes not only the teacher, but also the entire teaching and scientific environment of the university to which they return.

The Erasmus+ programme is one of the most well-known and prestigious mechanisms in this field. Within the framework of the programme, academic staff organise short-term teaching and learning visits, hold seminars and practical sessions at partner universities, gain direct exposure to new educational approaches, and open new doors for international cooperation. Kupriyanova and Psychogiou note that Erasmus+ academic mobility enhances the international dimension of teachers' careers and supports their professional development through both formal and informal channels (Kupriyanova & Psychogiou, 2023). This shows that the mobility period is the very essence of professional transformation.

One of the greatest strengths of academic mobility is that it creates a vibrant, experiential environment for knowledge exchange. Teaching models, assessment approaches, digital tools, student-centred methods, and management practices of universities in different countries – all of this becomes an open learning space for participants. Here, teachers do not just collect information – they see with their own eyes how these approaches work within a real university. When they return, they are able to look at their teaching with a more critical, more creative eye.

Research on Erasmus+ academic mobility also reveals an interesting picture of participants' motivations. Acquiring new knowledge and skills, getting to know best practices, sharing what they know, building professional relationships, and strengthening cooperation with partner universities – these consistently appear at the top (Kupriyanova & Psychogiou, 2023).

These findings show that academic mobility works in two directions simultaneously: on the one hand, individual professional development; on the other, vibrant collaboration between institutions. In particular, teachers' mastery of new pedagogical methods, engagement with digital learning tools, and observation of different academic cultures significantly strengthen their adaptive and innovative competencies. It is important to note that international academic mobility is invaluable for the development of intercultural communication skills. Working side by side with people from different countries instills in the teacher an open-mindedness, respect for differences, communicative flexibility and a true spirit of cooperation. Higher education institutions year after year want to take part in global academic networks. In this sense, mobility does not simply make teachers better teachers, but also makes them more open, more flexible, and more globally connected academics. At the same time, universities no longer function solely as components of national education systems; they function as active participants in the global knowledge space. A university's competitiveness is measured not only by its internal resources but also by its ability to build international partnerships, participate in joint projects, join academic networks, and adapt to global quality standards.

International cooperation can make a real difference for universities in several ways. First, the established lively relations with foreign universities open up real opportunities to learn new teaching methods, innovative programs, and modern management approaches. Second, the expansion of the scientific potential of universities, i.e., joint research, international projects, co-authored publications, and exchange programs, moves the university forward in science. Third - and perhaps most profoundly - both students and teachers get to know different academic cultures from the inside and become part of the global circulation of knowledge. Academic mobility is the most visible, most vivid form of this cooperation. The participation of teachers and researchers in training, seminars, workshops, and discussions at foreign universities creates deeper connections between institutions than superficial acquaintance. Sometimes this connection goes far beyond the limits of a short visit - the ground is prepared for the development of joint curricula, the creation of new course modules, the launch of joint research initiatives, and the formation of strong institutional partnerships. Kupriyanova and Psychogiou confirm this in their research: Erasmus+ academic staff mobility results in significant changes, including curriculum improvements, development of joint courses and modules, expansion of academic networks, and deepening of research collaboration (Kupriyanova & Psychogiou, 2023). Such changes demonstrate that academic mobility creates real value not only at the individual level but also at the institutional level. When a teacher who has participated in a program abroad returns, they bring with them not only their personal knowledge base, but also new contacts, new ideas, potential collaboration opportunities, and different academic approaches. In this way, a single individual mobility trip can contribute to the overall development and internationalization strategy of a university through a ripple effect. Against the backdrop of globalization, the “entrepreneurial university” - a model that is initiative-based, dynamic, and adds value to its surroundings - is no longer an abstract idea, but a real requirement. According to this model, the university is not just a place of learning; it is an actor that produces innovations, engages in economic and social development, maintains lively relations with the labor market, and strategically uses international partnerships. Universities have become one of the leading forces of innovation and economic development today - especially in an era of increasing global competition (Valehova & Streitwieser, 2022).

Academic mobility directly serves the development of this model. Through mobility, universities not only exchange experience but also gain new program ideas, research topics, international project opportunities, and various cooperation formats. Universities that are open to international cooperation act more flexibly, adapt their curricula to world requirements more quickly, and take a more visible position in the international academic landscape.

In addition, international cooperation leaves its mark on the accreditation indicators of universities, quality assurance, and international rankings. Universities with experience in global cooperation are always one step ahead in updating their curricula, defining learning outcomes in line with international standards, supporting the development of academic staff, and opening broader academic horizons for their students. For this reason, international academic cooperation should no longer be perceived as one of the “additional activities” of the university - it should be considered an integral part of its strategic development.

Academic mobility creates deeper connections between institutions, sometimes extending well beyond a short visit. For example, it paves the way for the development of new curricula, the creation of new course modules, the launch of joint research initiatives, and the formation of strong institutional partnerships.

Speaking about the professional development of teachers, it should be noted that the teacher is also a person who guides the development of students, conducts research, and participates in the formation of the academic quality of the university. This tells us that one of the main indicators that make a university competitive is the development of teachers. The opportunity for mobility creates familiarity with new cultures for teachers.

A teacher entering a foreign university environment encounters a different teaching culture there — student behavior is different, assessment approaches are different, and academic management practices



are different. This difference prompts the teacher to reconsider his or her teaching style and seek more flexible approaches. The teacher works with different audiences, has open conversations with colleagues from different countries, and becomes a direct witness to new pedagogical methods. Research shows that international experience equips teachers with the ability to adapt to different language levels, different academic backgrounds, and different student expectations (Kupriyanova & Psychogiou, 2023). One of the most valuable aspects of mobility programs is the opportunity for the teacher to use new technologies. He or she observes its use in a live university environment. These include interactive seminar formats, student-centered assignments, collaborative methods through digital platforms, and new assessment methods. The teacher uses this knowledge in his or her lectures. This, in turn, allows students to actively participate in the lesson. Academic mobility also contributes to teachers' foreign language skills. English develops in a more international environment. Teachers give presentations in English, participate in discussions, represent their university, and establish academic relationships with colleagues from different countries, as well as express their ideas clearly in front of an international audience, answer questions confidently, and develop professional networking skills. Erasmus+ experiences leave a positive mark on teachers' foreign language communication skills and their ability to express their ideas academically (Kupriyanova & Psychogiou, 2023).

In addition to all this, academic mobility also awakens the spirit of leadership and initiative in teachers. Teachers participating in a foreign academic environment do not just participate - they represent their university, establish new relationships, evaluate future cooperation opportunities, and sometimes take the initiative in implementing new projects. In this sense, mobility shapes the teacher not as a passive participant but as an active academic unifier and carrier of knowledge. Such experience increases teachers' self-confidence and creates the basis for them to approach changes at their universities with a more open, bolder, and more innovative perspective.

Intercultural skills are also an integral part of academic mobility. Communication with people from different countries who share the same academic field develops empathy, tolerance, open-mindedness, and a genuine spirit of cooperation in the teacher. In today's university, these skills no longer belong to the category of "nice to have" - they belong to the category of "can't do without". Higher education is increasingly based on international student bodies, multicultural audiences, and global academic partnerships. The better a teacher can adapt to this environment, the stronger both the quality of his teaching and the relationships he builds with students.

3. Research Goals and Objectives

The aim of this study is simple: to understand how international academic mobility affects the development of competitive human capital. Here, academic mobility is examined as a deeper process, not simply in the sense of "a teacher went abroad and returned". Professional development of teachers, knowledge exchange, expansion of international academic networks, and contribution to the institutional competitiveness of universities - all these are integral parts of this process. In modern higher education, the competitiveness of human capital is no longer measured by the question "how much do you know?" alone. Adaptability, intercultural communication, digital literacy, innovative thinking, and openness to international cooperation are integral parts of this measure (Guo et al., 2024; Zeynalli, 2021).

To achieve this goal, a number of specific tasks have been identified:

To explore the theoretical foundations of the concept of competitive human capital and clarify its role in the development of higher education institutions; to deeply explore the concept of international academic mobility and explain its connection with the professional development of academic staff; to assess what opportunities Erasmus+ academic staff mobility programs open up in terms of knowledge exchange, professional networking and competence development; to identify the institutional advantages of international mobility for universities in terms of international cooperation, curriculum development and academic quality; to analyze how academic mobility affects teachers' adaptability, communication, digital competences, leadership skills and intercultural understanding; and finally, to demonstrate the practical

value of academic mobility through a real example by examining the Erasmus+ Staff Week experience at Nicolaus Copernicus University in Poland through a case-study approach.

4. Materials and Methods

Given the nature of the topic, qualitative analysis was preferred over numerical measurement. The reason is simple, because real experience has shown that the impact of international academic mobility on human capital cannot be explained by statistics alone. Professional experience, knowledge exchange, adaptive skills, institutional cooperation, and academic networking - these are factors that cannot be reduced to numbers, but are what shape reality. For this reason, conceptual and interpretive analysis was considered more appropriate to explore this topic (Kupriyanova & Psychogiou, 2023; Momeni et al., 2022).

Four main methods were used in the study.

The first was an analytical review of the scientific literature. At this stage, scientific sources on human capital, competitive skills, academic mobility, internationalization of higher education and the impact of Erasmus+ programs were systematically examined. This review both created a theoretical basis for the topic and revealed which questions remained unanswered in existing research. Modern approaches to global competencies, international academic experience, and human capital development form the basis of the theoretical framework of the article (Guo et al., 2024; Valehova & Streitwieser, 2022). The second was a comparative analysis. This approach allowed us to comparatively assess how different countries and higher education systems implement academic mobility, what results it leads to, and how it is reflected in the internationalization strategies of universities. The comparative perspective made one thing clear: academic mobility does not end with the individual development of the teacher - it also reaches the development of inter-university cooperation, joint programs, academic networks, and research initiatives (Kupriyanova & Psychogiou, 2023). The third was a text and document analysis. At this stage, reports, program materials, and scientific articles related to the Erasmus+ program, academic staff mobility, international cooperation in higher education, and the competitiveness of universities were examined in detail. Document analysis was of particular importance in demonstrating how the topic is justified not only in a theoretical framework, but also at the level of programs and institutions. Research on Erasmus+ academic staff mobility confirms once again that these programs equip teachers with new skills, accelerate knowledge exchange, expand professional networks, and strengthen cooperation with partner universities (European Commission, 2025; Kupriyanova & Psychogiou, 2023).

The fourth was the Case-study approach. In this context, the author's experience of participating in the Erasmus+ Staff Week at the Nicolaus Copernicus University in Poland was included in the study as a real, live example of international academic cooperation. The case-study approach adds real realities to the topic. The Erasmus+ Staff Week in Poland is of particular importance for this study because it provided an opportunity to see how academic mobility works simultaneously in several different dimensions: international didactic cooperation, knowledge exchange between participants from different universities, lively discussion, and initial steps taken to establish new educational institutions. Within the framework of this experience, discussions were held with colleagues from Switzerland, Portugal, Bosnia and Herzegovina, Ukraine, Moldova, Georgia, Morocco, and Poland. Thus, the article is based not only on the literature, but also on the experience of academic mobility based on personal experience. It is precisely for this reason that the case-study method proves to be the most useful for explaining the impact of academic mobility on human capital in the most convincing and vivid way.

One limitation of the study must be explicitly acknowledged: the article is not based on large-scale empirical surveys or statistical measurements. For this reason, the findings are primarily voiced within the framework of a case study based on conceptual analysis, scientific literature, and observation. However, this limitation is also an opportunity - this approach serves to establish a solid theoretical foundation for the topic and to set the direction for future empirical research.



5. Results And Discussion

5.1 Academic Mobility and Knowledge Exchange

One of the most profound and lasting outcomes of academic mobility is knowledge exchange. By participating in training sessions, seminars, lectures, and panel discussions at foreign higher education institutions, teachers directly observe different academic cultures, teaching methods, assessment approaches, and university management practices. The observing teacher begins to view his or her work from a broader perspective. In other words, knowledge exchange here is not a simple exchange of information - it is a process of renewing pedagogical thinking and deepening academic practice (Guo et al., 2024; Kupriyanova & Psychogiou, 2023). Another important aspect of knowledge exchange is the renewal of teaching methods. An emerging strength is the renewal of teaching methods and the addition of student-centered approaches, interactive lesson models, problem-based learning, project-based assignments, and digital teaching tools to these methods. At the same time, the established relationships in the international environment create the basis for future joint publications, projects, and scientific discussions.

The Erasmus+ Staff Week at Nicolaus Copernicus University in Poland is a clear example of this. The gathering of academic and administrative staff from different countries created a real environment for knowledge exchange. Seminars, panel discussions, and informal academic conversations not only provided participants with new information but also provided an opportunity to see the teaching and cooperation approaches of different universities in a comparative way. Such an experience demonstrates in the most concrete terms the impact of academic mobility on human capital: a teacher returns to his/her home university with new knowledge, new contacts, and a new perspective.

5.2 Mobility and Competitive Skills

Academic mobility has a direct impact on the development of the competitiveness of teachers. In a modern university, a teacher is no longer just someone who knows his/her subject. They are professionals who adapt to the needs of a changing audience, use digital tools, communicate in international environments and test new pedagogical approaches. For this reason, academic mobility reaches not only the level of knowledge of the teacher, but also their adaptability, digital literacy, communication skills, and leadership skills (Guo et al., 2024; Kupriyanova & Psychogiou, 2023).

The first dimension is adaptability. A teacher entering a foreign university environment is faced with different academic norms, different student profiles, unfamiliar teaching styles, and new forms of communication. This situation is a school in itself - the teacher learns to be flexible, to adapt his pedagogical approach and to manage different expectations. Kupriyanova and Psychogiou (2023) demonstrate this concretely in their research: international academic experience equips teachers with the ability to adapt to different language levels, different academic backgrounds, and changing student needs - making them more flexible and more student-centered in the teaching process.

The second dimension is communication skills. During academic mobility, a teacher presents to an international audience, joins discussions, represents his/her university, and builds relationships with colleagues from different countries. This process develops both academic communication skills in a foreign language and the ability to build professional networks. Expressing one's opinions in an international environment, answering questions, engaging in dialogue with different perspectives, and discussing opportunities for collaboration - all of this continuously strengthens a teacher's academic self-confidence (Kupriyanova & Psychogiou, 2023).

The third dimension is digital and technological skills. In recent years, digital platforms, hybrid learning models, online assessment tools, and interactive learning tools have spread rapidly across higher education. Within the framework of Erasmus+ academic staff mobility, teachers see first-hand how these technological solutions work in different universities and gain ideas that they can take back to their own teaching. The fourth dimension is leadership and initiative. A teacher who represents his/her university in an international environment builds relationships, identifies opportunities for collaboration, brings new

ideas back to his/her university, and sometimes takes the lead in initiating new projects. In this process, the academic leadership and initiative within the teacher manifests itself. Valehova and Streitwieser (2022) emphasize that modern universities should play a more active role in innovation and economic development.

The fifth dimension is intercultural competencies. We believe that higher education institutions should expand international experience and intercultural learning opportunities for both students and academic staff (Guo et al., 2024). In this sense, academic mobility makes a teacher not only a better educator but also a professional who thinks more broadly and understands cultural diversity more deeply.

6. Conclusion

International academic mobility is a strategic mechanism that strengthens the competitive human capital of universities, supports the professional development of academic staff, and accelerates the international integration of higher education institutions. Analysis shows that academic mobility offers invaluable opportunities for teachers to acquire new knowledge, adopt modern teaching methods, expand international networks, and get to know different university cultures from the inside. Programs such as Erasmus+ make all of this possible in a systematic, accessible, and sustainable manner (Kupriyanova & Psychogiou, 2023)

The results of the study show that academic mobility simultaneously affects competitive human capital in several dimensions. First, teachers' knowledge base and pedagogical approaches are updated – academic staff participating in foreign environments are exposed to new teaching technologies, interactive methods, hybrid formats, and student-centered approaches, and begin to integrate them into their teaching upon their return. Second, adaptation, communication, and intercultural skills are developed – being active in a global academic environment requires teachers to adapt to different cultures, collaborate with diverse colleagues, and express themselves in front of an international audience (Guo et al., 2024). Third, mobility creates institutional value for universities that goes far beyond individual development.

In the Azerbaijani context, the relevance of this issue is particularly profound. In the Azerbaijani context, this issue is relevant. Azerbaijani universities have a number of real tasks ahead of them. For example, increasing investments in human capital is an important direction for Azerbaijan's future and adaptation to the requirements of Industry 4.0 (Zeynalli, 2021).

International academic mobility is a strategic investment in human capital.

This investment not only improves the individual knowledge and skills of the teacher but also leaves a positive mark on the institutional development, internationalization, and innovative potential of the university. Programmes such as Erasmus+ Personal Mobility equip teachers with adaptability, leadership, digital literacy, intercultural communication, and academic collaboration skills - making higher education institutions stronger, more agile, and more resilient in a globally competitive environment.

It would be valuable to explore this area through broader empirical research in the future.

In particular, conducting surveys and interviews among teachers who have participated in Erasmus+ and other international mobility programs in Azerbaijani universities, especially among those who have participated in Erasmus+ and other international mobility programs - measuring changes in professional competencies before and after mobility, assessing the impact of programs on the quality of teaching and international cooperation indicators - all these can be valuable directions for future scientific research. Such studies will once again demonstrate what academic mobility really is: not a personal journey, but an indispensable element of the competitive human capital policy of the higher education system.



7. Author Contributions

The author carried out all stages of the research independently.

8. Funding

No external funding was received for this research

References

1. European Commission. (2025). Erasmus+ programme guide 2025. European Commission. <https://erasmus-plus.ec.europa.eu/programme-guide/erasmusplus-programme-guide>
2. Guo, J., Zhuang, H., & Howlader, M. H. (2024). Global competence in higher education: A ten-year systematic literature review. *Frontiers in Education*, 9, Article 1404782. <https://doi.org/10.3389/feduc.2024.1404782>
3. Kupriyanova, V., & Psychogiou, A. (2023). Driving impact of Erasmus+ outgoing academic staff mobility: Current landscape and pathways for the future: Insights from Austria, Croatia, Czechia, Hungary, Iceland and Slovenia. Academic Cooperation Association. <https://aca-secretariat.be/wp-content/uploads/2024/01/ACA-Report-final.pdf>
4. Momeni, F., Karimi, F., Mayr, P., Peters, I., & Dietze, S. (2022). The many facets of academic mobility and its impact on scholars' careers. *Journal of Informetrics*, 16(2), Article 101280. <https://doi.org/10.1016/j.joi.2022.101280>
5. Valehova, J., & Streitwieser, B. (2022). The “entrepreneurial university”: A catalyst for the redevelopment of the Azerbaijani higher education system. *Journal of Comparative & International Higher Education*, 14(2), 26–46. <https://doi.org/10.32674/jcihe.v14i2.4309>
6. Zeynalli, L. (2021). Human Capital in Azerbaijan: Building Competitive Workforce Capacity for Industry 4.0. [https://doi.org/10.21272/sec.5\(2\).58-69.2021](https://doi.org/10.21272/sec.5(2).58-69.2021)