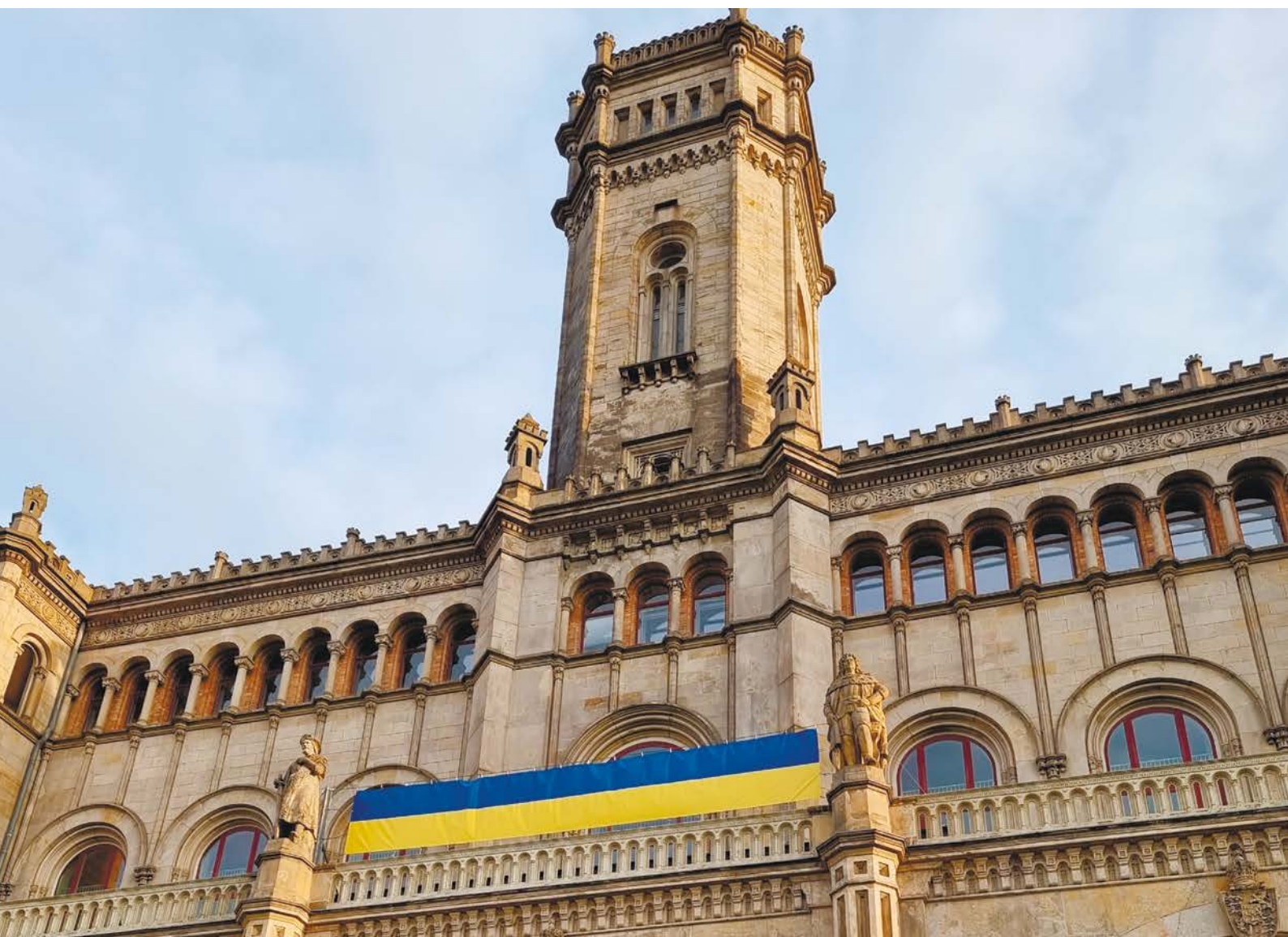




**TARAS SHEVCHENKO
NATIONAL UNIVERSITY OF KYIV**

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Leibniz
Universität
Hannover



Mol Ukraine 2019-2024

Management of Internationalisation and German-Ukrainian Academic Cooperation

<https://doi.org/10.17721/Mol.2019-2024>



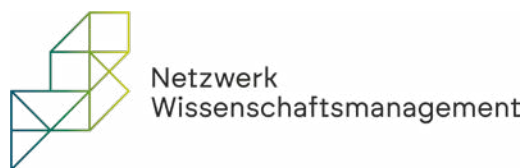
Deutscher Akademischer Austauschdienst
German Academic Exchange Service

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and Research

Project partners:



Management of Internationalisation and German-Ukrainian Academic Cooperation (Mol Ukraine) 2019-2024

<https://doi.org/10.17721/Mol.2019-2024>

The German Academic Exchange Service (DAAD) supports the **Mol Ukraine** project within the programme "Support for the internationalisation of Ukrainian higher education institutions — Continuing education programmes for administrators at Ukrainian higher education institutions in education and academic management" with funds provided by the Federal Ministry of Education and Research (BMBF).

The aim of this DAAD programme line is to provide initial or continued training to employees of Ukrainian higher education institutions in the areas of education and university management and internationalisation through participation in corresponding courses at German higher education institutions.

Project Idea:

The concept of the brochure is credited to Ganna Tolstanova, Nataliya Butych and Volodymyr Bugrov

Layout and Design:

Olena Hrozna

Disclaimer:

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FOREWORD



Dear colleagues and partners,

It is my great honour to present to you this collection of projects as examples of implementing various aspects of internationalisation at universities.

Internationalisation is a key element in the development of a modern university, as it opens up new horizons for our students, teachers, researchers and research managers. In the context of the globalisation of education, international cooperation is not only desirable but also necessary to ensure high quality education and research. This collection is the result of the joint work of experts and participants from three cohorts from Ukrainian HEIs who share their experience, knowledge and best practices. It features a wide range of approaches to internationalisation — from creating international programmes to establishing effective work with foreign students and partners. I believe that this material will become a valuable source of information and inspiration for everyone who wants to bring their university to a new level of international cooperation. We express our sincere gratitude to our German colleagues for their invaluable support of the Ukrainian higher education system. Thanks to your contribution, we have been able to successfully integrate the best internationalisation practices and strengthen international networking. Your assistance has become an important step towards the development of quality and innovative education in Ukraine.

Together, we can make education more open, inclusive, and of higher quality.

Prof. Volodymyr BUGROV

Rector

Taras Shevchenko National University of Kyiv



Photo: Roland Schmidt

Dear friends and colleagues,

I am pleased to present to you this publication on our advanced training project for the internationalisation of Ukrainian universities. Conducted by the International Office of Leibniz University Hannover and Taras Shevchenko National University of Kyiv, and funded by the DAAD, this project highlights the importance of international collaboration in higher education. Our cooperation with Ukrainian universities strengthens the innovation bridges between both countries. In January 2020, we started with a kick-off meeting, followed by workshops and project presentations in three cohorts, and continued despite the challenges posed by the war against Ukraine. Participants from various Ukrainian universities have tirelessly pursued their projects, contributing to the internationalisation and modernisation of their institutions. The project creates sustainable structures, promotes networking, and strengthens the competencies of university administrators. A particularly outstanding outcome is the establishment of the "Professional Network of Education and Science Managers of Ukraine" (PNRM), which supports continuous exchange and internationalisation. Special thanks go to the DAAD, whose funding made this project possible, to all project coordinators, mentors, and all partners for their tireless commitment. Your support demonstrates what can be achieved through international cooperation. I am convinced that this project is a shining example of the positive impacts of our collaboration and will inspire other universities worldwide. Best regards and warm congratulations on the impressive results.

Dr. Birgit Barden-Läufer
Director, International Office
Leibniz University Hannover

ABOUT THE MoI UKRAINE



First project meeting with G. Tolstanova, V. Bugrov, N. Butych, A. Kravchenko at Taras Shevchenko National University of Kyiv on 5.11.2019.
Author: Press service of the Ministry of Education and Science of Ukraine

By working with numerous partner universities worldwide, including Taras Shevchenko National University of Kyiv, the team of the International Office (IO) of Leibniz University Hannover (LUH) came to realise that the success of efforts to establish any kind of international activities depends largely on the knowledge and competencies of the personnel at the corresponding collaborating institutions. Having this in mind, the IO of LUH developed the blended learning training course "Management of Internationalisation and German-Ukrainian Academic Cooperation (MoI Ukraine)" in 2019 to accommodate the needs of various Ukrainian institutions of higher education with different level of experience in the field of internationalisation. This course was selected by the German Academic Exchange Service (DAAD) within its programme line "Support for the internationalisation of Ukrainian higher education institutions — continuing education programmes for administrators at Ukrainian higher education institutions in education and academic management" that is funded by the German Federal Ministry of Education and Research (BMBF).

The call for applications for Ukrainian participants was published on the webpage of the Ministry of Education and Science of Ukraine¹. Applicants had to provide a letter of support from the top management of their university and an organisational chart of the university, proof of English proficiency and a motivation letter

with a description of the internationalisation project idea. The successful candidates were selected according to criteria such as sufficient English language proficiency, recommendation, personal and institutional profile match considering the applicant's current position, tasks in this position, experience and correspondence of the candidate's motivation and the topic of the internationalisation project. Shortly after selection, the Ukrainian participants received preparatory reading materials² and assignments, which provided them with insight into conceptual issues. A total of 47 Ukrainian alumni from all regions of Ukraine³ completed the training in three cohorts. The training lasted 18 months for first two cohorts in 2020/21 and 2022/23 and 9 months for the third one in 2024.

The key objective of the training was to qualify staff (either International Office staff or higher education managers responsible for coordinating international activities) and provide participants from Ukraine with comprehensive knowledge on different aspects of internationalisation as well as competencies for its successful management to foster international collaboration and internationalisation of Ukrainian universities. The training was offered as a career development opportunity so that the selected participants could apply the skills they have learnt directly at their Ukrainian higher education institutions. Besides, the training aimed to

empower Ukrainian participants and assist them in establishing contacts or joining the relevant national and international networks to advance knowledge-sharing and exchange as well as European integration.

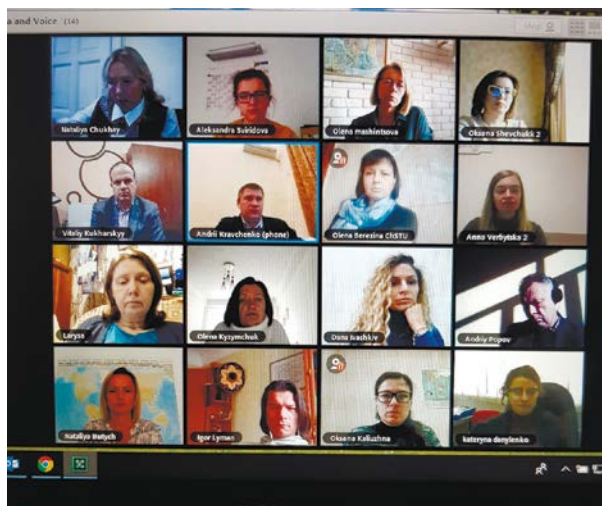
As for the content and methodology, the training was composed of the following thematic modules:

1. Module: Background Knowledge of Internationalisation
2. Module: Competencies on Management of Internationalisation
3. Module: Soft Skills
4. Module: Management Skills
5. Module: Internationalisation Project

Each module offered a balance between conceptual and practice-oriented learning. For instance, the first module focused on the theoretical concepts, contexts and trends of internationalisation in general, and introduced examples of their implementation in Germany and in other countries such as China, India and Brazil. The national and regional higher education systems and networks were presented, so that the participants could compare and relate them to those in Ukraine. Additionally, the topics of international rankings and international marketing were introduced and discussed. To gain the corresponding practical experience, the participants prepared posters to present their universities and projects⁴. Within the second module, the concepts and trends of internationalisation of curriculum@home were introduced with the case studies and examples from Europe and Germany, including virtual mobility. This module also provided information about the structures and tasks of internationalisation at German universities on the level of the international office, faculties and dean's offices. It also introduced infrastructure for welcome, support and advisory services for the initiation and establishment of international academic partnerships, mobility and exchange programmes. Recognition of credits and qualifications as well as international cooperation and research funding were central topics of this module. The training also included on-site visits of the Alexander von Humboldt Foundation, the German



Workshop at LUH; On-Campus Workshop of the 2nd cohort in Hannover, September 2022, photo by Nataliya Butych



Online Workshop of the 1st cohort, November 2020, screenshot

Rectors' Conference (HRK), DAAD, the German Research Foundation (DFG) as well as short internships at selected institutions for the second cohort.

One of the central elements of the training and its main practical part for all Ukrainian participants was the initiation, development and implementation of the individual internationalisation projects that corresponded to the position as well as institutional goals and had to be realised at the Ukrainian home university during the training. Each Ukrainian participant had to define specific and realistic goals, develop a roadmap, set milestones, and keep record of the tasks. Depending on the project area, some participants had to launch and manage the processes of assessing, reforming and rebuilding internationalisation structures at their universities. During the learning process, participants were advised by the Mol Ukraine project team and trainers, their peers as well as mentors to guarantee the most individually tailored training. The topics of all internationalisation projects can be clustered as those devoted to the development or update of the internationalisation strategy, structural change, internationalisation of curriculum@home, mobility and academic exchange, capacity and competence building, marketing and visibility⁵.

Leading international experts in the field of internationalisation as well as the team of the IO of LUH were involved in programme delivery⁶, which was implemented in online and offline learning phases. The programme consisted of online and on-campus workshops, lectures, study visits, mentoring and peer-review sessions, regular online individual project presentations, intensive individual and teamwork on the specific internationalisation projects as well as presentation of the Ukrainian universities and project results at national and international events and conferences. The training also included active participation in three online Bar-Camps⁷ that were organised in cooperation with the sister project *THEA Ukraine* of the University of Applied Sciences FH Münster and which encouraged networking and discussion of the current internationalisation topics relevant to the project participants. Furthermore, Taras Shevchenko National University of Kyiv (TSNU) and Prof. Ganna Tolstanova as the main project partner in Ukraine assisted in programme realisation, contributing regional



On-Campus Workshop of the 3rd cohort in Hannover, March 2024, photo by Nataliya Butych

knowledge and expertise and organising the final workshops for all three cohorts. The project results were presented at three international forums dedicated to the internationalisation of Ukrainian higher education institutions that took place at the campus of TSNU in September 2021⁸, June 2023⁹ and October 2024. These activities facilitated the establishment of the *Professional Network of Education and Science Managers of Ukraine (PNRM)*¹⁰. The PNRM brought the training alumni and other stakeholders interested in cooperation and networking within Ukraine and internationally together with the aim to prepare professional managers and teams for the transformation of the science & innovation system of Ukraine as an integral part of the European Higher Education Area (EHEA) & European Research Area (ERA).

The project partners on the German side such as the German-Ukrainian Academic Society e.V. and the German Science Management Network e.V. supported the training programme by offering their annual conferences, members' meetings¹¹ as the platform for networking and exchange, involved their members in offering guidance for individual projects, internship placements, peer-review and mentoring.

Additionally, the European Association for International Education (EAIE) has launched a number of actions since 2022 to support Ukrainian Higher Education and Mol Ukraine project participants in the time of the full-scale invasion. One was the establishment of the support & resources page for Ukraine¹². Another was the provision of membership free of charge to all Mol Ukraine training participants and other Ukrainian universities and which enabled access to international publications and other resources on the internationalisation of higher education as well as better contacts to expert groups.

Furthermore, the EAIE invited the Mol Ukraine training participants to present the projects and Ukrainian higher education institutions at the EAIE Annual Conference and Exhibition, which is the largest European event of its kind on internationalisation of higher education and is attended by over 7000 professionals from over 100 countries. The EAIE provided the space and covered the costs for the Ukrainian booth in Barcelona (13.-16.09.2022); in Rotterdam (26.-29.09.2023) and in Toulouse (17.-20.09.2024)¹³. The design of the Ukrainian booth was prepared by the training participants and implemented by V. N. Karazin Kharkiv National University. Participation at the EAIE Conference and Exhibition was coordinated within the Mol Ukraine project by the International Office of Leibniz University Hannover in close cooperation with the Ukrainian State Center for International Education "Study in Ukraine", the Ministry of Education and Science of Ukraine; the Professional Network of Education and Science Managers of Ukraine (PNRM), the National Erasmus+ Office Ukraine and Taras Shevchenko National University of Kyiv. This was the first time in over 30 years of this major international event that the Ukrainian higher education institutions were presented at their own booth. Beginning in 2022, representatives from Ukraine have been invited as speakers and given the opportunity to share their experience on internationalisation within the EAIE Conference programme in their own sessions: "What's New in Ukraine" in 2022 and "Spotlight on Ukraine" in 2023. In 2024, the training alumni were selected as EAIE speakers and represented Ukrainian experience in three conference sessions:

- Make your next international staff training week a success! (roundtable session)
- Roadmap on staff skills development (poster session)

- Adapting to a new environment: The effects of culture shock and war trauma on bilingual language acquisition (roundtable session)

Besides, the European Commission organised a special session on EU support to higher education in Ukraine within the EAIE 2024, in which the MoI Ukraine project was also presented.

During the EAIE conference in 2022, the EAIE recognised the Ukrainian higher education sector as a whole with the **AWARD FOR VISION AND LEADERSHIP** for the outstanding fortitude, resilience and focus shown by all Ukrainian institutions in providing humanitarian support to their communities, maintaining their connections to the international community through partnerships and mobility programmes and fostering internationalisation that year¹⁴.

The international contacts and corresponding professional skills gained in the training course should enable the Ukrainian participants to use the networks and launch cooperative cross-border projects of mutual interest, establish sustainable institutional contacts and networks as well as stay integrated in the regional and international professional communities for knowledge exchange and multilateral cooperation.

*By Nataliya Butych, International Office,
Leibniz University Hannover*



EAIE AWARD FOR VISION AND LEADERSHIP, Participation at the EAIE Conference and Exhibition in Barcelona, Spain (2022), private picture

1 <https://mon.gov.ua/news/menedzheriv-ukrainskikh-vishiv-zaproshuyut-vzyati-uchast-u-dvokh-navchalnikh-kursakh-shchodo-internatsionalizatsii> on 18.11.2019

2 See Annex 3 with selected articles on the topic of internationalisation of curricula

3 See the map illustrating the home universities of the Ukrainian participants on page 98

4 See Annex 4 with some examples. Besides, posters of all participants are available on the project web page <https://www.uni-hannover.de/en/universitaet/internationales/moi-ukraine>

5 See Annex 2 with the list of all topics of three cohorts.

6 See Annex 1 with detailed information about the trainers and speakers.

7 <https://mon.gov.ua/news/6-travnya-vidbudetsya-online-bar-camp-dlya-menedzheriv-vishchoi-osviti-ukraini> on 4.05.2022

8 See <https://rimonline.in.ua/internationalisationofeducation090921> with the recordings and report on the 1st FORUM: Internationalisation of Ukrainian higher education institutions 2021: German-Ukrainian Experience 9th September 2021.

9 <https://mon.gov.ua/news/pobudova-gorizontálnikh-vzaemodiy-ukrainskimi-zvo-33-universiteti-proyshli-kurs-shchodo-internatsionalizatsii-ta-akademichnoi-spivpratsi> on 06.06.2023

10 <https://ukrainet.eu/2022/08/27/pnrm-ua-launched/> on 27.08.2022; <https://www.daad-ukraine.org/en/2022/08/29/professional-network-of-education-and-science-managers-of-ukraine-2/> on 29.08.2022 as well as <https://pnrm.org/>

11 <https://ukrainet.eu/annual-meeting/> and <https://www.netzwerk-wissenschaftsmanagement.de/jahrestagung>; Science Management needs Challenges, Best Practices and Visions for the Future (2020); Ukrainian Days in Lower Saxony (30.09 – 1.10.2022 in Hannover); Network Science Management – Continuing Thinking (2022), Ukrainian Days in North Rhine-Westphalia (28.-29.09.2023 in Essen); For freedom in times of crisis. Perspectives from science management (12.-13.09.2024 in Berlin), Ukrainian Days in Saarland (26.-27.09.2024 in Saarbrücken).

12 See the EAIE Ukraine support & resources page: <https://www.eaie.org/resource/ukraine-support-resources.html>

13 <https://mon.gov.ua/news/ukrainskyi-derzhavnyi-tsentr-mizhnarodnoi-osvity-predstavlyv-mozhlyvosti-navchannia-v-ukraini-na-naibilshii-v-ievropi-vystavtsi-ta-konferentsii-z-mizhnarodnoi-osvity-eaie> on 21.09.2024

14 <https://www.eaie.org/blog/2022-eaie-award-winners.html>

MoI UKRAINE PARTNERS

NETWORK SCIENCE MANAGEMENT (NWM)



Anne Schreiter
Photo: Matthias Piket



Johannes Freudenreich
Photo: Johannes Freudenreich



Anselm Geiger
Photo: Michael Stachowicz



Nadja Bieletzki
Photo: Finn Winkler

The «Netzwerk Wissenschaftsmanagement» (NWM) is dedicated to promoting the professionalization and public recognition of science managers in Germany. The network serves as a platform for connecting science managers in university and non-university research institutions in Germany by organizing events, in particular an annual conference, and by cooperating with a wide range of individual and institutional partners. Its regional groups and expert working groups engage in various activities, including peer-to-peer training, field trips, and advocacy.

In Germany, the professional profile of science managers is still evolving. While universities and research institutions are increasingly focusing on professionalising science management, there is still a lack of common understanding, professional training programs and reliable career paths. The network plays a crucial role in connecting individuals who have dedicated their careers to science management. It provides a dynamic platform for the exchange of ideas among science managers, newcomers and leaders alike. Since its launch in 2011, the range of offerings and opportunities has been steadily expanding.

Since 2019, the NWM has been working with science managers in Ukraine within the framework of the MoI Ukraine project, engaging in peer learning and exchange. Following the Russian aggression against Ukraine in 2021, this collaboration has intensified, as science managers play a key role in orchestrating and optimizing the complex administrative and organizational aspects of scientific research and development in Ukraine. By supporting these professionals, the NWM contributes to the efficient functioning of research institutions and fosters an environment conducive to innovation and discovery in Ukraine, and also receives an important impetus for optimizing science management in Germany.

The MoI Ukraine project was first presented to the members of the NWM during the plenary session of the NWM Annual Conference 2020, a key meeting point for science managers in the German-speaking world. The conference, themed «Science Management needs Challenges, Best Practices and Visions for the Future», provided excellent networking opportunities and synergies with the project. Presentations on the project and the NWM were given by Dr. Anne Schreiter at various events, including the 1st Project Workshop for the 1st cohort of Ukrainian participants in April 2020, the German-Ukrainian Forum in September 2021, the 2nd Online Workshop for the 2nd cohort in March 2022 and for the 3rd cohort in April 2024.

The project was also integrated into the NWM Annual Conference on June 25, 2022 with the theme «Network Science Management — Continuing Thinking!», where the German-Ukrainian Virtual Academy emerged as a successful outcome. The Virtual Academy consisted of three online workshops focusing on network strategies, crisis management and science management in displaced universities with more than 300 participants. The collaboration highlighted the mutual learning opportunities for both German and Ukrainian colleagues. The partnership continued with the participation of Dr. Johannes Freudenreich in the 2nd On-Campus Workshop in Hannover which resulted in the second round of German-Ukrainian Virtual Academy “Being visible as a science manager” in May 2024 and a session “Freedom in a Nutshell: Ukrainian Experience. Freedom for new ideas in the time of war” conducted with the NWM Annual Conference in September 2024.

By Dr. Anne Schreiter; Dr. Johannes Freudenreich, Dr. Anselm Geiger; Dr. Nadja Bieletzki

GERMAN-UKRAINIAN ACADEMIC SOCIETY



Olga Garaschuk
Photo: Olga Garaschuk



Matthias Eppe
Photo: Matthias Eppe



Anna Grebinyk
Photo: TH Wildau



Nataliya Butych
Photo: Carreno

The German-Ukrainian Academic Society (Die Deutsch-Ukrainische Akademische Gesellschaft e.V./ DUAG) was founded by researchers and science managers in Berlin, Germany, in 2016 as a non-profit organisation. DUAG offers a platform for professional community and is open to researchers from any research field as well as to research managers and other interested individuals who collaborate with or support fostering international academic cooperation with Ukraine. The Society aims to improve knowledge about Ukraine, increase visibility of Ukrainian scientists, their achievements, support early-career researchers as well as strengthen and advance international, and in particular German-Ukrainian academic collaboration.

Since its foundation, the DUAG promotes cooperation with Ukraine in higher education, science and research through the establishment of the UKRAINET Information and Collaboration Platform that aims to consolidate publicly available information on funded collaborative academic projects with Germany and Ukraine. It offers information on funding opportunities, relevant events and highlights collaborative projects through its website <https://ukrainet.eu>, a quarterly newsletter, and the LinkedIn group with currently over 1000 users. Teaming-up with German universities in different Federal States, the DUAG organises an annual interdisciplinary Ukraine Conference and invites young scientists to its annual PhD Thesis Presentation contest.

The Society acts through its members and in cooperation with academic partners has organised numerous workshops, open lectures, webinars, co-organised the DAAD-funded German-Ukrainian Forum of Young Researchers 2017-2018, the Forum of Ukrainian Research Diaspora (Kyiv, 2018); conducted over 10 summer schools and supported the Alumni Network Ukraine-Germany led by the Würzburg University. DUAG members contributed to two White papers aimed at supporting reform process in the research and innovation system of Ukraine: White paper on the issues related to the implementation of Ukraine's laws "On Higher Education" and "On Science and Scientific and Technology Activities" (2016) and "Way forward for science in Ukraine: a perspective of the Ukrainian research diaspora" (2019). The projects supported by the DUAG's mini grants include lecture- (e.g., "Science First Hand"), conferences and in-

terview-series, and various initiatives of young scientists. In 2022, the DUAG started the #SupportUkraine initiative, co-financed a dedicated research project in Ukraine as well as the technical support of the Telegram Channel @InfoScienceBot that was launched by the Ministry of Education and Science of Ukraine to provide an up-to-date information to Ukrainian scientists and innovators about support opportunities, grants and calls in Ukraine and abroad with currently 6551 users.

Since 2019, the DUAG is one of the cooperation partners within the two DAAD-funded projects THEA Ukraine/ THEA Ukraine X, led by FH Münster, and Mol Ukraine, led by the International Office of Leibniz University Hannover. The members of the DUAG executive board Dr. Oksana Seumenicht, Nataliya Butych, Dr. Anna Grebinyk, Prof. Matthias Eppe, Prof. Dr. Olga Garaschuk offered lectures on funding, best practices for initiation and implementation of the German-Ukrainian academic projects, took part at the networking events, (online) project workshops and meetings, shared their expertise and experience. Besides, the Mol Ukraine project presentation and poster sessions of the individual internationalisation projects of the Ukrainian participants were integrated into the DUAG annual Ukraine conferences in Hannover (2022), Essen (2023) and Saarbrücken (2024) to inform the academic community about the current developments, foster the networking and knowledge exchange. A significant outcome of this fruitful exchange was the establishment of The Professional Network of the HE and Research Managers in Ukraine (<https://pnrm.org/>), led by alumni of both programmes and supported by the DUAG members. Additionally, to ensure the availability of the project results, the special sections on the Mol Ukraine project and research management materials were introduced at the DUAG web-site: <https://ukrainet.eu/moi-ukraine-projects/> and <https://ukrainet.eu/rm-materials/>. Moreover, the Information and Collaboration Platform has been extended, and all individual internationalisation projects implemented by the Ukrainian participants have been listed there https://projects.ukrainet.eu/pages/research_management.php.

*By Prof. Dr. Olga Garaschuk, Prof. Dr. Matthias Eppe,
Dr. Anna Grebinyk, Nataliya Butych*

**Individual internationalisation
projects 2022-2023**

INTERNATIONA- LISATION STRATEGY



Introduction

Developing the internationalisation strategy was among the most vital and important topics of the projects prepared by the participants of the course.

The following universities worked on the development and introduction of an internationalisation strategy:

- Polissia National University,
- Taras Shevchenko National University of Kyiv,
- Volodymyr Dahl East Ukrainian National University,
- Hryhorii Skovoroda University in Pereiaslav.

An internationalisation strategy is an important strategic document of any university, as internationalisation activities promote integration of the higher education system of Ukraine into the world educational and scientific space. In today's conditions of uncertainty, threats, pandemics and wars, internationalisation becomes an important factor and driver of not only improving the quality of education and scientific research, but also establishing intercultural communication, developing partnership relations, and promoting both common values and sustainable development goals. Thus, internationalisation becomes a means for socio-economic, political and cultural integration through the higher education system, which becomes extremely important in terms of the proximity of Ukraine's accession to European Union.

In a very general sense, an internationalisation strategy defines the position of each university in the broader environment, stating whom it represents, the directions it strives to go and the goals it strives to achieve, and the means by which it aims to achieve the goals. Within the Mol project all four universities that implemented the relevant project were able to create internationalisation strategies and promote internationalisation even in this time of war, devise short-term plans for all university departments, support the implementation of international components in a holistic model of functioning of HEIs and its integration into the institutional core of the university. The principles which laid the basis of strategy development included inclusion, sustainability, aiming to achieve high quality, visibility and a bottom-up approach.

The process of developing the internationalisation strategy itself proved the importance of engaging different positions and faculties, as well as students and stakeholders in the process of strategy development and implementation, combining offline and online activities, demonstrating openness of the university to comprehensive international collaboration and thus increasing the quality of educational services and research.

Group Members:



Roman Petiur

Taras Shevchenko National University of Kyiv

Go International: Elaborating and Implementing an Internationalisation Strategy in time of War



Oksana Kovtun

Hryhorii Skovoroda University in Pereiaslav

New directions of internationalisation strategy of Hryhorii Skovoroda University in Pereiaslav



Inna Semenenko

Volodymyr Dahl East Ukrainian National University

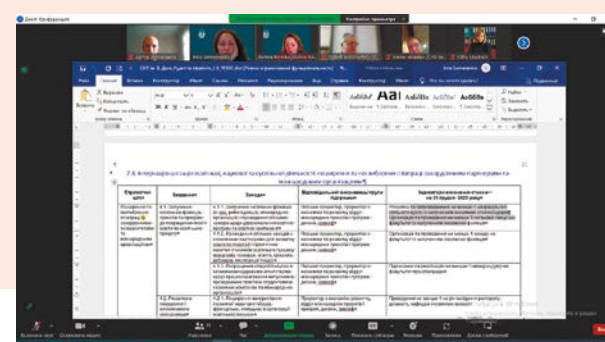
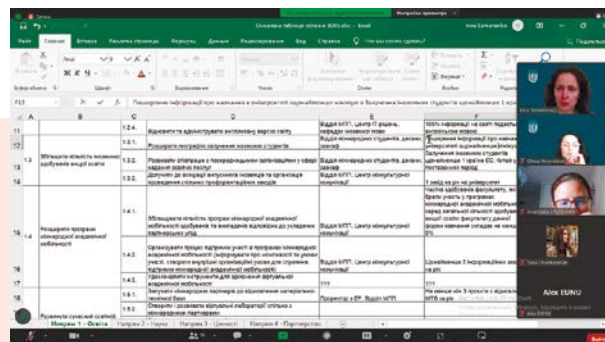
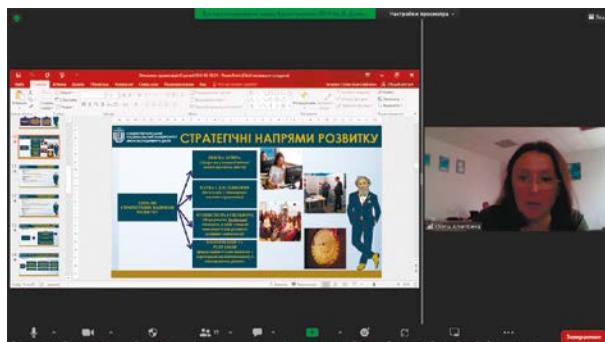
Development of Internationalisation Strategy at VDEUNU



Nataliia Kutsmus

Polissia National University

Growing up of the University as a stakeholder of internationalisation



Best practices

- ✓ Ability to create internationalisation strategies and promote internationalisation even at war time;
- ✓ Internationalisation strategy of HEI — a key instrument for consolidation of visions, ideas, intentions and activities of stakeholders in international academic collaboration;
- ✓ Decomposition of internationalisation strategy and creating short term plans for all university departments;
- ✓ Internationalisation strategies of HEIs correlate with national priorities for education system development and include a wide range of cultural, research, and educational aspects of international activities;
- ✓ Basic principles for Internationalisation strategy development — autonomy, combining bottom-up & top-down approaches, quality domination, visibility and sustainability.
- ✓ Internationalisation strategy supports implementation of international component in holistic model of HEIs' functioning, its integration into institutional core of the university.



Challenges

Challenges	Ways for overcoming
War and displacement	• Hybrid mode of educational process; • Development of internal communication networks; • Support of institutional resilience on every possible level (personal-interpersonal-organisational)
Lack of people and their presence in different locations	
Electricity outage (during winter time)	• Alternative source of energy supply • Adjustment of the time frame / postponement of certain stages of the project's realization
Lack of time and motivation	• Communications for cohesion and stimulation • Sharing the information about possibilities for internationalisation
Uncertainty	• Flexible approach for strategic planning • Engagement and support from TOP-management of university





Lessons Learnt and Recommendations for similar projects

- ✓ To engage different positions and faculties to development of the internationalisation strategy;
- ✓ To include students-based approach: a university is an educational institution and a third-mission institution;
- ✓ To include activities, which are able to implement "at home" and in "distance/virtual" mode;
- ✓ The internationalisation strategy should be talked to all management-levels and levels of operation;
- ✓ Internationalisation became an important part of the universities' identity;
- ✓ Internationalisation strategy demonstrates openness of the university to comprehensive international collaboration and is a proxy for quality of educational services.

Final project charter

DEVELOPMENT OF INTERNATIONALISATION STRATEGY AT VDEUNU



Inna Semenenko, Head of Department of Economics and Entrepreneurship, Volodymyr Dahl East Ukrainian National University, PNRM member

Project Goal(s) and SMART Objective(s)

The Goal of the Project is to develop the University Internationalisation Strategy by a working group, represented by all university faculties, to be adopted by the Academic Council in 2023.

Objectives

- To create a working group on strategy development which consists of members of all faculties.
- To organise and hold several meetings of the working group to develop the strategy.
- To define the strategic directions and goals of the Strategy.
- To define the KPIs and responsible persons for each direction and goal.
- To finalise the draft of the Strategy to be discussed and adopted by Academic council of VDEUNU.

Deliverables

- A working group for development of the VDEUNU Internationalisation Strategy has been created.
- 10 meetings of the working group have been organized and held.
- 4 strategic directions and a number of goals for each direction have been defined by the group.
- KPIs and responsible persons (positions) have been defined for each direction and goal
- The draft of VDEUNU Internationalisation Strategy has been developed to be further discussed and adopted by Academic council of VDEUNU.

Challenges and Support

Main challenges were the following:

- Lack of premises.
- Lack of people and their presence in different places (not at one location).
- Electricity outage (during winter time).
- Lack of time (as a result of electricity outage and overload by other work, including communication with students/academic staff, and constant search of resources).

- Lack of motivation (as a result of overload and psychological trauma).

To overcome some of the challenges we were able to find opportunities to meet offline to discuss the internationalisation issues and to encourage face-to-face communication, as well as to set up the new location in Kyiv which was used to organise blended activities.

<https://snu.edu.ua/index.php/2022/12/26/dal-vts-vzyali-uchast-u-tren-ngu-v-mezhah-pro-ktu-s-dlya-perem-schenih-un-versitet-v/>

<https://snu.edu.ua/index.php/2023/01/17/dal-vts-navchalisya-zaluchennyu-resurs-v-do-un-versitetu/>

Also some informal communication and discussions were made to increase motivation of people.



Lessons Learnt

- It is important to engage different positions and faculties to development of the Strategy, as every person (at various positions) have his/her view prospects, ideas, challenges, which are needed to be taken into account. Besides this creates atmosphere of trust and increases participatory processes in the university activities.
- It is necessary to include students-based approach, as the university is first of all an educational institution, which teaches students, and also a third-mission institution, which helps to form the core values among students.
- For a twice displaced university operation in a country at war, it is necessary to include activities, which are able to implement "at home" and in "distance/virtual" mode.
- The Strategy should be talked to all management-levels and levels of operation.

Impact:

The project foresees the development of the University Internationalisation Strategy. VDEUNU is twice displaced University in 2014 and 2022. Today the University has a set-up premise in Kyiv (which is not enough to gather all academic staff and students), so teachers and students are still all over Ukraine and abroad. The majority of the activities and education process are currently performed online. At the same time, the university still strives to continue providing high quality services and use all the opportunities to "internationalise" at home and include all the current challenges and opportunities into the strategy. The set up strategic directions, goals, tasks will encourage the relevant activities within the

departments (at lower levels) to promote internationalisation and in this way to improve and increase quality of educational, research and social activities of students and academic staff, as well as create partnership with foreign institutions.

We also promote the role of university taking into account international activities in the recovery of Ukraine and included the relevant task into one of the directions, and in this way we plan to increase impact and also promote the recovery after winning back the territories.

Outlook and Sustainability

- The strategy will be discussed and adopted by the Academic Council.
- The strategy will be communicated to the personnel and the students.
- Monitoring will be performed by the Vice-Rectors, Deans of the Faculties and Heads of Department who have relevant KPIs in their contracts.
- The academic staff will have the relevant KPIs in their contracts.
- The action plan will be developed based on the strategy.
- The students will be encouraged to implement the strategy, and the relevant achievements will be added to their rankings.

GOING INTERNATIONAL



Roman Petiur, Head of International Relations Office, Taras Shevchenko National University of Kyiv

Project Goal(s) and SMART Objective(s)

The project goal has been defined as adoption of the Internationalisation Strategy of Taras Shevchenko National University of Kyiv by the Academic Council according to the valid procedures before end of the training course.

Deliverables

- <https://senate.univ.kiev.ua/?p=2325>
- <https://shorturl.at/hLOXD>
- <https://international.knu.ua/en/internationalisation/internationalisation-strategy/>

Challenges and Support

At the beginning of the training course my project statement was not specific and measurable. Due to the online and oncampus workshops I reevaluated the SMART parameters of my project to formulate a tangible project idea and deliverable.

The major challenge to the project has become the war. Initially the Internationalisation Strategy was planned to be adopted at my university in May 2022. But the war forced the university management to reconsider design and approval of the strategy in the planned timeline. Serious geopolitical transformations caused by the war brought me to an idea to reflect on the circumstances of

the new reality for the university and devise a document which would better fit the moment.

The new opportunities for the HEIs of Ukraine and the new conditions and challenges of the Ukrainian higher education stimulated national and institutional debates on the international cooperation and internationalisation in time of war. The decision was made to proceed with elaboration of the internationalisation strategy to equip the University community with a strategic document for reference in their internationalisation activities.

The major challenge in the process of the strategy elaboration was to ensure inclusion of all the stakeholders to the process. Sometimes it was problematic for security reasons. Some staff has been relocated abroad or in Ukraine. The major approach here was to pursue regular communication with the University community on the topic of internationalisation, actively inquire the faculties and departments on their needs and cooperation agendas, promote new and extending international opportunities of academic mobility, international projects, new forms of internationalisation at home.

So gradually, the discourse on internationalisation has become part of the university narrative and combined with visible and measurable effects of international activities it stimulated a high quality discussion and collaborative consideration of the internationalisation strategy by the major participants of the working group.



Lessons Learnt

- The more stakeholders know about the project — the better. Keep the stakeholders informed on the progress. Use digital tools for this: messenger groups, collaborative instruments (e.g. GoogleDocs). Don't try to write the strategy yourself but ensure that everyone is aware of the contents.
- There is no standard scheme for an internationalisation strategy of a university. A strategy needs to be based on the vision, practice and expectations of the academic community in accordance to their needs and possibilities. Communication with the faculties is critical here.
- Elaboration of a strategy needs time. It is important to allow faculties and the university management to live through this elaboration process. The need to have this document must be perceived as a bottom-up approach, not top-down necessity.
- The strategy elaboration process may be accompanied by consultation and information support of the International Office. All the ideas and expertise which are available for sharing with teachers, researchers, programme leads may have good seminal effect on perception and approval of the strategy throughout the university. It is important for a coherent internationalisation process afterwards and the overall sustainability of the project.

- Communicate the draft strategy with your international partners. Third-party feedback would be helpful in understanding the relevance and cohesion of the document.

Impact

- Due to this project my University has now a document containing the Internationalisation Strategy.
- The Strategy is a handy reference to the policies and priorities of the University.
- The document is used for international projects applications.

Outlook and Sustainability:

- The strategy is to be translated to English to be easily accessible to the international audience.
- The temporary nature of the Strategy is intrinsic in it as a document of the war time. Apparently, any significant change in the geopolitical conditions might force to reconsider the document.
- The Strategy needs to be complemented by a yearly action plan which would envisage the responsible units and executives with respective KPIs.

GROWING UP OF THE UNIVERSITY AS A STAKEHOLDER OF INTERNATIONALISATION



Nataliia Kutsmus, Professor, international economic relations and European integration department, Polissia National University, PNRM member

Project Goal(s) and SMART Objective(s)

Project goals:

- to update mission, vision and internationalisation strategy of the University
- to support new approaches to management of internationalisation
- to stimulate internal exchange of internationalisation ideas / projects / possibilities
- to motivate internationalisation movement among students, researchers & staff

SMART-objectives:

- Increasing the share / number of students, who receive education-related experience abroad;
- Signing up new agreements on scientific cooperation

and preparation of common project proposals;

- Implementation of academic mobility programs.

Deliverables

The updated Internationalisation Strategy, which includes the key principles, priorities and levels of operationalisation (— learning and teaching, — research, — partnerships and cooperation, — culture and management of internationalisation), was prepared and submitted for discussion by the university's Academic Council (May, 31, 2023). <https://polissiauniver.edu.ua/wp-content/uploads/2023/06/I-Strategy-of-Polissia-University.pdf>.

Other deliverables (indicating internationalisation progress in 2022-2023):

International rankings:

- Ranking Web of Universities
- world ranking — 11066; impact ranking — 8564 (<https://www.webometrics.info/en/Europe/Ukraine%20?page=1>)

International publications metrics:

- Scopus H-index — 17 (2023), 14 (2022);
- number of publications / citations — 442 / 1234
- (<http://osvita.ua/vnz/rating/88976/>)

Participation in networks, supporting internationalisation:

- Professional Network of Research and HE Managers (PNRM UKRAINE) (<https://drive.google.com/file/d/1eZGy4khpVQojyUFXyvjhVHAtdnGxaBwz/view>)
- Ukrainian Global Faculty (<https://ugf.academy/about-us/>)

Participation in international projects:

- European year of skills (<https://year-of-skills.nqa.gov.ua/>)
- ERASMUS+ Jean Monnet Module «EU Cohesion policy» (<https://polissiauniver.edu.ua/12800-2/>)
- ERASMUS+ Jean Monnet Module «European case of inclusive rural development policy: roadmap for Ukraine» (<https://polissiauniver.edu.ua/12700-2/>)
- AGROSUS (HORIZON-CL6-2022-FARM2FORK-02-01-two-stage) (<https://shorturl.at/gtKtv>)

Participation of academic staff in international professional development programs — 24,6%.

Challenges and Support

Understanding of the practical features of international activities — consultations of the National ERASMUS Office, experience sharing with international partners, case studies of Training Course trainers;

The initial idea of individual project was too broad and didn't correlate with the program period and opportunities to support implementation — the challenge was overcome on project idea discussion with the project trainers; efforts were concentrated on updating the internationalisation strategy to harmonize the expectations of different stakeholders and promote the Uni-

versity' image as a reliable partner for international cooperation;

Sustainability of project results — communication with university management and identification of key steps to implement the strategy.

Lessons Learnt

- Internationalisation became an important part of the University's identity;
- Internationalisation strategy demonstrates openness of the University to the comprehensive international collaboration;
- Internationalisation strategy of the University is a key instrument for consolidation of visions, ideas, intentions and activities in the area of international academic collaboration.

Impact

The project contributed to the development of the University's institutional capacity as a stakeholder of internationalisation through the identification of strategic prospects for participation in comprehensive international academic collaboration.

Outlook and Sustainability

Project realization is as a driving point for new stage of internationalisation management development, which is associated with re-defining University' ambitions, mission and goals for international collaboration under new reality. Sustainability of the project results will be achieved due to the next strategic-oriented steps:

- strategy implementation planning (development / improvement of tactics, policies, rules and procedures);
- adaptation of organizational support for the strategy implementation (improvement of the internationalisation management system (ICD tasks & structure in particular) and organization of stakeholders' interaction);
- promoting opportunities and motivating stakeholders' participation in international projects;
- monitoring the achievement of the planned implementation results and regulatory influence (if necessary).

NEW DIRECTIONS OF THE INTERNATIONALISATION STRATEGY OF HRYHORII SKOVORODA UNIVERSITY IN PEREIASLAV



Oksana Kovtun, Vice-Rector for International Relations and Project Activities, Hryhorii Skovoroda University in Pereiaslav

Project Goal(s) and SMART Objective(s)

- increase awareness of University staff and students about the importance of internationalisation of HEI
- conduct trainings on the topic of internationalisation for University staff and students
- increase the number of University staff and students participating in international programs, virtual mobility programs
- registration in the SALTO-YOUTH network in order to widen possibilities for teaching staff and students to participate in international volunteer work (projects)
- start working with international students, search for partner organizations able to cooperate with us in this direction
- possibilities for teaching staff and students to obtain new knowledge in project writing, documentation preparation and digital competences development
- increase the level of language competence (Polish language courses, English speaking clubs)

Deliverables

- increase the number of University staff and students participating in international programs, virtual mobility programs — DONE. Course on international studies (31.11.2022, 16.02.2023); participation on International interdisciplinary schools organized by Adam Mickiewicz University (19-25.02.2023, 13-18.03.23, 18-26.03.23, 02-08.04.2023)
- registration in the SALTO-YOUTH network in order to widen possibilities for teaching staff and students to participate in international volunteer work (projects) — (<https://www.salto-youth.net/tools/otlas-partner-finding/organisation/hryhorii-skovoroda-university-in-pereiaslav.20441/>)
- start working with international students, search for partner organizations able to cooperate with us in this direction — Cooperation agreement with Zhiqiu Education Technology (Ningbo) Co., Ltd. Signed, 26 students study at HSUP this academic year
- possibilities for teaching staff and students to obtain new knowledge in project writing, documentation preparation and digital competences development — 10-13.01.2023.
- increase the level of language competence (Polish

language courses, English speaking clubs) — Trans-Atlantic speaking club started on February 1, 2023.

Challenges and Support

Overcoming restriction in offline mode because of war by using Zoom platform for conducting trainings

Lessons Learnt

Internationalisation has evolved into a fundamental aspect of the University's identity, showcasing its commitment to extensive global collaboration. The University's internationalisation strategy serves as a tangible testament to its receptivity to comprehensive international engagement. Furthermore, this strategy stands as a pivotal tool for uniting diverse visions, ideas, intentions, and endeavors within the realm of international academic cooperation.

Impact

- Developed internationalisation strategies in separate structural units
- The directions of internationalisation, interesting for the university's structural units, are highlighted
- Updated University legislative base in the field of Internationalisation
- Increase of awareness in internationalisation and level of digital competence of staff and students
- Increase of understanding the key points in project writing, preparation of documents (CV, motivation and recommendation letter etc.)
- Increase general number of English speaking staff and students at the University

Outlook and Sustainability

Sustainability of the projects will be insured by:

- Conducting activities pointed out by structural units as the main direction of work in the field of Internationalisation
- Writing project proposals relevant to the field of internationalisation which will use the results of the project and continue working on the topic.

Testimonials



Nataliia Kutsmus,
Polissia National University, PNRM
member

The program is perfectly designed due to the combination of theoretical framework provided by trainers-pros and practical issues of HEIs internationalisation, visits to German institutions related to international academic cooperation. The program has created an expert space for participants' co-working, knowledge and experience transfer, development of new ideas for internationalisation; it has provided more flexible vision of the opportunities of internationalisation for both leading large and regional universities.

Motivation:

Having assumed the position of Head of International Relations Office in 2021 I was interested in a high-quality professional development programme in management of internationalisation. Taras Shevchenko National University of Kyiv did not have an elaborate single Internationalisation Strategy at that time, so for me it was a unique opportunity to start a project on development of this document at KNU.

Positive changes:

I estimate the project results as tangible and producing positive changes in my university. The major change is adoption of the Internationalisation Strategy in May 2023 as part of the project results. The collateral changes are related to significant professional development for me as a participant of the project, increased network of professional contacts, enlargement of mechanisms of international cooperation due to participation in a variety of international activities.

Lessons learnt:

In terms of project management I enhanced the management of my individual project and developed skills in management of other project in the IRO's activities. It allowed me to make corrections in management of ongoing projects as well.

I also learned a lot in management of intercultural communication due to intensive interaction with the relevant professionals and participation in international activities and meetings.

As part of the new knowledge and skills I realised the importance of international networks of higher education professionals as well as national networks for better coordination and team-up with colleagues in Ukraine.

An important part of the lessons learnt for me was understanding that in management of international cooperation of my institution I need to actively use all the instruments that are accessible to the modern HEIs: individual contacts, national and international networks, promotion and marketing events. Personal example of the people involved in the management of this project was the best illustration to the idea that active engagement to the internationalisation process is a key to the development of a modern HEI.



Roman Petiur,
Taras Shevchenko National University of Kyiv



Inna Semenenko,
Volodymyr Dahl East
Ukrainian National University,
PNRM member

Motivation: When I first saw the announcement of the “Management of Internationalisation and German-Ukrainian Academic Cooperation” training course, I decided that it would be a great opportunity for my university and myself to promote internalization into all spheres, and applied. Volodymyr Dahl East Ukrainian National University, where I work, was already displaced at that moment (which happened in 2014) and we struggled a lot with inviting international lecturers and students to visit our campus, to establish some new relations with international partners, having lost almost everything a few years ago. For my displaced university, which still operated close to the contact line and in the conflict-affected region, using international experience and latest best practices was very important, as it contributed not only to the improvement of educational process, but also to the citizens activating processes and promotion of European values. VDEUNU provided not only educational services, but acted as an important regional stakeholder, which promoted common values and engaged youth and active citizens into regional development processes. So, I saw the course as an opportunity to reach the goals and contribute to the internationalisation of higher education in Luhansk region. And positive confirmation of my participation in the course as a VDEUNU representative actually gave a start to new ideas for the whole university.

Positive change: During the project, unfortunately the full-scale war started in Ukraine, and my university had to relocate for the second time. It was a real challenge and a great stress for all the staff and students, but the management of the university together with my colleagues and students did their best to resume educational services and continue implementing all the projects. The decision was made to continue working on update of the Strategy of Internationalisation of the University, as the new reality and new conditions emerged. The lectures and workshops we had during the course were very helpful, as they showed the different opportunities for us to internationalise “at home”, as all students and staff were working from different parts of the world. I shared all the knowledge and experience of host institution (Leibniz University Hannover), lecturers, and participants with the team, which was working on updating the VDEUNU internationalisation strategy. This team consisted of academic staff of all faculties, as well as engaged students, and we were able to set the goals and the objectives on how to internationalize. The result was — the developed Strategy of Internationalisation.

Lesson learnt: For me the best thing was communication with the organiser, lecturers and peers. This resulted not only in development of the new I-Strategy of VDEUNU, but also creation of new ideas and cooperation with each other, as well as personal inspiration seeing work of other participants. Also, thanks to the efforts of Nataliya Butych and international office of LUH, as a part of the course, I was able to visit the EAIE conference on Internationalisation of higher education and to speak up about the higher education's challenges in Ukraine, as well as to share the knowledge about the displaced universities among the participants from all over the world. I do believe that such communication and sharing ideas and knowledge will contribute to mutual struggle towards victory and recovery of universities in Ukraine and country as a whole.

**Individual internationalisation
projects 2022-2023**

INTERNATIONA- LISATION AT HOME

Introduction

Working on our individual projects has provided us with an opportunity to explore internationalisation at home (laH) in practice. It has become evident that the internationalisation of higher education institutions (HEIs) is possible indeed without the necessity for students and staff to be involved in mobility programmes which require travelling and staying abroad. Internationalisation of curricula at home provides a much higher number of students and staff members with the opportunity to gain international experience and multicultural skills and to broaden their horizons. It is of utmost importance for Ukrainian HEIs facing a substantial lack of financial and human resources caused by the full-scale Russian invasion of Ukraine that the international academic community is demonstrating profound support and interest in cooperation.



laH offers a wide range of projects varying in form and content which can potentially be implemented. It was not easy to integrate international and intercultural dimensions into extracurricular activities in all three projects. In some projects, the international dimension was included through the formal curriculum.

Technological advancements facilitate laH since they create the opportunity for students and staff members to work online with their counterparts outside Ukraine.. They can thereby learn to work together with people from different cultural backgrounds and look at solving local as well global issues from different angles. This is, which is not the least important point, a safe way for them to be introduced to the international community while staying home in their own learning surroundings. Another advantage that laH gives is linked to cases when a student cannot leave the country, e. g. parents frequently do not allow their children to travel abroad when they are only in their first year of degree studies. Male students are prohibited from crossing the border because of the war in Ukraine.

Admittedly, the content of laH appears to be a critical factor for Ukrainian HEIs as well. Participants in laH projects can gain the skills necessary for interacting in the international labour market, which is demanded in the globalized world. Furthermore, internationalisation is extremely significant for researchers in the humanities, enabling them to communicate the Ukrainian perspective to international colleagues.

While implementing the projects, it was learnt that laH is not about possessing an unchangeable set of tools because each case is unique and may require people to be flexible and modify the initial plan.

To conclude, laH cannot be thought of as optional, but as imperative in view of shaping global developments. What stands behind these words is connected to our endeavours, as educators in our domestic environments and as citizens of the world, to avert threats to humanity.

Group Members:



Ruslana Kuzina

Odesa National Economic University

Internationalisation at home based on Odesa National Economic University platform



Antonina Bulyna

Uzhhorod National University

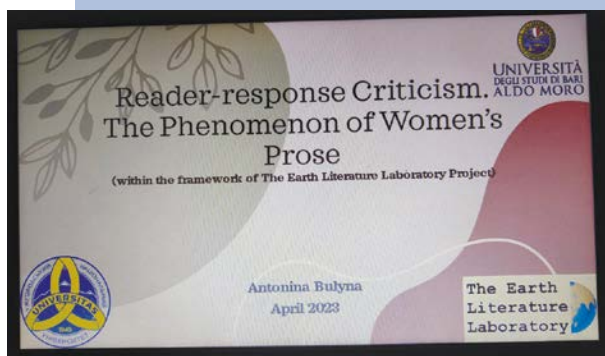
The Earth Literature Laboratory



Yuliia Kostiuk

Ternopil Volodymyr Hnatiuk National Pedagogical University

International Digital School of Ukrainian Studies



Best practices

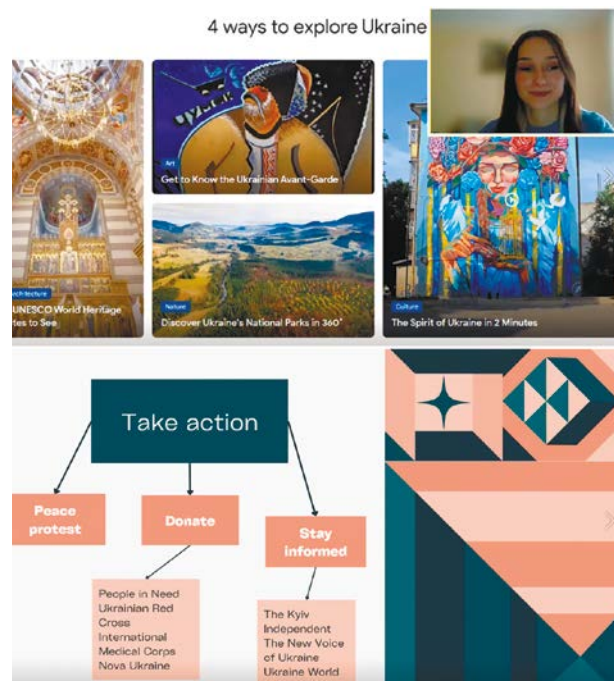
The Earth Literature Laboratory

- ✓ Humanities (literature and language) are in the spotlight!!!
- ✓ being able to adapt the project;
- ✓ creating an ecological space for student interaction;
- ✓ identifying those with whom you are really comfortable working with;
- ✓ performing activities in English and Ukrainian;



International Digital School of Ukrainian Studies

- ✓ engaging academic staff and students majoring in Ukrainian language and literature in working with an international audience;
- ✓ talent hunting in Young Researchers' Council;
- ✓ building community around Ukrainian Studies.



Internationalisation at home based on the Odesa National Economic University platform

- ✓ The Internationalisation at Home (IaH) includes the integration of international and multi-cultural dimensions into the formal and informal curriculum for all students within Ukrainian learning environments.
- ✓ Integration of the elements of Internationalisation at Home into the curricula of all the faculties and departments. Students can choose, for example, courses dealing with cultural differences and learn how the latter can influence everyday interactions. Besides, courses provide students with abilities to operate in global and multicultural environment or run a sustainable business, as well as offer insights into the challenges of climate change.



Challenges

The Earth Literature Laboratory

- ✓ Blackouts => rescheduling events or using the Rectorate Building where power supply was uninterrupted
- ✓ Audience engagement, heavy teaching load, no funding => incorporation of a group of World Literature students into English language classes / mentoring sessions within their curriculum

International Digital School of Ukrainian Studies

- ✓ Inability to hold some online lectures due to blackouts and air alarms => Lectures were recorded, and two additional Q&A sessions were organized on other days
- ✓ No financial resources for advertising the school => We used free channels, i.e. social media, networking, university partners pool, personal contacts

Internationalisation at home based on the Odesa National Economic University platform

- ✓ Finding the universities as a partner(s) in projects
- ✓ Finding engaged team members



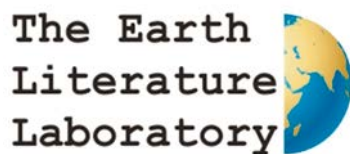
Lessons Learnt and Recommendations for similar projects

- ✓ Estimate the duration of the project and the frequency of the pre-planned activities. Shorter, even single events may be preferable; alternatively, consider events with a monthly schedule;
- ✓ Consider the target audience (the number of participants), depending also on the frequency;
- ✓ Determine whether it is a strictly individual or a team project, taking into account the project specifics;
- ✓ Incorporate within the curriculum (in case the project is not funded, and the implementor is supposed to take on the teaching workload);
- ✓ Organise it within a COIL virtual exchange module;
- ✓ Narrow the target audience as much as possible (academic/non-academic, preliminary knowledge, age, goals, etc.)
- ✓ Communication matters;
- ✓ December is a bad time for events other than Christmas;
- ✓ A smaller number of participants means more attention to their personal interests and expectations;
- ✓ Participants enjoy the interaction and Q&A the most.



Final project charter

THE EARTH LITERATURE LABORATORY



Antonina Bulyna, Assistant Professor at the Department of English Philology, assistant at the Department of International Relations, Uzhhorod National University

Project Goal(s) and SMART Objective(s):

to promote reading and studying literary texts through establishing the Earth Literature Laboratory with an ecological space (hybrid: offline/online, in English/ Ukrainian) for student interaction.

Deliverables:

- event-presentations;
- readers' dialogues;
- lectures;
- reading sessions;

The Earth Literature Laboratory Facebook Page: <https://www.facebook.com/profile.php?id=100088879593582>

Participants' Feedback: <https://shorturl.at/9bXCo>

Challenges and Support

- blackouts (rescheduling events or using the Rectorate Building where power supply was uninterrupted);
- combining heavy teaching load with implementing project activities (incorporation into my English language classes / mentoring sessions);
- engagement (incorporation into my English language classes / mentoring sessions, the students study World



Literature as part of their curriculum as well as English and I am an academic mentor in their group).

Lessons Learnt

- to thoroughly think over the duration of the project and the frequency of activities pre-planned (shorter/ one-time events which could last for several hours or a set of events and with one to be conducted once a month);
- to point to the target audience (the number of participants);
- the determination as to whether it is an individual (shorter) or team project (longer), taking into account the project specifics;
- to encourage participation in projects (through motivation scheme on the department / faculty / university);
- to teach the relevant course within the same group whose members are in the project (as an option) or co-operate with someone who teaches World literature.

Impact:

- increased the understanding of HE internationalisation;
- enabled to see in practice how internationalisation at home works, in particular through internationalising

the formal (mandatory classes) and informal (mentoring sessions) curricula;

- revealed the potential of the humanities, in particular, literature/language in international interdisciplinary projects (I contributed to writing a Horizon project helping coordinate the work of other university team members who are in humanities);
- raised awareness of the value of humanities, esp. in the current context of the war in Ukraine;

Outlook and Sustainability:

There are discussions on the level of the faculties under the Twinning Initiatives to organize activities through projects, including one-time events or COIL virtual exchange, with the University of Central Lancashire, Preston, the UK. The readiness of the university authorities to support similar projects.

INTERNATIONAL DIGITAL SCHOOL OF UKRAINIAN STUDIES



Yuliia Kostiuk, Head of Centre for Projects and Research, Assistant Professor at Department of Ukrainian Language and Slavonic Studies, Ternopil Volodymyr Hnatiuk National Pedagogical University

Project Goal(s) and SMART Objective(s):

- to build the community around Ukrainian Studies in TNPU;
- to provide academic staff with more experience in teaching the international audience;
- to attract foreign citizens to participate in a short course at TNPU.

Deliverables

- Pool of academic staff and young scientists active in the field of Ukrainian Studies (2 full professors, 1 lecturer, and 3 young researchers);
- School concept with 10 lectures and other activities;
- 8 lecturers worked with the international audience (it is first international teaching experience for 3 of them) and 2 TNPU students were engaged as assistants;
- Ideas for further cooperation between lecturers and participants (Ukrainian-Scandinavian literature parallels, youth activities);
- Project Facebook page: <https://www.facebook.com/UkrainianStudiesTNPU>;
- Project mentions on the TNPU site: <https://tnpu.edu.ua/news/7757/> (Application start); <https://tnpu.edu.ua/news/7949/> (School opening); <https://tnpu.edu.ua/news/8192/> (School results).

Challenges and Support

The main challenge was the blackouts due to the Russian attacks on the Ukrainian energy infrastructure. Six lectures were held in Zoom in synchronous mode, four lectures were recorded and sent to participants, and two additional Q&A sessions were organised on other days.

No resources for advertising the school, so we did it through free platforms such as Facebook, LinkedIn, Erasmus Student Network Kyiv, sharing information letter with TNPU partners, Mol partners and personal contacts.

Another challenge was related to the issues with bank transfers to Ukraine from other countries. It took par-

ticipants from a week to a month to approve the fee transfer, and they had to provide additional documents to their banks in some cases.

Lessons Learnt

- Narrow the target audience as much as possible (academic/non-academic, preliminary knowledge, age, goals, etc.).
- Communication matters.
- December is a bad time for events other than Christmas.
- A smaller number of participants means more attention to their personal interests and expectations.
- Participants enjoy the interaction and Q&A the most.

Impact

The project contributed to the TNPU Internationalisation Strategy implementation, particularly to boosting internationalisation at home in the direction of learning activities and non-formal education. The engaged academic staff is now able to add the international dimension into their teaching and prepared to have joint modules or virtual exchanges with colleagues from abroad. The school also strengthens opportunities for non-academic international communication for teachers and students, improving their skills to work in the multicultural environment.

Outlook and Sustainability:

The project implementation helped to create a community around Ukrainian Studies at the university (2 full professors, 1 lecturer, and 3 young researchers). This core team discusses the possibility to create a Centre for Ukrainian Studies at TNPU to develop this direction.

The team is also determined to continue the project with a few amendments. In cooperation with NGO Ukrainian-Scandinavian Centre, we plan to hold a series of lectures in summer, mixing existing content with new topics.

INTERNATIONALISATION AT HOME BASED ON ODESA NATIONAL ECONOMIC UNIVERSITY PLATFORM



Ruslana Kuzina, Head of International relationship Commission of the Board of university, Odesa National Economic University

Project Goal(s) and SMART Objective(s)

Improve the relevance and quality of European higher education by developing tools for higher Education institutions wishing to review and improve Internationalisation at Home (IaH) practices. Our aim is to integrate the elements of Internationalisation at Home into the curricula of all the faculties and departments. Students can choose, for example, courses dealing with differences between cultures and their importance to everyday interactions; courses providing students with abilities to operate in global and multicultural environment, climate change, or sustainability.

Deliverables

- Roadmap of Internationalisation at Home in ONEU
- Developing a scope of projects and working groups
- Integrating projects in Bachelor programmes (year 1,2)
- Developing Curriculum mapping — the learning objectives should be aligned with our courses
- Establishing guidelines for the quality control

Challenges and Support

Challenges	Support
Finding the universities as a partner(s) in projects	Communication within project group, UIREKA community, conferences
Building an enthusiastic team	Motivated university teachers and staff, students and PHD

Lessons Learnt

- **Time management:** very important to plan and track all changes in the timeline.
- **Diversity of projects:** to choose priorities for our institution
- **Curriculum mapping:** lack of technical staff, lack of time
- **Communication:** planning, implementation and evaluation should be supported by a well-organized communication campaign.

Impact

The Internationalisation at Home (IaH) includes the integration of international and multicultural dimensions into the formal and informal curriculum for all students within Ukrainian learning environments. Based on a plurality of perspectives on IaH, our project is intended for multiple audiences (educators, students, staff development and professional service units) who play a role in, or can benefit from, the process of IaH in relation to learning, teaching and research. As for learning and teaching dimensions, the IaH project is designed to include both formal curriculum activities and non-formal or co-curricular activities aiming at promoting internationalisation and interculturality.

Project impact then will be measured by the number of COIL projects at the beginning of 2024.

Outlook and Sustainability

Roadmap for further development of the project till the end of 2023 includes the following activities:

Activity	Timeline	Expected outcomes
Promotion of internationalising courses, creation Working groups	June'23	Social Media, website
Curriculum mapping	June'23	Policy
Organisation of training seminars for administrative staff	July'23	Social Media, website
Training of teachers, researchers and administrative staff in interculturality	July'23	Certificates
Virtual mobility and online collaboration	August - September'23	Social Media, website
Establishing guidelines for quality control	October'23	Guidelines
Projects evaluation	February'24	Project evaluation
Update the Roadmap	February'24	

Testimonials



Antonina Bulyna,
Uzhhorod National University

I have long been concerned with the issues of tertiary education and, in particular, in 2015, I commenced with publishing papers touching those. After the first one «The Role of New Paradigm of Thinking in Enhancing Tertiary Education Quality» some more papers related to education followed. With regard to this, practices of foreign universities have been the spotlight of my attention. In its turn, the exploratory work connected with writing my PhD thesis gave birth to the idea that had been brewing in my head for a while. It was tied with underestimation of Humanities (which nowadays may not seem to be the ultimate focus in comparison with hard sciences), specifically, Literature. These two lines appeared to be intertwined and finally, through the applying process for the Mol Ukraine programme, I have managed to come up with a more accurate vision of the idea. which had then turned into my individual project that consisted in rediscovering the value of reading and studying fictional texts.

Participation in the Mol Ukraine programme enabled me to explore in detail the phenomenon of HE Internationalisation which will definitely be useful for further developments in academia and beyond. Thanks to this opportunity, not only did I manage to experience in reality how it all works with elaborating on a project components throughout all stages, but in 2022 I also became a contributor with my paper «Nonviolent Communication: Healing Our Global Traumas» to the Forum Magazine published by the European Association for International Education. The gained knowledge expanded my awareness of the advantages of virtual exchanges and strengthened me theoretically while I was coordinating and implementing a COIL virtual mobility.

Within and outside UzhNU through my individual project related to Literature, I contributed to changing my colleagues' and students' attitude towards it. The Mol programme enabled me to succeed in inspiring colleagues and students to approach internationalisation from a more conscious perspective. I have started to collaborate more tightly with several colleagues, in particular, via the aspect of interdisciplinarity. Light shed on the fact of developing projects as a way of unrevealing the potential, helped some colleagues of mine to overcome the fear associated with it by taking advantage of «internationalisation at home» while initiating small-scale projects which may become the springboard for large-scale projects.

«Internationalisation» at the personal and institutional levels is a big asset for an individual as well as for a tertiary education institution in terms of building comfortable relations and a peaceful society. It is of utter importance to communicate ecologically, in particular, through listening to others, voicing your own thoughts, and clarifying if need be. Not giving up even if you are criticized for making mistakes, they are a step to progress. Keep in mind the power of adaptability when something goes against the plan during implementing the project. You cannot do all alone, and a team of two like-minded people is already worth gold. I am determined to further examine the dimensions of internationalisation unpacking the obtained knowledge over the period of undertaking the Mol programme as well as other upcoming opportunities.



Yuliia Kostiuk,
Ternopil Volodymyr Hnatiuk National
Pedagogical University

My motivation to participate in the training course Management of Internationalisation and German-Ukrainian Academic Cooperation 2022–2023 was to widen my horizons and deepen my understanding of higher education internationalisation. In 2021, I started a new position as a project management officer, aiming to transfer my skills in international youth exchange into international projects in HE. The course seemed to be a perfect fit.

Mol Ukraine was a giant boost, urging me to employ more initiative and leadership in my activities. I have enriched my knowledge, networked with colleagues from Ukraine and Germany, and implemented my individual project, International Digital School of Ukrainian Studies. The final participation in the EAIE conference and exhibition in Rotterdam was a real crash test for me as a young professional. Thanks to the knowledge and skills gained in the training course, I felt on the same page with experienced colleagues, joining discussions on the hottest internationalisation topics and initiating new contacts for my university and department. My participation in the course resulted in my promotion to the position of Head of Centre for Projects and Research in December 2023, which I am determined to use as a platform to increase the internationalisation impact at my institution.

Mol Ukraine impact on my work and institution is not limited to my individual project and IaH topic. As a project management officer in the field of European collaborative projects, I have used numerous tips from the trainers and best practices shared by my colleagues in Capacity building and Skill development groups. The project potential questionnaire in TNPU resulted in creating a database of interested academics, identifying and engaging in proposals for those already skilled to join project teams, and highlighting the most necessary training to increase the project activity of academic staff.

Lessons learnt. The idea behind the International Digital School of Ukrainian Studies emerged before February 2022, but the full-scale Russian invasion of Ukraine increased its relevance. Many people who had no direct relation to Ukraine saw learning about it as a way to support our state in the unprovoked war. Despite this positive dynamic, Slavonic and Eastern European Studies worldwide still need to decolonise their optics and pay attention to the local narratives. An online project in Ukrainian Studies can address it and benefit the local HEIs, providing the academic staff focused on Ukrainian language, literature, and history with a possibility to add an international dimension to their teaching and get prepared for joint modules or virtual exchanges with colleagues from abroad. It also strengthens opportunities for non-academic international communication for teachers and students, improving their skills to work in a multicultural environment.



Motivation: When I applied for the training course, my initial idea was to create the multi-cultural Hub for foreign students which will be based on a Sense of belonging, not only for studying but also for living in a friendly environment. But after the unprovoked and unjustified start of the war, I have decided to change my project and have tried to focus more on students, professors, and staff who are still in Ukraine and can't leave. The concept of internationalisation at Home (IaH) fully complied with the demands that currently exist in Ukraine.

Positive changes: I gained a lot of knowledge about Internationalisation at Home (IaH) practices. Our useful and interesting workshops and theoretical materials were supported by the practical experience of colleagues, whom we met at the EAIE exhibition.

Many hours of discussions and dialogues helped to better understand the potential problems of implementing IaH in Ukraine and the possible solutions.

At my home university in Ukraine, we renewed our Strategy and guidelines for Internationalisation and started preparing the Roadmap for Internationalisation at Home in ONEU.

We aim to integrate the elements of Internationalisation at Home into the curricula of all the faculties and departments. Students can choose, for example, courses dealing with differences between cultures and their importance to everyday interactions; courses providing students with abilities to operate in global and multicultural working life, climate change, or sustainability.

Lessons learnt: All my exciting experiences with our stunning group of Ukrainians let me understand how important is to find enthusiastic people. We are the Team! The multicultural connection, international cross connections, different points of view and discussions will lead our country to complete and unconditional victory, and subsequently to sustainable development in the field of higher education and knowledge transfer.



Ruslana Kuzina,
Odesa National Economic University



**Individual internationalisation
projects 2022-2023**

CAPACITY BUILDING



Introduction

Capacity building in higher education is essential for universities to remain competitive and relevant in a rapidly changing world. It involves equipping students with the necessary skills and knowledge to succeed in their chosen fields, while providing faculty members with the resources and opportunities for professional development and research.

One of the main reasons why capacity building is important for Ukrainian universities is that it helps them to attract and retain talented students and faculty members. By offering a comprehensive and relevant curriculum, Ukrainian universities can ensure that they are able to meet the needs of their students and prepare them for the challenges of the labour market. This in turn helps Ukrainian universities maintain their reputation and standing in the academic community.

Capacity building also helps Ukrainian universities to foster a culture of innovation and creativity. By encouraging students and faculty to explore new ideas and think outside the box, universities can contribute to progress in a variety of subject areas. This benefits not only the university but also society as a whole.

However, building capacity in higher education is not without its challenges. Universities need to invest significant resources in infrastructure, technology and human capital to ensure that they are able to provide the best possible education to their students. In addition, universities must work to ensure that their capacity-building efforts are aligned with the needs and goals of the communities they serve.

Despite these challenges, the benefits of building capacity in higher education are clear. By investing in the skills, knowledge and resources needed to prepare students for the challenges of the modern world, universi-

ties can play a vital role in shaping the future and driving progress in fields ranging from science and technology to business and the arts.

The Mol project has enabled the development of capacity building in Ukrainian universities by supporting projects proposed by Kherson State Maritime Academy (Iryna Shvetsova), Kryvyi Rih National University (Lyudmyla Kruhlenko) and Nizhyn Gogol State University (Yevhen Plotnikov). All three projects have had a positive impact on the education system by improving the quality of education, raising the global profile of the universities and providing students with valuable international experience. The partnerships with German universities and institutions, the modernisation of curricula and the development of the double degree programmes have enabled students to obtain degrees from both Ukrainian and foreign institutions. The development of an international project management methodology and the promotion of academic mobility have provided students with opportunities to gain valuable international experience and prepare them for the global labour market.

In conclusion, capacity building in higher education is crucial for universities to remain competitive and relevant in a rapidly changing world, especially with a strong focus on internationalisation. By investing in their students, faculty members and infrastructure, universities can improve their education systems and contribute to progress in a variety of subject areas on a global scale. The projects mentioned above are examples of the important work being done to improve Ukraine's education system and increase international collaboration. With continued investment and innovation in internationalisation efforts, Ukrainian universities can play a vital role in shaping the future and driving progress in a variety of fields worldwide.

Group Members:



Lyudmyla Kruhlenko

Kryvyi Rih National University

Development of KNU cooperation with German Universities



Mariia Masonkova, Iryna Shvetsova

Kherson State Maritime Academy

Internationalisation tools to increase the recognition of HEI



Yevhen Plotnikov

Nizhyn Gogol State University

International Projects Framework: Strategic Planning and Development



Best practices

Development of KNU cooperation with German Universities

Project Goal and Objectives:

Extension of academic cooperation with German universities

- ✓ Improve university image
- ✓ Develop new contacts, sign cooperation agreements
- ✓ Joint participation in international projects and programs
- ✓ Support academic mobility of students and staff

Project Deliverables:

- ✓ Presentation of Kryvyi Rih National University and the region
- ✓ Joint workshops/round table sessions (online) on common topics relevant for all sides
- ✓ Participation in academic mobility programs
- ✓ Development of joint projects

Procedure

- ✓ "Digitales Studium und Internationalisierung: Trend oder Herausforderung der Zukunft?" Projekt Learnopolis+ (Universität Bayreuth) on 09.12.2022
- ✓ Online workshop «From Science to Business» organized with the support from the Federal Ministry of Education and Research (BMBF) and partners from Würzburg (15 -16.12.2022)
- ✓ Online workshop on receiving free access to the language courses at Deutsch-Uni Online (DUO) on DAAD platform on 23.12.2022.
- ✓ Online workshop for academic and administrative staff of KNU on different ways of cooperation with German universities, existing foundations and grant opportunities. 23.04.2023
- ✓ Collaboration with German universities established during the project implementation: University of Bamberg, University of Passau, Technische Hochschule Lübeck, Hochschule Landshut I University of Applied Sciences



Internationalisation tools to increase the recognition of HEI

Project Goal and Objectives:

develop a system for the staged implementation of internationalisation tools

- ✓ development of partnership with foreign universities;
- ✓ implementation of a Master's study program carried out in English;
- ✓ introduction of individual courses/ subjects carried out in a foreign language;
- ✓ attraction of foreign grants and scholarships;
- ✓ promotion of academic mobility;
- ✓ promotion of research, study, project and publication activities;
- ✓ representation of the Academy in the world ratings, forums, symposia etc.
- ✓ development of instruments for the Academy branding



Project Deliverables:

- ✓ the work of the International Department at KSMA has been intensified and all departments of the Academy have been involved in the process of internationalisation.
- ✓ the number of international conferences conducted by KSMA has increased from 1 to 3; the number of foreign partner institutions increased (+4); student mobility intensified (+220 people); publication activity abroad increased by 20%.
- ✓ the staff of the Academy, according to their official duties, has distributed the functions of the implementation of internationalisation tools of the Academy.
- ✓ the results achieved prove that the tools of internationalisation were chosen correctly in order to increase the recognisability of the higher education institution.

Procedure

- ✓ Completing cadet's studies at Lithuanian Maritime Academy within the framework of Erasmus+ KA107 Programme "Student Mobility for Studies"
- ✓ Academic Mobility Programme with Satakunta University of Applied Sciences (Finland)
- ✓ Inter-institutional agreement is signed between Lithuanian Maritime Academy and KSMA for 2021-2027 in the context of the Erasmus+ programme (International Academic Mobility)
- ✓ the Memorandum on Cooperation was signed between ITF Seafarers' Trust, Marine Transport Workers' Trade Union of Ukraine, Lithuanian Maritime Academy, and KSMA.
- ✓ Since May, 2022, KSMA participates in the #TwinForHope campaign (Twinning with University of Plymouth).

Internationalisation tools to increase the recognition of HEI

Project Goal and Objectives:

Developing the strategy and organisational type / structure of the International Projects Sector (IPS) of the Project Office

- ✓ defining the mission, and objectives of the IPS;
- ✓ specifying the IPS functions ;
- ✓ defining IPS success criteria and metrics;
- ✓ developing the international project-management methodology for IPS activities

Project Deliverables:

The strategic plan for the IPS, as well the procedures and/or frameworks for the following activities, has been developed and implemented:

- ✓ methodologies and processes (project-management methodology, metrics, process development and improvement)
- ✓ international project delivery management (project resource, schedule, cost, risk, stakeholder management; communications)
- ✓ portfolio management (project prioritization, strategic alignment, opportunities analysis)
- ✓ talent/professional development management (training; capability and skills development; certifications and credentials)

Procedure

- ✓ project team meetings and draft development, autumn 2022
- ✓ meetings with stakeholders (university authorities, academia staff members, students); presenting the draft and receiving feedback, January-March 2023
- ✓ development of the final version of the strategy, April-May 2023

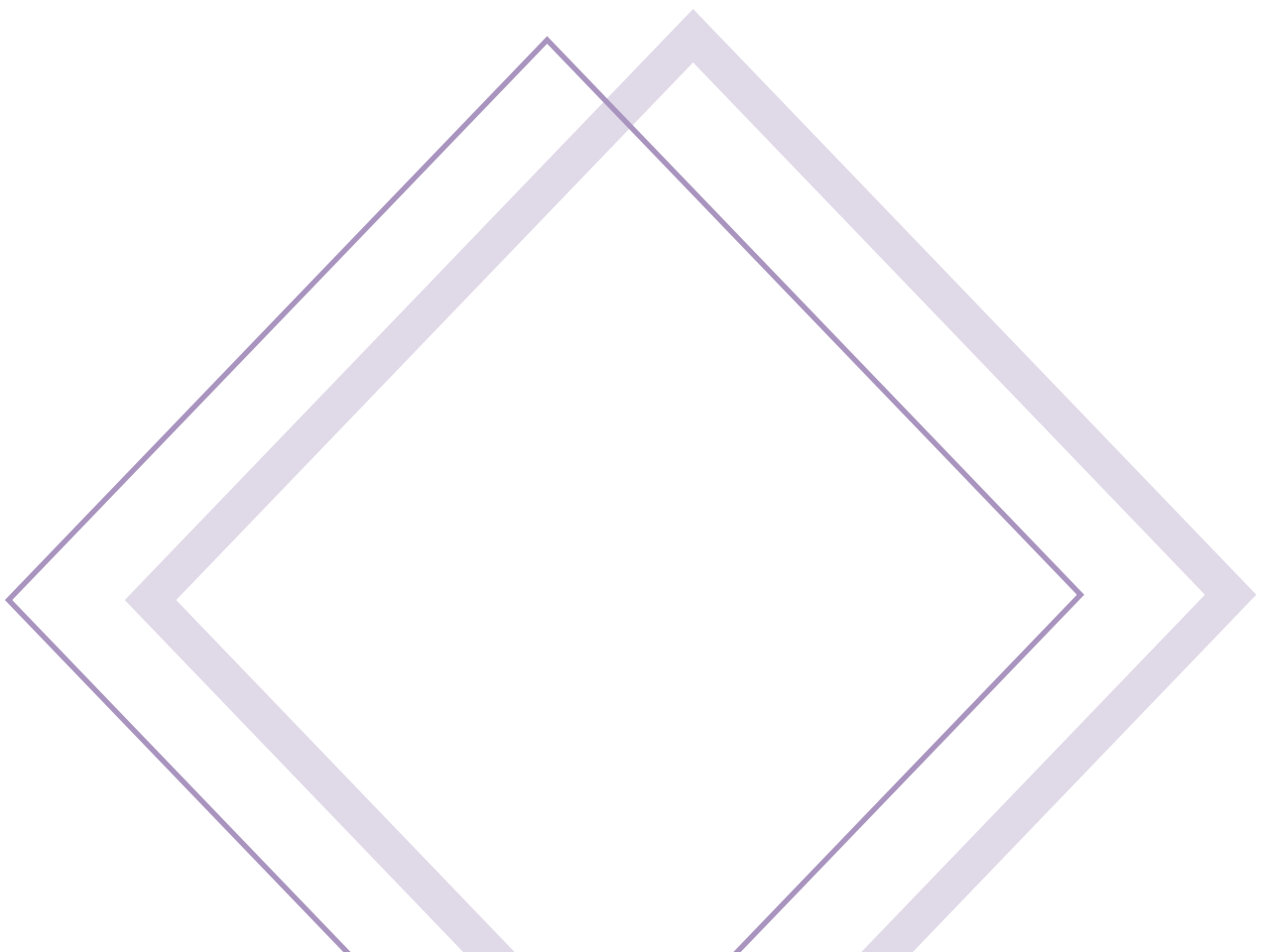


Challenges

- ✔ full-scale invasion of Ukraine by the Russian army forces
- ✔ organisational and structural changes within the institution's law
- ✔ low motivation of target audiences

Lessons Learnt and Recommendations for similar projects

- ✔ prepare a communication plan in advance;
- ✔ strictly define the conceptual and categorical framework so that no misunderstandings occur;
- ✔ conduct communication processes based on the following principles: active listening, consistency, clarity, accessibility, respect.
- ✔ work hard on finding your strong points and unique proposals which you need to present
- ✔ networking and communication are very important



Final project charter

INTERNATIONAL PROJECTS FRAMEWORK: STRATEGIC PLANNING AND DEVELOPMENT



Yevhen Plotnikov, Head of the Project Office,
Nizhyn Mykola Gogol State University

Project Goal(s) and SMART Objective(s):

Developing the strategy and organisational type / structure of the International Projects Sector of the Project Office (hereafter — IPSPPO), including

- defining the mission, and objectives of the IPSPPO;
- specifying the IPSPPO functions ;
- defining IPSPPO success criteria and metrics;
- developing the international project-management methodology for IPSO activities.

Deliverables:

The strategic plan for the IPSPPO, as well the procedures and/or frameworks for the following activities have been developed and implemented:

- methodologies and processes (project-management methodology, metrics, process development and improvement)
- international project delivery management (project resource, schedule, cost, risk, stakeholder management; communications)
- portfolio management (project prioritisation, strategic alignment, opportunities analysis)
- talent/professional development management (training; capability and skills development; certifications and credentials)

Challenges and Support

Apart from the war, there were two main challenges to overcome during the project implementation phase:

- Organisational and structural changes within the institution (mitigation: adaptation of project objectives, planned stages and target audiences)
- Low motivation of target audiences (mitigation: communication of project objectives and deliverables)

Lessons Learnt

- Be persistent;
- Try to clearly identify who your stakeholders are and plan how you will communicate with them. Communication is essential in projects like this;
- Be realistic in your goals and have a tangible 'plan B' (at least in some general terms) in case your initial ideas are not feasible for one reason or another.

Impact:

The project deliverables (strategy, project-management methodology etc.) guide the development of internationalisation at Project Office and other departments of Nizhyn Mykola Gogol State University. The developed procedures have been turned into Project Office's workflows leveraging the quality of project initiation and management both at institutional and regional level.

Outlook and Sustainability:

The following steps will be taken to ensure the sustainability of project results:

- The strategic plan will be officially included into the University Internationalisation Strategy as a separate component.
- Suggested structure and methodologies will become a part of university Project Office regulations.
- Suggested criteria and metrics are to be adopted and used by different university divisions as a part of monitoring procedures to evaluate the quality of project work.

The project sustainability is also ensured by the use of its results to design training modules at the university CETL and beyond. This part of project results is synergic with the «UTTERLY: University teachers' certification centres: innovative approach to promoting teaching excellence» project (ERASMUS+, KA 2: CBHE), which aims at university teacher professional development and certification. The modules are agreed to become a permanent on-demand course for continuing professional development of university teachers and staff.

The application of the acquired skills by staff members is expected to improve the quality of their professional activities through establishing new partnerships internationally and can also attract additional funds for research and social work.

The acquired project results will be further disseminated among partner institutions through collaborative activities, educational communities and relevant media.

DEVELOPMENT OF KNU INTERNATIONAL COOPERATION WITH GERMAN UNIVERSITIES



Lyudmyla Kruhlenko, ex-Head of International Office, Kryvyi Rih National University

Project Goal(s) and SMART Objective(s):

- Improve university image internationally
- Develop new contacts, conclude cooperation agreements
- Joint participation in international projects and programs
- Support academic mobility of students and staff

Deliverables:

- On 3rd of August the representatives of Kryvyi Rih National University took part in online intercultural seminar „Understanding the Germans“, held by Ms Kerstin Sommer, head of FAU (Friedrich-Alexander-Universität Erlangen-Nürnberg) Welcome Centre.
- Dr. L. Kruhlenko was the speaker at the BATEG Summer School “BaTEG Summer School 2022 Zwischen Kulturen, Konflikten, und Kommunikation” in the frame of cooperation with University of Bamberg <https://www.uni-bamberg.de/zlb/k-r/bateg/zlb-k-r-bateg-zlb-k-r-bateg-summer-school/sommer-school-2022/>
- Professor of Computer Science Department Natalia Morkun is developing cooperation with Bayreuth university and took part in the workshop on Computer Sciences together with other researchers from KNU (<https://ceur-ws.org>) Determining Rock Varieties on The Basis of Fuzzy Clustering of Ultrasonic Measurement Results / V. Morkun, G. Fischerauer, N. Morkun, V. Tron, A. Haponenko // CEUR Workshop Proceedings, 2022, 3156, pp. 274–283.
- Prof. N. Morkun became a scholarship holder of Alexander von Humboldt foundation in 2022.
- The student representatives took part in “Digitales Studium und Internationalisierung: Trend oder Herausforderung der Zukunft?” Projekt Learnopolis+ (Universität Bayreuth) on 09.12.2022
- The university representatives participated in online workshop «From Science to Business» organized with the support from the Federal Ministry of Education and Research (BMBF) and university partners from Würzburg (15 -16.12.2022)
- Workshop about European matters by the KNU team representatives <http://www.knu.edu.ua/novini/europe-matters-yevropeys-ki-cinnosti-danist-chy-ne-obhidnist>
- BAYHOST (Bavarian Academic Centre of Central, Eastern and South-eastern Europe) L. Kruhlenko was the speaker and represented the project “MANAGEMENT OF INTERNATIONALISATION AND GERMAN-UKRAINIAN ACADEMIC COOPERATION 2022-2023” as well as oth-

er issues of cooperation with Bavarian universities. On 09.06.2023 online meeting and negotiation on future collaborations in joint projects and agreement signing with Technische Hochschule Lübeck

- On 15.06.2023 kick-off online meeting with University of Applied Sciences, Landshut, Germany
- MoU with University of Bamberg is still in progress for signing.

Challenges and Support

The main challenge was the war against Ukraine. Due to the situation in the country, I was forced to leave the country. I saw it not as a challenge but an opportunity to develop new contacts and cooperation. The university administration fired all the department heads who left the country. After long negotiations and almost sole realisation of the project, we managed to assemble a university team and continue the implementation of the project tasks and goals.

The manager of the project from LUH Nataliya Butych was the only supportive person in this situation. Thanks to support from LUH team, I was able to continue my project and reach the final stage.

Lessons Learnt

If you want to establish contacts with new international partners, you should work hard on finding your strong points and unique proposals which you need to present. Networking and communication is very important in every project realization.

Impact:

At the moment, Kryvyi Rih National University managed to establish new contacts with German universities. After workshops about funding and partner finding possibilities, the administrative and teaching staff started to work on new partnerships, mobility programs and concluding new agreements.

Outlook and Sustainability:

New strategy of internationalisation is going to be put into operation. New contacts with German universities will help the teaching, student and administrative staff to develop new joint and academic mobility projects.

INTERNATIONALISATION TOOLS TO INCREASE THE RECOGNITION OF HEI



Iryna Shvetsova, Associate Professor of English Language Department for Deck Officers, Specialist of International Affairs Department, Kherson State Maritime Academy, PNRM member

Project Goal(s) and SMART Objective(s):

The main goal of the project is to develop a system for the staged implementation of internationalisation tools.

Objectives:

- supreme development of partnership with foreign universities and scientific institutions in both maritime and other areas in order to create conditions for sharing experience in pedagogical, methodical, and scientific areas; introduction of joint consistent study programs (e.g., Dual degree programs) with partner universities;
- implementation of a Master's study program carried out in English;
- introduction of individual courses/subjects carried out in a foreign language into the learning process, as well as the use of individual courses in English for teachers' advanced training (internship);
- attraction of foreign grants and scholarships, contributing to the improvement of the teaching quality and expanding the research opportunities;
- promotion of academic mobility, expanding the horizons of both students and teachers and creating the conditions for improvement of the learning process at the Academy;
- promotion of research, study, project and publication activities, as well as arrangement of seminars and conferences for integration of the teaching staff of the Academy into the European education area;
- active representation of the Academy in the world ratings, forums, symposia etc.
- development of instruments for the Academy branding (advertising) contributing to the great recognition of the Academy at the world educational market.

Deliverables:

In accordance with the objectives, the following results were achieved

- **Specific** — the work of the International Department at KSMA has been intensified and all departments of the Academy have been involved in the process of internationalisation.
- **Measurable** — the number of international conferences conducted by KSMA increased from 1 to 3; the number of foreign partner institutions increased (+4);

student mobility intensified (+220 people); publication activity abroad increased by 20%.

- **Assignable** — the staff of the Academy, according to their official duties, has distributed the functions of the implementation of internationalisation tools of the Academy.
- **Realistic** — the results achieved (see Specificity) prove that the tools of internationalisation were chosen correctly in order to increase the recognisability of the higher education institution.
- **Time-related** — the first results are already taking place in the process of increasing the recognition of KSMA in the international educational space. The results obtained during the project are sufficient, so the next stage, after completion of the project, will be the expansion of the implementation of internationalisation tools and their structuring to obtain more significant results of KSMA internationalisation.

Challenges and Support

The global challenge to the project was the full-scale invasion of Ukraine by Russian army forces. In particular, Kherson was occupied, the academy had to relocate to Odessa, students and teaching staff are still located all over the world. This problem was solved by the online mode of operation of the academy since April 2022 to combat the challenges of the time.

Lessons Learnt

The important lesson learnt from the project is the need to develop effective communication in the implementation process, as very often there is a misunderstanding of certain concepts and categories, which causes a number of problems in the process of work. Hence it is suggested that

- prepare a communication plan in advance;
- strictly define the conceptual and categorical framework so that no misunderstandings occur;
- conduct communication processes based on the following principles: active listening, consistency, clarity, accessibility, respect.

Impact:

The project contributed to the intensification of the internationalisation of KSMA, as one of the brightest

examples of cooperation with the University of Plymouth (UK).

The following projects were implemented during the year:

The HELLO Project is a buddy scheme for new international students. The project directors (Helen Bowstead (Plymouth University) and Iryna Shvetsova (KSMA)) organised the welcome sessions and facilitated the project activities throughout the year. The Buddy programme supported students in integrating into a new cultural, linguistic and academic environment, developing foreign language competence, and promoting intercultural contacts by international students.

The Mental Health Project, organised by the project coordinators Olena Bezlutska and Iryna Shvetsova, provided meetings between students of the Navigation Faculty and

Kelly Lewington (Student Wellbeing Services Manager). The interaction within this project was useful and fruitful, as it provided both lecturers and students with information about useful Plymouth University resources on mental health, as well as useful skills and other activities in the framework of the project topic.

Kherson State Maritime Academy in cooperation with Plymouth University has received a grant to work on a double degree programme. Future M.Sc. students of the Faculty of Marine Energy will have the opportunity to obtain a double degree from Kherson State Maritime Academy and Plymouth University in the field of Management of Shipboard Technical Systems and Complexes. Kherson State Maritime Academy became one of the winners from Ukraine along with partner universities in the UK under the UK government's Twinning programme, which supports Ukrainian universities.

On 15 June, the 1st International Scientific and Practical Conference «Actual Problems of Teaching Educational Components of Social and Humanitarian Sphere in Higher Education» will be held. The conference will include joint webinars, workshops and a research poster project.

Outlook and Sustainability:

The results obtained during the project are important for the development of the Academy as a whole, so the Academy is determined to continue the implementation of internationalisation tools to increase the visibility of KSMA in the global educational landscape.

To ensure the sustainability of the project for the implementation of the following components, it is considered imperative to manage the results of the project:

1. The human resource of the academy — the sustainability of the human resource of the academy means how the staff and students as recipients of the completed project can access and interact with the outcome over time. For this, a 5-year plan will be developed to implement internationalisation tools.
2. Financial — drawing up the financing plan for the implementation of the internationalisation tools.
3. Organisational — organisational sustainability refers to how the academy is able to work and manage the project after completion, including the financial component as well as the individual responsibilities and expectations of the academy team as a whole.



Testimonials



Iryna Shvetsova,
Kherson State Maritime Academy,
PNRM member

Involvement in the project for me is an opportunity to join the co-ordination of activities between different higher education institutions from different countries, which creates opportunities for gaining new experience in research and education. In addition, it is an opportunity to contribute to the development of comments and participate in various educational and research projects. I hope that my experience in the project will be useful for the development of my educational institution.

It has been my goal to become a part of a creative, strong team capable of developing the latest information activities and approaches to engaging my colleagues in the development and implementation of educational and research projects that would contribute to the development of the quality of education in Ukraine.

The project provided an opportunity to increase their own competence in conducting international events and developed the competence of intensive communication with representatives of different countries and educational institutions to identify common interests and needs in the context of cooperation between individual researchers and higher education institutions in general.

The results of the study of higher education capacity development were aimed at supporting international cooperation projects and multilateral partnerships between organisations working in the field of higher education. Important achievements of the project include the development of a system for the gradual implementation of internationalisation tools: comprehensive development of partnerships with foreign universities and research institutions in both maritime and other fields to create conditions for the exchange of experience in pedagogical, methodological and scientific areas; introduction of jointly agreed curricula (double degree programmes) with partner universities; attraction of foreign grants and scholarships to improve the quality of teaching and conduct research and development activities.

I believe that by expanding cooperation with foreign higher education institutions, it is appropriate to implement the experience of implementing educational programmes with the possibility of obtaining two diplomas. This year, KSMA has already taken the first steps in this endeavour. Thus, Kherson State Maritime Academy and the University of Plymouth (UK) have started training masters in the Marine Engineer study programme. This will provide an opportunity to gain tremendous practical experience in the double degree programme and expand this experience to other educational programmes in the future.

**Individual internationalisation
projects 2022-2023**

ACADEMIC MOBILITY

Introduction



Academic mobility is an efficient tool for multidimensional internationalisation of the university and is proven to be the moving force for large-scale international cooperation projects. The process of its organisation at Ukrainian universities is challenged by many obstacles which may be solved by the complex efforts of the teams of international offices.

The aims of the projects of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (KPI International), the National University "Yuri Kondratyuk Poltava Polytechnic" (Internationalisation for Humanities), and Kamianets-Podilskyi Ivan Ohienko National University (Academic Mobility Platform) were to develop complex measures to increase internationalisation of the universities via academic mobility.

The challenges to academic mobility included low motivation and activity of students and academic staff members to participate in academic mobility programmes, low awareness about opportunities for international academic mobility, insufficient English knowledge especially in the field of engineering and restrictions caused by COVID-19. The risks caused by the war in Ukraine, which made it impossible for the Ukrainian universities to organise the incoming mobility, and the brain drain of

Ukrainian students and staff members going abroad because of the war are also extremely important factors.

The implementation of the projects during the crisis years of 2022-2023 made it possible to list possible efficient solutions to increase academic mobility at the universities:

- Make the platform or website for academic mobility as simple and clear as possible, and make information about various mobility offers for different categories of the participants available there. Enable applicants to submit their documents online.
- Organise networking events dedicated to the dissemination of information regarding the academic mobility. It is most efficient to organise such events for each faculty/ institute of the university to focus on specific offers for each specialty, and to organize different events for students and academic staff members.
- Prepare and implement a comprehensive update of the official procedures at the university supporting the organisation of academic mobility (before, during and after the mobility) with special focus on the recognition procedures and follow-up implementation of the best practice and results of the academic mobility. This is especially important for the academic mobility of the university staff members because its efficiency directly correlates to internationalisation of the educational programmes and scientific schools of the university (thanks to the professional academic contacts and partnerships established during the mobility as well as professional networking).
- Be flexible and open to new methodologies and solutions. Inspire students who study abroad to be the ambassadors of their home university. Involve students and staff members staying in Ukraine in project design and project application activities, with special focus on the student clubs and societies, where the academic staff members are the mentors.
- Choose reliable partners and establish good and continuous cooperation, and enhance it via regular networking events involving the representatives of the faculties/ institutes of the university participating in the academic mobility project.
- Be realistic: make the projects visible and sustainable, manage time and implement the project at different levels (administration — academic staff — students).

Group Members:



Olha Demydenko

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

KPI INTERNATIONAL



Halyna Talovyria

National University 'Yuri Kondratyuk Poltava Polytechnic'

Internationalisation for Humanities (Student Mobility)



Oleksandra Shamarina

Kamianets-Podilskyi Ivan Ohienko National University

Academic Mobility Platform



Erasmus+



Best practices

Kamianets-Podilskyi Ivan Ohiienko National University

- ✓ Launching a web-page «Academic Mobility Platform»;
- ✓ Organising and facilitating online info-sessions with students;
- ✓ Workshops with students;
- ✓ Academic Mobility Digest.

National University ‘Yuri Kondratyuk Poltava Polytechnic’

- ✓ Signing the Memorandum with Metropolitan College, London, the UK
- ✓ Signing the Memorandum with Pomeranian Academy, Slupsk, Poland
- ✓ Signing the Faculty Agreement with the School of Education, Leibniz University Hannover, Germany
- ✓ Creating the Coordination Centre of International Cooperation at the Faculty of Humanities.
- ✓ Finding universities abroad to partner and create sustainable contacts with them for both academic cooperation and mobility.
- ✓ Holding meeting with the Faculty professors and staff.



National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”

Academic Mobility

- ✓ **New regulations adopted at the University** in regard to the academic mobility, including the mobility under the martial law, mobility initiated by the students, double diplomas etc.
- ✓ **Summer schools** as the way of uniting students after the forced isolation time (COVID, WAR
- ✓ Academic mobility as the first step for cooperation of the faculties. **Increased recognition** of the results of the academic mobility of the students and especially staff members. Organization of the **networking events** for the faculties. Participants of the academic mobility become the ambassadors of the home university and Ukraine)

Involvement students in the projects

- ✓ **Reformed activity of the Student clubs** (Engineering, social and others) which become the bridge between the students' community and scientific schools of the faculties. KPI Buddy Club, Project Pot Club
- ✓ Series of events for the students related to the project writing (KPI School of Creativity, RESCUU Bootcamp etc.)
- ✓ Student clubs become the foundation of the **Sikorsky Challenge Junior**. SCU helps to develop the best ideas into start-ups and are launched with the help of the international partners



The poster is designed to look like a spiral-bound notebook with a dark blue cover and orange rings on the left. At the top, a yellow banner with colorful corner tabs reads "Субота 25.02.2023". To the right, the logo "KPI school of creativity" is displayed in blue and black, with a small colorful icon next to "school", and "winter edition" in orange below it. The poster features three circular portraits of people. The first portrait on the left is of a woman with long brown hair, wearing a white top and a dark scarf. Below it, the text "Дар'я Костюк" is written in bold, followed by "координаторка фронтдеску" and "House of Europe". The second portrait in the center is of a woman with short brown hair, wearing a teal top. Below it, the text "Ольга Демиденко" is written in bold, followed by "керівниця відділу академічної мобільності КПІ ім. Ігоря Сікорського". The third portrait on the right is of a man with short brown hair and a beard, wearing a dark blue shirt. Below it, the text "Ярослав Бурлаков" is written in bold, followed by "студент НН ІАТЕ, член громадської організації «JCI Youth»".

Субота 25.02.2023

KPI school of creativity
winter edition

Дар'я Костюк
координаторка фронтдеску
House of Europe

Ольга Демиденко
керівниця відділу академічної
мобільності КПІ ім. Ігоря Сікорського

Ярослав Бурлаков
студент НН ІАТЕ, член
громадської організації «JCI Youth»

Challenges

Challenges	Ways for overcoming
Low motivation of students	Involve students in networking events with the foreign students and project writing activity. Invite Erasmus+ participants to share their experience
Low awareness of the university community members	Disseminate the information about the opportunities through social media and online meetings. Create an online platform as simple and clear as possible, listing various mobility offers for different participant groups.
Low level of English	Organise the English speaking clubs and networking events with foreign students
Restrictions due to COVID-19	Create and use online platforms for information exchange, organisation of the virtual mobility programs. Provide the applicants with the possibility to submit the documents online.
Wartime Risks	Involve foreign partners and establish new partnerships based on the mobility initiated by the students and staff members, ask for reallocation of the mobilities, use virtual exchange instead for incoming mobility.
Brain Drain	Improve recognition procedures, apply a flexible approach to mobility, develop procedures regulating academic mobility initiated by the students and academic mobility during the war; development of the double diploma programs and joint certificate programmes.
Low involvement of the university academic staff	Involve as many university staff members as possible. Participants from the faculty members may cooperate with the international offices, becoming international ambassadors of the scientific schools facilitating involvement of the students and academic staff in the process of internationalisation of the university.

Lessons Learnt and Recommendations

for similar projects

- ✓ Realisation of any project at the university is a team work. It is important to have one similar idea and goal at all levels (administration — academic staff — students).
- ✓ Be realistic and set achievable goals. It is better to plan less, but manage to fulfil all the tasks.
- ✓ Time management is really important. The more detailed is the plan for activities — the better.
- ✓ Visibility of the project plays a crucial role. The more people are aware of your project, the better.
- ✓ Focus on sustainability.
- ✓ Create the team for the projects. It's impossible to implement all your ideas alone.
- ✓ Academic mobility should become the first step for large-scale projects.



Final project charter

KPI INTERNATIONAL



Olha DEMYDENKO, Associate Professor, Head of Academic Mobility Office, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

Project Goal(s) and SMART Objective(s):

- To extend the international dimension of the human resource development at the university and increase international awareness and involvement of the university academic staff and students to the internationalisation activities ranging from scientific projects to international volunteering activity, contributing to the further development of their social intelligence.
- To develop internationally-friendly educational environment at the university and facilitate integration of the international students in it.

Deliverables:

1. The academic courses on intercultural communication, project writing and international cooperation introduced into the University Academic Catalogue

- The course of the Intercultural communication theory and culture studies is included in the catalogues of the optional subjects of Bachelors and Masters of the Faculty of Linguistics of Igor Sikorsky Kyiv Polytechnic Institute (https://ktpam.kpi.ua/wp-content/uploads/2022/02/Silabus_Mizhkulturna_komunikatsiya_mag.pdf), the course on project management is included into the university catalogue of advance training for staff members (http://ipo.kpi.ua/povyshenie_kvalif/pkv-kpi/mp-npv/)
- Academic Courses on project writing for students are now under development to be submitted

2. At least 8 international team-working events organised at university;

- Meetings of the students of Igor Sikorsky Kyiv Polytechnic Institute with the students and professors of the University of Arizona (https://m.facebook.com/story.php?story_fbid=pfbid02vyLhdahZPDEsUZ3u5D-vZKBXmzAAQPQY7rPc2BwFtFB92mfZmx1A73Axd-3QUb9QdQl&id=100017093089304)
- Schools of creativity dedicated to the teambuilding and project writing (<https://ktpnm.kpi.ua/node/1588>, https://t.me/KPI_Family/252)
- Students initiated involvement in the project "EC on a bookshelf" https://t.me/KPI_Family/243?single
- New Student Clubs aimed development of the soft skills of the students (Speaking Club https://t.me/KPI_Family/422, https://t.me/KPI_Family/484 Debatorium https://t.me/KPI_Family/441, https://t.me/KPI_Family/504).

Family/422, https://t.me/KPI_Family/484 Debatorium https://t.me/KPI_Family/441, https://t.me/KPI_Family/504).

3. At least 10 international networking events organised for the academic staff from Igor Sikorsky Kyiv Polytechnic Institute and foreign universities (2 projects under the NAWA programme "Solidarity with Ukraine" with Adam Mickiewicz University in Poznan (series of summer schools for students and staff members) and Warsaw University of Technology), West Pomeranian University in Szczecin, Poznan University of Technology (Poland), West Bohemia University (Czech Republic), University of Arizona (USA), University of Reutlingen, Leibniz University Hannover (Germany), National and Kapodistrian University of Athens (Greece, series of lectures of the Ukrainian scientists <https://collaborates.wixsite.com/gr-ukr-collaboration>) etc.

4. Organised University Buddy system facilitating involvement of the international students in the internationally-friendly educational environment of the university.

The aforementioned KPI Buddy Student Club and the Project-Making Club are ready to welcome international students after they return to the offline mode of study.

5. Improved system of professional orientation of the international students (<https://technoart.kpi.ua/international-2022/>);

6. Increased involvement of the university students and academic staff in the development and implementation of the various international projects (<https://www.youtube.com/live/mHndHQQPbvU?feature=share>).

Increased awareness of the members of the university community of different challenges of intercultural communication as well as of the specificity of development of the international dimension of the social intelligence required for successful international communication, cooperation and implementation of the international projects. (https://t.me/KPI_Family/533, https://t.me/KPI_Family/516).

Involvement of the international partners, students and staff members in the charitable activity (<https://youtu>

be/aBUEW_9uTYI , <https://youtu.be/HkCpbrKBsyY>)

Challenges and Support

The project initially was too complex and consequently risky to be implemented under the force-majeure conditions of the COVID and WAR. The most challenging was the physical absence of the majority of students (including international students) at the University campus. In the first year of the project implementation the measures were taken to renew the university documents regulating academic mobility and development of the further steps of its implementation. The student and staff members who became the participants of the academic mobility programs became the ambassadors of the university and greatly facilitated the process of finding new foreign partners. During the second year of the project implementation, various efforts were made to involve the students who have been staying at the university campus during the war in different international activities, including project writing. Many university staff members (lecturers, scientists and administrative staff) supported the project and became the mentors facilitating its implementation. These joint efforts and involvement of all the categories of the project stakeholders to the implementation made it possible to achieve all the initial goals. Support of the National ERASMUS Office made it possible to disseminate the best practices of crisis management of academic mobility among the partner universities and use the best foreign practices at home university.

Sustainability of the results—continuous implementation of the project, which contributes to the renewal of the internationalisation strategy of the university

Lessons Learnt

1. Internationalisation should be realised in different dimensions of the university operation (academic, scientific, innovative);

2. It is important to involve the students in the process of realisation of the internationalisation strategy not only as stakeholders and /or objects, but also as project conceptualisers and managers;

3. Internationalisation of the university may be successfully realised via joint efforts of all the members of the university community.

Impact:

The project inter alia contributed to the internationalisation of the University due to the innovative idea of the student involvement in the international activity, which helped to determine further steps.

Outlook and Sustainability:

Project has become a new milestone of the internationalisation of the university and consequently has the long-term perspective.

Sustainability of the project results will be achieved by the following steps:

- Development of the new internationalisation strategy of the university (based on the best practices and best experiences implemented);
- Increased involvement of the international students in the university community;
- Further publicity work and motivation of the students and staff to create international projects and participate in them;
- Continuous monitoring and improvement of the follow-up internationalisation activities.



ACADEMIC MOBILITY PLATFORM



Oleksandra Shamarina, Academic Mobility Officer at the Office for International Cooperation, Kamianets-Podilskyi Ivan Ohienko National University (K-PNU)

Project Goal(s) and SMART Objective(s):

Project goals: promotion of academic mobility among students and increasing the number of academic mobility participants.

Smart objectives:

1. Launching a web-page "Academic Mobility Platform";
2. Organisation of online info-sessions with students;
3. Conducting a survey among students after info-sessions (in order to collect information about future academic mobility participants and their needs);
4. Organization of workshops for the students interested in academic mobility.

Deliverables:

1. Launching a web-page "Academic Mobility Platform" <https://inter.kpnu.edu.ua/uk/academic-mobility-platform-2/>
2. 11 online info-sessions with K-PNU students about internationalisation and academic mobility <https://inter.kpnu.edu.ua/uk/category/academic-mobility-platform-news/>
3. Analysis of the Google Forms filled by students, and making a list of interested in academic mobility students within each Faculty.
4. Since April 2023 3 workshops have been organized with the following topics:
 - Priorities and objectives of the International Credit Mobility within Erasmus+.
 - How to write a motivation Letter and CV.
 - English Speaking Club

Challenges and Support

1. Low motivation of students to join online info-sessions. As a solution, the students who had participat-

ed in Erasmus+ were invited as speakers to each online meeting, which helped to increase interest among the students.

2. Website is not so popular among students, and they miss much information. So all information regarding academic mobility is also published in social media — Instagram and Facebook.

3. Low awareness about the opportunities for international academic mobility. As a solution, various measures for increasing student engagement on social media were undertaken, such as quest games and giveaways.

4. Many students interested in academic mobility have a low level of English. As a solution, one topic of the workshops was Speaking Club.

Lessons Learnt

1. Implementation of any project at the university is a team work. It is important to have one similar idea and goal at all levels (administration — academic staff — students).
2. Be realistic and set achievable goals. It is better to plan less, but manage to complete all the tasks.
3. Time management is really important. The more detailed is the plan for activities — the better.
4. Visibility of the project plays a crucial role. The more people are aware of your project, the better.

Impact:

Academic mobility is a very important tool for internationalisation of education. Academic Mobility Platform is supposed to promote internationalisation among students. Students' exchanges influence the quality of education and research, get new contacts and help to start new partnerships, increase the level of English.

Increase in the number of academic mobility participants positively affects the procedure of educational

programs accreditation, as academic mobility is considered to be one of the crucial components of a successful educational program.

Outlook and Sustainability:

Academic Mobility Platform is not a one-time project, the realisation of this project will be continued. The idea of the promotion of academic mobility among the students is really relevant to the needs of K-PNU internationalisation strategy.

So it is planned to continue the info-sessions and workshops with students, but in offline format. The target audience of the project will be extended — both students and academic staff.

Sustainability of the project results will be achieved by the following steps:

- Development of the new internationalisation strategy of the university (based on the best practices and best experiences implemented);
- Increased involvement in the international students to the university community;
- Further advertisement and motivation of the students and staff to conceptualise international projects and participate in them;
- Continuous monitoring and improvement of the follow-up internationalisation activities.

03 травня, 15⁰⁰
платформа Google Meet

Academic Mobility Platform

У ДІЇ: поговоримо про Erasmus +

ТЕТЯНА МОЙСЕЄВА
студентка факультету іноземної філології, учасниця Програми ЄС Еразмус+

ОЛЕКСАНДРА ШАМАРІНА
провідний фахівець відділу міжнародних зв'язків

“INTERNATIONALISATION FOR HUMANITIES (STUDENT MOBILITY)”



Halyna Talovyria, International Officer at the Faculty of Philology, Psychology and Pedagogy, National University 'Yuri Kondratyuk Poltava Polytechnic'

Project Goal(s) and SMART Objective(s):

The main goals are to acquire the knowledge of the key points of the internalisation process, to find foreign universities to cooperate and to establish relations with them, first, in terms of student mobility.

Deliverables:

Finding universities abroad to partner and creating sustainable contacts with for both academic cooperation and mobility

Challenges and Support

Restrictions due to COVID-19 — using online platforms for information exchange. Involvement of both academic staff and administration into project activities. Informing administration about project progress. Involving

the academic staff into a team to reach the set goals. Informational campaign and demonstration of the European cooperation establishing training and results. Wartime risks.

Lessons Learnt

Project planning with the team and administrative support, focus on sustainability.

Impact:

The project has broadened the collaboration with universities abroad in the sphere of humanities.

Outlook and Sustainability:

It is planned to work in the same direction, strengthening the existing collaboration

Testimonials



Halyna Talovyria,

National University "Yuri Kondratyuk
Poltava Polytechnic"

I took part in the project on "Management of Internalization of Higher Education" organised by the DAAD and Leibniz University Hannover, Germany because it was a great opportunity to receive the most up-to-date information about the directions in which internalisation of higher education is developing at the moment. As we all live in the globalising world, collaborating with universities in countries both in proximity to and remote from Ukraine makes our Ukrainian higher education more relevant for those who obtain it, giving them possibilities to gain not only knowledge and skills available within our country but also abroad, thus making our graduates more competitive at a job market.

The project gave me the vision of how to develop internalization at the Faculty of Philology, Psychology and Pedagogy effectively, involving new partners into the academic cooperation. The Agreement on Academic Cooperation and Student Exchange between School of Education of Leibniz University Hannover and the Faculty of Philology, Psychology and Pedagogy of National University Yuri Kondratyuk Poltava Polytechnic became one of the results of this thoroughly developed project by Nataliya Butych, the Eastern Europe Coordinator from the International Office of Leibniz University Hannover, Germany.

Lessons Learnt: choose realistic goals, set a plan and work daily to reach it, measure achievements and falls on the way to adapt the activities still helping to reach the goals.

New experience and knowledge gained during the participation in the Management of Internationalisation and German-Ukrainian Academic Cooperation 2022/2023 training course have enabled positive changes in management of internationalisation at my home institution.

My individual internationalisation project is called Academic Mobility Platform. The main goal of this project is the promotion of academic mobility among students and increasing the number of academic mobility participants.

Within the implementation of the Academic Mobility Platform, a web-page was launched on the website of the International Cooperation Office, where students can find all the necessary information regarding academic mobility, samples of documents, selection procedure's rules, digest of current calls, and experience of academic mobility participants.

More than 20 meetings with students were held within this project, which increased interest and motivation for academic mobility programs. We invited participants of Erasmus+ who shared their experience and answered all questions regarding academic mobility. This really helped to increase motivation among students, so we will continue organizing such meetings.

There are many personal positive changes, like gaining intercultural communication skills, management skills such as conflict management and project management skills. As for me, personal contacts gained during the training course are crucial for the development of internationalisation of Ukrainian universities.

The main lessons learnt are the following: teamwork, realistic and achievable goals, time management and visibility of the project ensure the successful realisation of a project.



Oleksandra Shamarina,

Kamianets-Podilskyi Ivan Ohienko
National University



Olha Demydenko,

National Technical University of
Ukraine "Igor Sikorsky Kyiv
Polytechnic Institute"

Motivation: When I applied to the training course, my initial goal was to increase the involvement of the academic staff and students in international activities and further develop an internationally friendly educational environment at the university. After the beginning of the war in Ukraine, I decided to refocus the project on student involvement in the international project activity to provide the gifted youth staying in Ukraine during the war with the possibility to find motivation, internationalise, and implement their creative ideas in reality even in this challenging time.

Positive changes: I have gained new experience in the field of internationalisation and especially academic mobility, a field I'm responsible for at my home university. The friendly networking of the participants during the training course created the possibility not only to discuss the most topical aspects of organisation of the international academic mobility during wartime, but also the background for efficient organisation of national mobility and further cooperation of our universities. I greatly appreciated the support and professionalism of the team of Leibniz University Hannover and all the invited lecturers and organisers of the training course who helped us not only to gain new knowledge but also advised us on the best practices to implement and solutions to be found.

Lessons learnt: I learned a lot about the multilateral dimensions of the internalization of the university and how academic mobility may create a solid background for the cooperation of the partner universities and development of the further joint projects. In my Alma Mater we not only significantly extended and intensified the participation of the scientists and students in various mobility programs, but also invited numerous students to the international project activity, which gave them a new wave of inspiration. A special asset for me was the possibility to participate in various international events, e.g. EAIE conference in Rotterdam, and DAAD Annual Conference "International Students" at the University of Mannheim, presenting information about the resilience of the Ukrainian Universities, best practices developed in Ukraine in the field of academic mobility and innovative student projects under the threat of hostilities, war, and terrorist attacks. I strongly believe that this training course will have a sustainable and long-lasting effect on the further development of higher education, prevention of brain drain, and strengthening of cooperation of the Ukrainian universities in the multidimensional field of internationalisation which will definitely be brought to a new level.

**Individual internationalisation
projects 2022-2023**

SKILL DEVELOPMENT

Introduction



Development of international cooperation is a strategic task for many universities of Ukraine, and international units are responsible for its implementation at the operational level. Profound knowledge on internationalisation processes and competencies for its successful management are prerequisites for effective use of scholars' existing scientific and research capacity. Despite the variety of international projects and programmes available at Ukrainian universities and current open opportunities, many academics do not participate in them or initiate new ones.

Under the conditions of integration of Ukrainian universities into the EHEA, academics must have a number of specific professional skills, where grant writing and fundraising skills are gaining special importance.

The aims of workshops and best practice sharing include:

- enhancing understanding of a search algorithm of international funding opportunities and grant programmes,
- developing practical skills in writing competitive and high-quality grant applications and project proposals,
- stimulating new ideas and perspectives in the academic environment,
- facilitating communication with international partners using existing scientific and research capacity,
- establishing new international partnerships,
- increasing the number of potential participants in academic exchange programmes and individual fellowships.

Group Members:



Tetiana Kapitalova

Poltava State Agrarian University

Grant writing and fundraising skills development of academic staff

Kseniia Tiukhmenova

Dnipro University of Technology

Internationalisation of Dniprotech: Roadmap on skills development

Best practices

- ✓ Network of International coordinators (change agents), which consists of 1-2 representatives from each faculty and institute of the University:
 - Regular meetings and information exchange via Telegram group about grants, current needs and research fields of faculties/institutes
 - Sharing best practices and positive experiences with colleagues.
- ✓ Materials for academic staff in grant writing, project management and fundraising.
- ✓ Workshop for academic staff "First steps in grant writing". Main goal: to form a general idea about an application form and annexes, project planning & activities. Participants: academic staff without background in grant writing.
- ✓ Database of academic staff resumes in English. It is used in matchmaking process to help in establishing personal contacts with international partners.
- ✓ Roadmap of university staff skills development in the field of internationalisation, discussed and agreed with international office managers and Vice-rector on perspective development.
- ✓ Database of Foundations for German-Ukrainian Academic Cooperation. Collected the contact information for all institutions encountered in the Mol workshops.
- ✓ Materials for pilot workshop for young researches on international projects.
- ✓ Scheduled workshops till October'23.
- ✓ Database of internal experts on international projects: professors and managers experienced in different types of projects and foundations.
- ✓ Mol Project page on the university website for disseminating results and deliverables.

Challenges

Challenges	Support
Continuing to work on project as a strategic task for future development in conditions of uncertainty and hopelessness	Communication within project group, focusing on small steps on the way to big goal.
Searching for relevant information about skills development programs from the experts	Mol tutorials, open access to EAIE database, sharing experience within project group. Look for available resources on the topic (materials of "Grant writing course" developed by Cormack Consultancy Group, «Fundraising for educational institutions» online course with the support of USAID etc.) and adapt them to the needs of the audience. Online sessions with representatives of National Erasmus+ Office in Ukraine.
Limited number of employees of IRO	Approval of the search for new employees for IRO by the university administration.
Low interest of academic staff in participation in the project activities	Establishment of direct contacts with stakeholders, their invitation to events, distribution of information, demonstration of positive results.
Insufficient level of English language proficiency of academic staff	Distribution of links to a free online English course for all levels.
Power outages	To postpone some activities. Generators from donors.

Lessons Learnt and Recommendations

for similar projects

- ✓ The goals of your project should match your resources and timeline.
Be flexible, adapt your project as much as possible to the requirements of your educational environment, because it is unique and has its own characteristics and needs.
- ✓ No man is an island — get support from top management, involve them in certain activities, inform about progress and difficulties, communicate with other departments if necessary.
- ✓ Share positive practices, projects results, received grants to increase the level of motivation of the academic staff.
- ✓ Administrative staff are important players in the process of internationalisation.
- ✓ Take care of your professional growth in order to be at the forefront of modern trends in the internationalisation of higher education.
- ✓ Skills development is always a relevant topic: beginners need basic knowledge, experienced professors and managers look for professional development.
- ✓ Collect all previous experience in skills development at your University: find what works for your institution: who was a speaker, what was the topic, what were the outcomes.
- ✓ Internationalisation is a broad topic: decide what is the most relevant element of internationalisation for your university now for the first step. Form a team of experts for this discussion.
- ✓ Internationalisation is an in-demand topic: study the best practices in the academic society via open publications, news at universities websites, communications with colleagues — international managers of other universities.
- ✓ Networking is a key! and for skills development as well. Official information is formal and statistical, effective networking provides an emotional background for official events and projects, conveys relevant news and experts' comments. Communicate!

Final project charter

GRANT WRITING AND FUNDRAISING SKILLS DEVELOPMENT OF ACADEMIC STAFF



Tetiana Kapitalova, Head of International Relations Office, Poltava State Agrarian University, PNRM member

Project Goal(s) and SMART Objective(s):

1. To develop practical skills in writing competitive and quality grant applications and project proposals, managing a project and writing reports.
2. To stimulate new ideas and perspectives in an academic environment and to facilitate communication with international partners using the existing scientific and research capacity;
3. To establish effective communication between IRO and faculties/institutes of the University in order to intensify the internationalisation process.

Deliverables:

1. Project web-page (<https://www.pdau.edu.ua/content/proyekt-management-internationalisation-and-german-ukrainian-academic-cooperation-20222023>)
2. Database of academic staff resumes in English
3. Network of International coordinators (change agents), which consists of 1–2 representatives from each faculty and institute of the University
4. Materials for academic staff in grant writing, project management and fundraising
5. Telegram group for information exchange among international coordinators from each faculty and institute
6. For the first time, the University received a grant as a coordinator, not a partner (<https://www.pdau.edu.ua/news/poltavskyy-derzhavnyy-agrarnyy-universytet-vpershe-koordinuvatyme-proyekt-yes-programu-erazmus>)
7. Statistics on the number of workshops and their respective participants; scholars who submitted grant application
8. Gained skills (to work with international donors, to apply for funding and manage projects etc.)
9. Upskilling of employees of IRO on grant writing and fundraising

Challenges and Support

Possible Risks	Support
The threat of intensification of military escalation by the Russian Federation	Online-format of project implementation
Limited number of employees of IRO	To create a network of international coordinators from each faculty and institute Approval of the search for new employees for IRO by the university administration
Low involvement of international coordinators into the project activities	Informing about project progress. Regular meetings and information exchange about current needs and research fields of faculties/institutes
Low interest of academic staff to participate in project activities	Establishment of direct contacts with stakeholders, their invitation to events, distribution of information, demonstration of positive results of the project activities
Insufficient level of English language proficiency of academic staff Involve experienced speakers with expertise in grant writing and fundraising	Distribution of links to a free online English course that includes all levels Use available resources on the topic (materials of "Grant writing course" developed by Cormack Consultancy Group, «Fundraising for educational institutions» online course with the support of USAID etc.) and adapt them to the needs of the audience Online sessions with representatives of National Erasmus+ Office in Ukraine
Power outages	To postpone some activities To get generators from donors

Lessons Learnt

1. The goals of your project should match your resources
2. Be flexible, adapt your project as much as possible to the requirements of your educational environment, because it is unique and has its own characteristics
3. No man is an island — get support from top management, involve them in certain activities, inform about progress and difficulties, communicate with other departments if necessary
4. Share positive practices, projects results, received grants to increase the level of motivation of academic staff
5. Administrative staff are important players in the process of internationalisation
6. Establish effective communication between all stakeholders — for example, create a network of international coordinators from each faculty and institute (department)
7. Take care of your professional growth in order to be at the forefront of modern trends in the internationalisation of higher education

Impact:

In 2021, the Academic Council of the University approved the Strategy of Internationalisation until 2025. In accordance with paragraph 5. Goals and objectives of the Strategy, one of the objectives is "introduction of permanent workshops for teachers, staff and applicants of higher education on the methodology of writing grant applications".

Holding workshops and roundtables in grant writing, project management and fundraising increased the number of active participants of the internationalisation process among academics. The results of the project will contribute to updating Internationalisation Strategy of the University in 2025

Outlook and Sustainability:

A permanent dialogue of IRO with international coordinators from Faculties/Institutes will be maintained. Meetings on a regular basis for information and ideas exchange are organised.

Currently, an important prerequisite for the continuation of the project and ensuring its sustainability is the personnel potential of the IRO, which will be expanded in the near future. After that, various activities will be resumed (from autumn 2023) for scholars according to their interests and level of awareness of the topic. During 2022-2023 the IRO collected materials for academic staff in grant writing, project management and fundraising, which could be used for individual learning or conducting workshops in medium-sized groups.

Support of the environment that will attract academics to increase their awareness in grant writing and fundraising and to participate in international projects requires the creation of an effective and transparent system for stimulating the grant activities of academics.

A database of academic staff resumes in English is used in the matchmaking process to help in establishing personal contacts with international partners.

English as "lingua franca" stays as one of main priorities and to develop language proficiency of the academics who teach or aim to start teaching in English are going to visit Summer Scholl at our British partner institution.

GRANT WRITING AND FUNDRAISING SKILLS DEVELOPMENT OF ACADEMIC STAFF



Kseniia Tiukhmenova, Project Coordinator, International Projects Office, Dnipro University of Technology

Project Goal(s) and SMART Objective(s):

Develop the Roadmap of university staff skills development in the field of internationalisation based on Dnipro University of Technology politics and strategic documents, analysis of EAIE, EUA publications, studying the best practice of partner universities and organizations

Deliverables:

1. Roadmap of university staff skills development in the field of internationalisation.
2. Database of Foundations for German-Ukrainian academic cooperation.
3. Materials for pilot workshop for young researches on international projects.
4. Scheduled workshops till October'23.
5. Database of internal experts on international projects: professors and managers experienced in different types of projects and foundations.
6. Mol Project page on the page of International Projects Office for disseminating results and deliverables. Project-information is shared via the project page on the Dnipro University of Technology website, International Projects Office in Ukrainian and in English. News about workshops in Hannover are also posted on the University website: 1, 2.

Challenges and Support

Possible Risks	Support
Continuing to work on project as a strategic task for future development in conditions of uncertainty and hopelessness.	Communication within project group, focusing on small steps for further big deal.
Searching for relevant information about skills development programs from the expert.	Mol lectures, open access to EAIE database, sharing experience within project group

Lessons Learnt

- Skills development is always an up-to-date topic: beginners need basic knowledge, experienced professors and managers look for upgrade.
- Collect all previous experience in skills development at your University: find what works for your institution: who was a speaker, what was the topic, what are the

outcomes.

- Internationalisation is a broad topic: decide what is the most relevant element of internationalisation for your university now for the first step. Form a team of expert for this discussion.
- Internationalisation is in-demand topic: study the best practices in the academic society via open publications, news at universities websites, communications with colleagues — international managers of other universities.
- Networking is a key! and for skills development also. Official information is formal and statistical, effective networking provides an emotional background of official events and projects, shares relevant news and expert's comments. Communicate.

Impact:

Staff skills development is one of the strategic goals according to the University Development Program and, in particular, skills development in the field of internationalisation is among the operational tasks of Internationalisation strategy. Institutional project contributes to this task and provides an integrated approach for skills development for academic staff in different areas of internationalisation by analysing EAIE, EUA publications, studying the best practice of partner universities and organizations; designing the Roadmap, completing the database of experienced professors and managers; and collecting training materials for delivering the workshops on skills development scheduled till the end of 2023. Project impact then will be measured by the number of submitted project proposals in the beginning of 2024.

Outlook and Sustainability:

Activity	Timeline	Expected outcomes
Invitation to the workshop	June'23	Publications on SM, website
Conduction of the workshop within the frame of "Startup and projects days" in Dniprotech.	June'23	Workshops conducted
Evaluation of the workshop	July'23	Feedback collected

Update the project page	July'23	News added
Defining the next workshops topics and speakers	August-September'23	New topics for workshops defined
Conduction of the workshops alongside with new Erasmus+ calls open	October'23	Workshops conducted
Measurement the number of project proposals prepared by participants of the workshops.	February'24	Project evaluation
Update the Roadmap	February'24	

The follow-up project personnel are the representatives of the project team — international managers of the running projects. Also, the University professors experienced in international project management are invited to present their projects at the workshops planned for October'23.



Testimonials



Tetiana Kapitalova,

Poltava State Agrarian University,
PNRM member

Upon completion of the «Management of Internationalisation and German-Ukrainian Academic Cooperation 2022/2023» training course, I not only gained a deeper understanding of internationalizing higher education and learned about the latest best practices in the field, but I also had the chance to meet fellow professionals from various Ukrainian universities and establish valuable connections with the representatives from foreign higher education institutions and organizations.

Moreover, my individual project served as a catalyst for positive changes in communication between the Department of International Relations and other units at Poltava State Agrarian University.

I would like to express my heartfelt appreciation to the team at the International Office of Leibniz University Hannover, particularly Nataliya Butych and Dr. Birgit Barden-Läuffer, for organizing the training sessions and meetings that allowed us to interact with world-class experts and discover the secrets of successful project management and collaboration. Looking forward to our next encounter!

Motivation: I was considering participation in the Training Course from the first call in 2019. That time I didn't apply, but I took part in the final conference of the first cohort, and I was impressed by their knowledge after the Course, results with the projects for home universities, experience with first-time participation in EAIE Online Conference. Thus, thinking for some time already about the idea of the institutional project dedicated to the staff skills development, I was sure that I need to join the second cohort. And it was definitely the right decision.

Positive changes: As a result of participation in the Training Course I have comprehensive knowledge upgrade in internationalisation based on the talks from the experts and researchers, practical cases discussion and networking with other participants. An exceptional experience of attending the EAIE Conference and Exhibition highlighted the current trends in internationalisation and helped to determine the priority areas of internationalisation for further development in Dnipro University of Technology. The Training Course and EAIE Conference introduced me to the community of European researchers and internationalisation experts, opened new horizons for the professional growth for me and new partnerships for the University.

The results of the institutional project will work further for Dniprotech after the end of the Course; among the deliverables are the Roadmap on university staff skills development in the field of internationalisation; Database of Foundations for German-Ukrainian Academic Cooperation, Project page, Materials for workshops and much more.

Lessons learnt: Skills development is always an up-to-date topic: beginners need basic knowledge, experienced professors and managers look for new cases and the best practices sharing.

Internationalisation is a broad topic: it's important to decide which component of internationalisation at your university needs improvement in the first place.

Networking is a key! and for skills development also. Reports are formal and statistical, effective networking provides an emotional background of events and projects, shares relevant news and experts' comments. Communicate!



Kseniia Tiukhmenova,

Dnipro University of Technology

NETWORKING



Participation at PNRM members in the EAIE Conference and Exhibition in Barcelona, Spain (2022). Author: Press service of the Ministry of Education and Science of Ukraine

“Networking” — the exchange of information or services among individuals, groups, or institutions (1967 — first known use. Merriam-Webster.com Dictionary)

Networking is crucial for effective research management as it fosters collaboration, facilitates the exchange of ideas, and opens doors to funding opportunities. By building and maintaining a robust network, research managers can connect with experts across various disciplines, stay informed about the latest developments, and identify potential partners for collaborative projects.

Networking also enhances visibility within the research community, leading to greater recognition and potential for impact. Ultimately, strong networks are key to navigating the complex landscape of research, ensuring successful project outcomes and long-term sustainability.

The DAAD funded project “Management of Internationalisation and German-Ukrainian Academic Cooperation (Moi Ukraine)” had a strong focus on collaboration

as well as national and international networking. The Ukrainian participants learned about the various organisations and networks for research managers that exist in Germany, but not in Ukraine, and about their significance for collaboration.

German universities have well-defined administrative structures and specialised offices to support their diverse functions and goals in such areas as research management, technology transfer and innovation, and international cooperation. These offices assist with grant applications, compliance with regulations, and project management, and they consult and help in establishing and managing partnerships and exchange with institutions abroad etc. Professionals working in such offices — education and research managers — acquire their qualifications and skills through a combination of formal education, on-the-job training, and continuous professional development. This is crucial for fostering effective management and leadership within academic institutions.

Professional development in Germany is offered at the university as well as on the local and national level. Many universities in Germany provide excellent opportunities for lifelong learning and have special units that prepare tailored career development programmes for further qualification of administrative and teaching staff as well as researchers. The German Rectors' Conference (HRK) and the German Academic Exchange Service (DAAD) with its International DAAD Academy (iDA) frequently organise or fund training programmes and workshops aimed at enhancing skills in international cooperation and managing large-scale cooperation and research projects. German research managers also benefit from strong international connections due to Germany's central role in academic exchange and collaboration. Through initiatives such as the European University Association (EUA) and international col-



Constituent assembly of PNRM founders, 1.06.2022, Kyiv, Ukraine (from left: Nataliia Bovtruk, Viktoriia Gura, Ganna Tolstanova, Olena Pochayevets, Olga Petrunina, Kseniia Berezhna (Krukevych)) Author: Private collection of Ganna Tolstanova

laborations with institutions worldwide, German universities are deeply embedded in global networks. The participation in international conferences, training and exchange programmes fosters further networking and professional development. Besides, professional associations such as the German Network Science Management (Netzwerk Wissenschaftsmanagement e.V.), the European Association of International Education (EAIE), and the European Association of Research Managers and Administrators (EARMA) can be beneficial as they promote professionalization and facilitate networking and capacity-building through workshops, conferences, and training events.

For example, EARMA was established in 1995 in Italy, recognising the need for research managers and administrators to have a forum to meet, network and share their experiences. The association took on the role of lobbying for and on behalf of its community and the wider research community in Europe. Over the years, EARMA has come to be seen as the representative association, at European level, for research managers and administrators. Today, the association is based in Brussels.

At EU level, the recognition of professionalisation of research managers is described in the Science Management Initiative (Action 17, Priority area "Amplifying access to research and innovation excellence across the Union", ERA Policy Agenda 2022-2024). Action 17 aims at enhancing the training and skills development of research management staff, fostering the management competences of researchers and innovators, increasing networking of research managers and promoting the recognition of the Research and Innovation (R&I) management profession at institutional and government levels.

The primary outcome expected from Action 17 is the implementation of a Research Management Initiative, which will involve at least 100 public research performing and research funding organisations and their research management staff in networking programmes.

This was discussed during the European University Association's series 'A new ERA for universities' on 26 September 2024.

A strong community of R&I managers plays a crucial role in supporting high-performing research entities, local

ecosystems, and regions. It is essential to provide support to this community and bridge the gaps that exist in regions lagging behind. By ensuring excellence across the entire ERA, the flow of talent and investments can be facilitated.

The European Commission aims to establish robust management capacity and guidance for the stakeholders involved through the Research Management Initiative. This initiative, under Horizon Europe, will support research management by facilitating the European network for research and innovation managers, exploring certification and training programmes, and providing policy support for Member States through mutual learning platforms on research management.

Ukrainian universities have less formalised structures for research management. While some institutions have dedicated offices for research and grants, these are often underfunded and lack the resources available to their German/EU counterparts. Networking opportunities for research managers in Ukraine are more limited within the country. In Ukraine, research managers face funding challenges due to limited national resources and inconsistent support. The majority of capacity-building initiatives for research managers are externally funded, often through EU programmes such as Erasmus+, Horizon2020, HorizonEurope, Jean Monnet Activities, and Twinning Projects. The DAAD funded project Mol Ukraine is an excellent example of external support to provide vital networking and capacity-building opportunities. However, Ukrainian universities are still not as integrated into global research networks as the European ones, which would help to strengthen and expand international collaboration.

The ongoing war and economic challenges in Ukraine have further severely affected the capacity-building efforts of research managers. Many universities have faced disruptions, and research managers often have to work under difficult conditions. At the same time, the war has accelerated national efforts to establish professional associations for research managers and support networking. The establishment of the Professional Network of Education and Science Managers of Ukraine (PNRM) is a positive example. The PNRM has emerged as a result of the implementation of the Mol Ukraine and its sister project THEA Ukraine and THEA — Ukraine X, led by the FH Münster, Germany, in which the German-Ukrainian Academic Society is also a partner. The PNRM network has united project participants and alumni as well as other representatives of over 30 Ukrainian universities since its registration as a non-profit organisation in June 2022. The PNRM mission is to unite research managers from different regions of Ukraine for capacity-building, knowledge exchange as well as national and international networking. The main objective of the network is to prepare professional managers and teams for the transformation of the science & innovation system of Ukraine and its integration to the European Higher Education & Area European Research Area (ERA). Website: <https://pnrm.org>. LinkedIn: <https://www.linkedin.com/company/pnrm-ukraine>



The first general meeting of PNRM members, 2.06.2023, Taras Shevchenko National University of Kyiv (Kyiv, Ukraine) Author: Press service of PNRM

By Ganna Tolstanova, Vice-rector for research, Taras Shevchenko National University of Kyiv. PNRM founder



Svitlana Shytikova,

Coordinator, National Erasmus+ Office — Ukraine (EU's project); Head of the Board, Institute for Leadership, Innovations and Development, speaker at MOI projects events.

The EU's Programme Erasmus+ has extended unprecedented opportunities for international cooperation for Ukrainian education organisations working in education, youth and sport on formal, non-formal and informal education via 39 calls for proposals. Among other things, it covers education and research and provides access to the European University Initiative, professional networks and their resources. Other programmes, like Horizon Europe, special action MSCA4Ukraine, Creative Europe and other international partners provide support to Ukraine too.

Due to the brutal invasion and the challenges of martial law, more cooperation is focused on the consequences of the war. For this reason, it is logical that complementarity and synergy between different initiatives, programmes and organisations should be increased to ensure a systemic approach to cope with these challenges effectively and efficiently. The capacity to manage internationalisation in education and research is still a challenge at the HEIs of Ukraine because many professionals who lead these clusters have left their jobs due to the war, which impacts the human capacities developed at the institutional level during the last 10-15 years.

One good example of networking is the synergy with the DAAD Mol Project, managed by Leibniz University Hannover and cooperation with the National Erasmus+ Office — Ukraine and EAIE. It started with the promotion of the first cohort call during Erasmus InfoDay 2019 in Ukraine and continued with the participation as speakers and as trainers in the events as well as joint coordination of the EAIE exhibition booth and sessions together with European Commission and other international partners. It has been continuing for now in cooperation with European University Alliances, EAIE, EUA, the German-Ukrainian Academic Society, the Professional Network of the Education and Science Managers of Ukraine (PNRM) and other professional networks. Three cohorts

have become driving forces for institutional changes and a strong network of professionals. Such cooperation provides opportunities to jointly develop and apply to the EU with more tailor-made projects, create/improve institutional strategies, procedures and mechanisms, organise joint events etc. The networks of managers on research and vice rectors of internationalisation within the Rectors Union of Ukraine have become spinoffs of the cooperation. The twinning initiative for the cooperation with the European University Alliances and Ukrainian universities introduced by EPICUR Alliance boost synergies and complementarities with NAWA funded calls and Erasmus+ International Mobility Actions. It provided funding for capacity-building and summer schools for staff and students from Ukraine. The co-creation of innovations in education and research by collaboration between Ukrainian universities have become a trend and a necessity in Ukraine for progressive universities to become stronger and competitive at global level. Additionally, during this collaboration, the third mission of universities was discussed and became an important topic for education institutions in times of transition. The recent publication of EUA on Trends 2024 has confirmed that the third mission of university and internationalisation have become the priorities for the universities globally. It also recognised the EU-funded Programme Erasmus+ as the most impactful that makes a difference at personal, institutional, sectoral, national and international levels.

The opportunities are open, the capacities have been developing together for further transition of Ukrainian universities into the Alliances for Education, Research and Innovations. Learn more about the Erasmus+, Horizon Europe and DAAD calls for proposals, do not miss new opportunities, apply together with partners from EU and make your ideas fly! Moving forward stronger together!

Project participants 3rd cohort

input to the part on Networking



Tetyana Mayboroda,

Sumy State University,
PNRM member

The synergy effect of networking within the implementation of internationalisation strategies of HEIs is enormous. Networking is the key to aligning with trending practices and sharing the common philosophy of internationalisation. Participation in international programmes such as Erasmus+ or Horizon Europe opens up opportunities for joint research, student and faculty exchange, which facilitates integration into the global educational environment. Networking with international colleagues allows HEIs staff to learn about successful management models, teaching, and research in other countries, which can be adapted to improve your HEI. For example, engaging in international conferences and forums opens up opportunities for joint development of innovative teaching methods or management of educational processes.

If we take the case of the project funded by the DAAD and conducted by Leibniz University Hannover "Management of Internationalisation and German-Ukrainian Academic Cooperation" to support the internationalisation of Ukrainian HEIs it turned into a great networking experience between Ukrainian participants with knowledge sharing as well as between German and international colleagues and experts. Apart from this, dissemination of new approaches and internationalisation trends presented during the training, helped to align and engage more colleagues at participants' home institutions into internationalisation projects implementation and sustain it as a norm of daily activities.

We can also take the engagement as associate members of Ukrainian HEIs in European University Alliances as an excellent example of networking: we build the brand and reputation of our HEIs on the international arena by participating in Alliances and linking international projects. This, in turn, contributes to improving university positioning in global rankings and HEI's visibility, which is an important aspect of attracting international students and staff.

I believe it is necessary to professionalise the activities of HEI staff, especially those involved in the management of international education and research. We live under changing requirements which are becoming more complex with new technologies and challenges, demanding specific knowledge and skills that can be acquired through professional training and professional networking. The HEIs staff professionalisation will help to improve the quality of HEIs' education management in general and make a positive impact on internationalisation of Ukrainian universities, facilitating cooperation and effective HEIs interactions on national and international levels.

Networking is especially crucial for smaller regional Ukrainian institutions, which often have less visibility and access to international collaboration programs. It plays a vital role not only in building new connections and exchanging knowledge but also in identifying shared challenges that other regional Ukrainian universities face and working together to find solutions. For instance, during my participation in the Mol Ukraine blended training, I could exchange ideas with colleagues from other Ukrainian universities, all of whom were focused on promoting their institutions and engaging European partners. We discussed networking strategies and ways to connect with European universities in search of potential collaborations. This exchange was instrumental in advancing our collective goals. Additionally, through the training, I was able to foster collaborations with colleagues from the Ukrainian Catholic University, Helsinki University, and Saarland University, which has directly contributed to the progress of my current project. These partnerships helped to shape the goals of the project and provided opportunities for its implementation. Moreover, the networking within Mol training has also proven beneficial to my academic work, opening up new opportunities for promoting and publishing research results.



Alina Mozolevska,

Petro Mohyla Black Sea National
University



Anastasiia Pylypchenko,

International Scientific and Technical University, PNRM member

As a young professional in the field of internationalisation of higher education, my participation in the project Management of Internationalisation and German-Ukrainian Academic Cooperation 2024 helped me to better understand the importance of building a quality network of contacts. Networking has become one of the key tools in my work, as it is through it that opportunities for new partnerships, exchange of experience, and cooperation are created.

Engaging with colleagues from diverse international backgrounds in discussions about successful practices in the field of internationalisation has been a pivotal part of my professional growth. This interaction has not only broadened my understanding of the field, but also reinforced the power of strong international relations in enhancing our university's competitiveness.

Participation in events like the EAIE 2024 conference, with a keen understanding of the importance of networking, has significantly contributed to my professional growth. It has also played a crucial role in enhancing the international activities of the Academician Yuriy Bugay International Scientific and Technical University.

Networking is also about building intercultural competence and understanding global trends. The ability to find new partners, manage international activities, and successfully coordinate projects are skills that I have strengthened through active networking.

During the implementation of the individual internationalisation project 'IS-4Karazin' that was aimed to develop a comprehensive internationalisation strategy for Karazin University, networking proved to be a cornerstone in achieving its ambitious objectives, namely to align such a strategy with the university's mission, priorities and development goals. Bringing together a diverse group of university members — academic and administrative staff, students, and senior management — was key to ensuring that every voice was heard. The working group, formed at the outset and coordinated by the International Relations Office, remained dynamic and inclusive, welcoming new members at any stage of the project. This openness fostered a genuine sense of community and collaboration. The introduction of regular monthly meetings was transformative, serving not only to share progress and insights but also to deepen understanding of the value of internationalisation. This, in turn, built a strong sense of shared ownership and responsibility among all involved, laying a solid foundation for the strategy's development and its long-term sustainability.

The 'Mol Ukraine' project also facilitated a series of enriching networking events that significantly enhanced our engagement and brought Ukrainian universities together in unprecedented ways. The workshop in Hannover, which convened 15 representatives from various Ukrainian universities, was an invaluable opportunity to share knowledge on internationalisation and to discuss the unique challenges we face. It was truly inspiring to connect with like-minded professionals and European experts in person, exchanging ideas and exploring collaborative possibilities. Another excellent example of synergy between projects and organisations was an online session that brought together 50 science managers from Germany and Ukraine. Jointly hosted by the Netzwerk Wissenschaftsmanagement and the Professional Network of Research and HE Managers (PNRM UKRAINE) for the participants of Mol Ukraine Project and a training programme on Science Management at the Potsdam Graduate School, it provided a platform to delve into strategies for amplifying our visibility as science managers.

In the face of ongoing challenges, these initiatives not only strengthened our professional connections but also united participants across the Ukrainian higher education sector. With European partners offering unwavering support and standing in solidarity, every meeting became more than just a professional gathering — it was a testament to our resilience and shared commitment to the future of Ukrainian education.



Natalya Oliynyk,

V.N. Karazin Kharkiv National University



Maryna Voloshchuk,

Educational and Rehabilitation institution of higher education "Kamianets-Podilskyi state institute" (KPSI), PNRM member

The networking and participation at the 34th EAIE Conference and Exhibition in Toulouse was very significant for me and for my project "KPSI Internationalisation & inclusion strategy". During my participation, I had the unique opportunity to communicate with my colleagues from different countries and study real needs, purpose, new methods for the internationalisation of higher educational institutions and initiatives abroad, which support the activities of HEIs. I am grateful to the Mol Ukraine project and EAIE conference team as I've learnt new forms and models of building bridges and partnerships with different institutions and organisations. Due to my participation, I could meet and establish contacts with colleagues from abroad and get new insights during the sessions. For example, during such sessions as "Bridging borders with education: Models, challenges and advantages", "Reconciling internationalisation with local and regional impact" and "How to engage with critiques of internationalisation: Learnings from Greece, Finland and the Netherlands" I expanded my knowledge about different internationalisation strategies, cooperation and partnership on the basis of case studies of different countries; I extended my knowledge about study of needs and also forms and methods of cooperation with different institutions, how to engage different stakeholders, build strong relationships and roadmap of partnership with colleagues abroad.

As my project "KPSI Internationalisation & inclusion strategy" aims to design the internationalisation strategy with the focus on the principles of inclusion and inclusive education, I have met professionals who shared their experience in the field of the provision of educational and socio-cultural services for people with special needs. It was very valuable for me.

Dreams came true with the Mol Ukraine project. I am grateful for this exciting journey of unique knowledge and practice exchange. Thank you so much!

Effective networking is the key to the successful development of the priority fields of internationalisation of Ukrainian universities: the establishment of international cooperation in various areas, the activation of project activities, the development of international academic student and staff mobility, the creation of joint educational programs and double degree programs, etc. It is important to understand that much in this process depends on personal contacts.

During participation in the training course "Management of Internationalisation and German-Ukrainian Academic Cooperation 2024", which successfully combines two such important processes as the development of internationalisation and networking, I should admit that while taking part in such projects, we often concentrate on new contacts or expansion of existing ones with colleagues from foreign universities. At the same time, participation in such projects/programs/trainings allows us to realize how important communication with Ukrainian colleagues is, who often have much experience that you are just planning to acquire. For example, for the project of our university, which is related to the development and implementation of the COIL course, I received a lot of useful and practical information also from Ukrainian colleagues who shared their own experience, how exactly they do it in Ukrainian realities, what documents they have, what difficulties they encounter, etc. Therefore, it is important to have effective networking in and outside the country.

Networking is extremely important for education and science managers. It promotes broadening the horizons and motivation to grow both as an individual and as a manager of an educational institution, expanding opportunities and useful contacts, prompt communication with experts, and allows you to feel that "you are not alone"!



Tetiana Shulyk,

Donbas State Pedagogical University



Nataliia Hertsovska,

Mukachevo State University

Mol Ukraine course turned out to be a valuable step in realising my intention to develop international activities of Mukachevo State University. During my participation in the course, I had a chance to introduce new international activities, strengthen my managerial skills, learn from the best practitioners in this field and also get inspired by my Ukrainian colleagues. The knowledge obtained in the trainings with Dr. Tanja Reiffenrath, Dr. Fiona Hunter and Prof. Elspeth Jones helped me in conducting workshops within my individual internationalisation project as well as in developing our university strategy of internationalisation. The internationalisation events at Mukachevo State University carried out within my project raised not only the awareness of students and staff about mobility opportunities, but also resulted into the first successful examples of it. Also mentoring of the project by Prof. Dr. Matthias Johannes Bauer helped in establishing contacts with IST University of Applied Sciences, Germany. Networking during the EAIE Conference in Toulouse became the icing on the cake of the whole Mol Ukraine course, the results of which will become clear later, but the value of which is already understood now. It became possible for me to establish contacts with the University of Presov (Slovakia), the University of Primorska (Slovenia), Business school in Ljubljana (Slovenia), the University of Twente (Netherlands), the University of Split (Croatia) and the University of Alba Iulia (Romania) to mention a few.

I believe that only through networking and joint activities, cooperation and growth of any HEI can be seen and valued. Education and research managers should develop professionally in order to enrich the potential of Higher Education not only in Ukraine, but also in Europe and around the world.

Internationalisation of higher education has become an integral feature of the development of the modern world. Networking can be a key tool in achieving a successful internationalisation strategy. The question arises — how exactly? The answer is simple: the desire to develop, the desire to help and communication. Networking is the exchange of ideas, experience, establishing new and strengthening existing partnerships between universities for joint development. Professional networking can help build a foundation of support that you can rely on throughout your professional life. The opportunity to discuss work-related issues and ask for advice from your colleagues is a valuable part of networking, and helping someone with a work-related issue can teach you something completely new.

The sessions that were held at the 34th EAIE 2024 Conference and Exhibition in Toulouse provided an extremely useful experience for the improvement of the university and the management at the university. During the meetings with colleagues from different universities, it was possible to both create a lot of new partnerships (with the University of Reims Champagne-Ardenne and other) and improve relations with long-term partners (University of Maribor and Technische Hochschule Mittelhessen).

The project gave me a great opportunity to professionalise my capabilities as an internationalisation manager to the fullest. A large number of new acquaintances and ideas for improving both professional and personal development are invaluable.



Kateryna Sai,

Chernihiv Polytechnic National University



Maryna Vasylieva,

ERI "Ukrainian Engineering Pedagogics Academy" of V.N.Karazin Kharkiv National University, PNRM member

In the era of globalisation, networking plays an important role in the co-operation of higher education institutions from different continents and countries in various fields. In the field of research, the interaction of scientists through an international network allows them to find like-minded people and unite researchers with similar problems. In this case, the opportunities to use the joint scientific potential in developing an important problem for humanity are expanding. Networking during research projects involving representatives of different countries ensures the exchange of ideas, innovations, and the implementation of developments at the level of individual institutions, communities, and states. In the education sector, networking is crucial because it allows you to learn about innovative models of educational activities developed by scientists from other countries. By adapting these models to the realities of a particular country, it is possible to improve and optimise the educational process. Such opportunities were given within the training "Management of Internationalisation and German-Ukrainian Academic Cooperation" funded by the DAAD and conducted by Leibniz University Hannover. This training contributes to building a sustainable network of Ukrainian universities whose representatives participate in it and share their knowledge. By developing internationalisation projects for their universities, the participants exchange experiences and ideas as well as benefit from the experience of German and international experts. This also helps to foster internationalisation and provides new opportunities to generate new ideas. Within my individual internationalisation project at the Ukrainian Engineering Pedagogics Academy, I have focused on joining the global UNESCO Unevoc network, which will allow us to reach a new global level of interaction with various educational institutions from all continents to address the problem of improving the quality of vocational education in Ukraine.

Within the blended learning training course "Management of Internationalisation and German-Ukrainian Academic Cooperation" I have not only learnt about the concepts and strategies of internationalisation of higher education in different countries and compared German and Ukrainian systems as well as university structures, but also received unmeasurable experience of networking and partnerships!

Networking plays a crucial role in the internationalisation strategy of HEIs by facilitating partnerships, collaborations, and knowledge exchanges across borders. It provides opportunities for institutions to learn best practices, share resources, enhance curriculum content, and increase the mobility of students and faculty. It also enables HEIs to establish partnerships with institutions worldwide, promoting joint research projects, exchange and collaborative degree programmes, which add value to institutions by leveraging diverse perspectives and resources.

Networking allows HEI managers and educators to share best practices and stay updated with global trends in education and science. This helps in implementing cutting-edge curricula, pedagogy, and management strategies. Through networking, managers can participate in professional development programmes and gain exposure to global standards in education and science.

Such projects as MoI Ukraine involve extensive networking with international partners, which helps the participating institutions to develop curriculum reforms, modernise governance structures, train their academic and administrative staff, and increase the number of international students. By engaging with peers and experts from other institutions, HEI managers learn innovative management techniques and develop new competencies that contribute to their institution's growth and internationalisation goals.

In summary, networking is essential to the internationalisation of HEIs as it fosters partnerships, enhances knowledge exchange, and enables professional development. These benefits help HEI managers improve their institutions' global competitiveness and ensure they remain attractive to students and staff from around the world.



Sergii Maulik,

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", PNRM member



Alina Kazurova,

National University "Zaporizhzhia Polytechnic"

Almost all internationalisation strategies of HEIs include the tasks of expanding international cooperation, attracting foreign students and teachers, increasing the number of grants and international projects, improving the reputation of HEIs at the international level. In order to solve these tasks, it is important for the university to maintain existing and establish new contacts with other universities, scientific institutions, businesses and organisations around the world, create a so-called network of contacts and exchange experience. I think networking plays a key role in this. The same applies to increasing the professional capacity of education and science managers — networking expands opportunities for interaction with colleagues from other countries and institutions. Thanks to my participation in this project, I had the opportunity to communicate with a mentor, Dr. Corinna Lenhardt, from whom I received very useful advice on how to more effectively organise the work on developing the internationalisation strategy of my university. I have heard a lot of useful and necessary information from other speakers — experts in their field, who, in addition, provided their contacts and gladly offered to contact them with questions. Also, getting to know colleagues — members of our cohort —

allowed me to expand my own network of contacts. I received useful advice and answers to my questions about working with foreign students from one colleague in the cohort, another colleague recommended useful literature on understanding the peculiarities of different cultures, and I also received the contact of a specialist who can be consulted for advice on Erasmus+ projects.

I believe that the professionalisation of the activities of education and science managers at HEIs is extremely important. A highly qualified specialist will be able to ensure high quality management, effectively adapt HEIs to international standards, develop and implement university development strategies, etc., which in general will increase the effectiveness and competitiveness of HEIs, and this in turn will contribute to the development of modern education, innovation and scientific achievements.

In my opinion, networking plays a key role both in the implementation of the internationalisation strategies of higher education institutions as well as in increasing the professional capacity of education and science managers. To begin with, networking helps HEIs to establish direct connections with foreign institutions and international organisations, which become the basis for joint exchange programmes, research projects, and faculty members' academic mobility. In particular, while participating in the Mol Ukraine project, I had the opportunity to communicate and exchange experience about potential ways of enhancing the content and structure of the educational programme in the field of linguistics with representatives of three German and one Czech higher education institutions. Due to such communication, universities can gain access to new teaching methods, technologies, and integrate world standards into educational programmes.

Secondly, network contacts can become a channel for promoting HEIs abroad, which helps to attract students and partners from other countries. Such a step is important to ensure the global presence of the educational institution on the international educational platform. While participating in the EAIE, I managed to meet with potential partners from Croatia, France, Estonia, Canada and discuss the details of important cooperation in the fields of physical and psychological rehabilitation, linguistics, public administration, material science, etc.

Networking allows education and science managers to communicate with colleagues from other countries and learn about new educational trends and approaches to management. This contributes to constant professional growth. Through participation in conferences, forums, round tables, managers can establish new contacts, which may later lead to cooperation or new projects. Moreover, participation in international initiatives and projects increases the personal authority of managers, which affects their professional capacity and opportunities for career growth. Therefore, networking is a key tool for strengthening the international position of higher education institutions and contributes to the professional development of managers through access to new knowledge, partnerships and global opportunities.



Kateryna Kobuta,

Vasyl Stefanyk Precarpathian National University



Oksana Vorobiova,

National University "Yuri Kondratyuk
Poltava Polytechnic"

Networking is an important aspect in implementing the university's internationalisation strategy as it promotes developing and deepening collaboration with foreign and domestic partners. For me personally, such networking, in particular, professional and personal communication with curators and lecturers of the training course "Management of Internationalisation and German-Ukrainian Academic Cooperation 2024", as well as with Ukrainian colleagues during the On-Campus Workshop at Leibniz University Hannover, helped to clearly define the scope and the deliverables of my own project of transforming the Foreign Languages Centre of National University Yuri Kondratyuk Poltava Polytechnic. During the formal and informal communication with the course lecturers and my colleagues, I managed to conceptually revise the project towards a clearer vision of the internationalisation of education and science, to define a clearer scope of the project, turning it into the creation of the Multilingual Strategy of Poltava Polytechnic.

Besides, during my participation at the 34th Annual EAIE Conference and Exhibition in Toulouse on 17.-20. September 2024 and presentation of the project results and my university at the Ukrainian Stand C11, I attended, in particular, the session "Speed networking 03: Creating crucial contacts in a changing world" which has given me a wonderful opportunity to establish contact with the representatives of international offices and the academic community of the leading European universities. My attending sessions "Building capacity for network collaboration through COIL" and "English for academic purposes (EAP)" encouraged to start implementing a joint course "Intercultural communication" through teaching different aspects of the English language and culture together with the University of Applied Sciences Burgenland (Austria) with which we are already having fruitful cooperation.

Of great "networking" importance there have appeared to be such physical and virtual venues of this year's EAIE Conference and Exhibition as EAIE Community Drop-in Area, EAIE Village and EAIE Community Platform. I personally also managed to get in contact and discuss "routes" of potential cooperation with a colleague from Italy (University of Eastern Piedmont), who came up to my table at the catering area of the exhibition and asked to share the lunch as she "hates eating alone".

What did the project give me? I visited the wonderful city of Hannover, saw one of the best universities in the world, where modernity is combined with tradition, and the number of laboratories and research facilities can support the most demanding areas of research.

It was a great opportunity to improve my professional skills in the area of international activities, creating joint projects, writing and promoting them.

I met interesting people, both from Ukraine and around the world, teachers, theorists, and practitioners. I brought back a lot of material for the development of the international activities of my home university, for establishing new connections, establishing both scientific and educational contacts. We also represented Ukraine at an educational exhibition in Toulouse. And it was an unrivalled experience!

I met people from Germany before the difficult situation in Ukraine and I am very grateful for their help to our country.

I wish the project development and further success to its organisers!



Ganna Trokhymenko,

Admiral Makarov National University
of Shipbuilding

Networking is vital in implementing the strategy of internationalisation at universities. It contributes to the development of several areas.

International cooperation and partnership. Participation in the training course "Management of Internationalisation and German-Ukrainian Academic Cooperation" allowed meeting German colleagues and learning about their experiences in building successful links between international partners. The project provided me with the possibility to participate in the EAIE conference and exhibition. I held numerous meetings with TSNUK's reliable partners and established new partnerships. I participated in a special session on Alliances of European Universities, where Taras Shevchenko National University of Kyiv was represented as a member of the European University for Well-Being (EUniWell) Alliance, and a separate session of the European Commission dedicated to forms of support for Ukraine where "Digital University — Open Ukrainian Initiative (DigiUni)" project and its main objectives were highlighted.

Strengthening of links between Ukrainian universities. The project facilitated national networking and deeper collaboration between colleagues from fifteen Ukrainian universities. It made it possible to increase the visibility of Ukrainian universities and the higher education system of Ukraine in the international arena.

Personal professional growth. Participation in the training course gave me an opportunity to be a part of a global professional community, learn advanced experience from the experts who were invited as trainers at the course, and exchange knowledge in managing internationalisation and science in university.

I would like to express deep gratitude to the International Office of Leibniz University Hannover for the opportunity to participate in the training course within the DAAD Programme. It was a wonderful experience full of useful insights into the internationalisation of education and science.



Liudmyla Zagoruiko,

Taras Shevchenko National University of Kyiv, Ukraine

ANNEX

1. Trainers'/speakers' profiles

Workshop/Topic	Trainer and Qualification
The Why, What, How and Outcomes of internationalisation of higher education: concepts, contexts and trends	Dr. Fiona Hunter is Associate Director at the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore in Milan, Italy and a higher education management consultant working with private, public and faith-based institutions around the world on a broad range of issues. She is also a member of the International Advisory Board at the Universidad de Granada in Spain and of the Scientific Council of AVEPRO (Holy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties) and Co-Editor of the Journal of Studies for International Education (JSIE). She is Past President of the European Association for International Education (EAIE), and served for 6 years as member and chair of the Board of Directors for Educational Credential Evaluators (ECE), a non-profit education organisation in the United States. She holds a Doctor of Business Administration (DBA) in Higher Education Management from the University of Bath in the United Kingdom. She has written extensively on internationalisation and higher education management and has recently published "An illustrated guide to managing institutions of higher education".
Internationalisation of curriculum@home	Elspeth Jones is Emerita Professor of the Internationalisation of Higher Education, Leeds Beckett University UK, and founding editor of the influential book series Internationalisation in Higher Education (Routledge). She was awarded the inaugural North Star Medal of Lifetime Achievement in Transnational Research (Noam Chomsky Global Connections Awards) and is past recipient of the EAIE Award for Excellence in Research. She hosts a YouTube channel featuring conversations with international educators. Elspeth is past Chair of the EAIE's Expert Community on Internationalisation at Home (IaH), and has written extensively on this topic and internationalisation of the curriculum, including as co-author of the widely-cited definition of IaH with Jos Beelen (2015). She was also part of the working group which developed the world's first national guidelines, Internationalisierung der Curricula, for the Hochschulrektorenkonferenz. Her research interests revolve around the student experience, from strategic leadership to personal, professional and employability outcomes from international mobility, internationalisation of the curriculum at home and abroad, global citizenship and intercultural competence development, as well as the role of languages in internationalisation. Elspeth has published widely and is on the Editorial Board of the Journal of Studies in International Education. She has worked with a range of organisations including UNESCO, the European Commission, the European Parliament, the British Council, the International Association of Universities, DAAD, the COIMBRA group, Nafsa, the International Education Association of Australia, and a range of universities, ministries and other organisations across six continents.
Virtual Exchange as Innovative Practice across Europe	Sake Jager is a project manager in the field of information and communication technology as well as a lecturer in applied linguistics at the University of Groningen, the Netherlands. He was recently appointed as Virtual Exchange coordinator in UG. As scientific director and coordinator of the EU-funded international project EVOLVE on virtual mobility (2018-2021), past secretary of the interdisciplinary organisation for telecollaboration and virtual exchange in higher education UNICollaboration and former vice-president of the European Association for Computer-Assisted Language Learning Eurocall, he brings with him professional know-how, practical experience and numerous contacts.
Internationalisation of curriculum: German Experience; Change Management	Dr. Tanja Reiffenrath works as Project Coordinator at the University of Goettingen, Germany. She works in student and academic services and is the coordinator of the project "Internationalisation of the Curricula". Tanja has taught and published on diversity issues, transnationalism, and the representation of the 'other'. While teaching at the University of Paderborn in 2012, she was part of a team that was awarded the Teaching Award for Young Academics by the university's presidential board for internationalisation and diversity in the classroom. In 2016, she organised the conference 'Internationalisation of the Curricula in Higher Education: Concepts, Initiatives, and Actions' at the University of Goettingen jointly with the German Academic Exchange Service and the German Rectors' Conference. Tanja holds a PhD in American Studies and studied at the Universities of Paderborn and Siegen, Germany, as well as the University of Oklahoma, USA. Tanja was elected Chair of the EAIE Expert Community Internationalisation at Home for the 2022–2024 term.

Workshop/Topic

Trainer and Qualification

Internationalisation of curriculum: the Ukrainian Experience

Larysa Chovnyuk is the Head of the International Office of the National University of Kyiv-Mohyla Academy (NaUKMA, Kyiv, Ukraine) and Erasmus Higher Education Coordinator who has over 25 years of experience in international education, including leadership positions such as Vice-President for International Cooperation, International Students Coordinator and Study Abroad Programmes, including Erasmus+ KA107, Erasmus+ KA2 Capacity Building in Higher Education (Students' Mobility Capacity Building in Higher Education in Ukraine and Serbia, MILETUS). She is also an Mol Ukraine 2020-2021 Alumna who realised her individual higher education project on Internationalisation of curriculum and continues to coordinate NaUKMA participation in COIL projects, international virtual mobility and virtual exchange. She will suggest the transfer of European practices to the Ukrainian context and bring a Ukrainian perspective to the training programme.

Intercultural Communication; Conflict Management

Gertrud Goudswaard is a certified trainer, mediator and coach for intercultural communication with over 25 years of experience in adult education in the Netherlands, the USA and Germany.

As an external trainer she works both nationally and internationally with universities and designs workshops for (international) students and staff in the field of (intercultural) communication and conflict management. She has been working with HI for many years in various projects, including the DIES training "Management of Internationalisation". She has already conducted workshops in the current Mol-Ukraine project and especially with the topic of conflict management — which is very topical for the Ukrainian context — she found great interest and in part generated a change in thinking among the participants. For this reason, and at the request of the Ukrainian participants, the topic will be explored in greater depth in the continuation of the qualification programme for the new cohort.

Project Management

Leo Goudswaard is an IT Manager Emeritus and Senior Automotive Professional with over 30 years of global management responsibility in organisational development and aftersales operations.

He has extensive experience in project and change management in a multicultural context as well as proven leadership experience, including coaching large teams involved in multidisciplinary and international projects. He has been applying his industry experience which includes the areas of restructuring of the entire US Parts Logistics organisation with 300 employees and project managers, optimisation of processes and resulting 7-digit savings and synergies, in a university context for several years. As an external trainer, he has already conducted several workshops in the DIES "Management of Internationalisation" and in the Mol Ukraine project at LUH.

International Marketing

Olga Krylova has more than 15 years of professional experience in higher education and internationalisation: she coordinated educational projects of national and international dimension, developed and managed international study programmes and partnership networks and was responsible for international marketing at leading universities in Russia. She was an invited speaker at NAFSA, EAIE, and APAIE conferences, conducted workshops and seminars for university administrations on topics such as internationalisation, marketing, recruitment and brand positioning. Since 2015, she has been an elected member of EAIE's Marketing and Recruitment Expert Community, a forum for international marketers to share practical experiences, best practices and network. Olga is a talented speaker and expert lecturer who shares her highest motivation and engages the audience.

Measuring Internationalisation

Axel Karpenstein is an expert for the internationalisation of higher education and research, as well as university-industry collaboration. After working as a Professor for International Politics and Economics and Director of the International Internship Program at Saitama University, Japan, he joined the Research & Studies Section of the DAAD in Bonn in 2017 where he managed several projects related university internationalisation, bibliometrics, and the monitoring of national innovation indicators. He served as project manager for the "HSI-Monitor", a project to develop an online data portal for supporting internationalisation measures in Germany, and as Director of the Joint Office of the HSI-Monitor. Since August 2022, Axel Karpenstein is director of the DAAD Office in Tokyo and the German Center for Research and Innovation (DWIH) Tokyo.

Workshop/Topic	Trainer and Qualification
HRK and Cooperation with Eastern Europe German Research Foundation: International Research Funding and Institutional Cooperation with Ukraine Science Management Network: Building Sustainable Networks for Professionals	Rudolf Smolarczyk, Head of Division Central and Eastern Europe, German Rectors' Conference (HRK) Dr. Jörn Achterberg, Head of the International Cooperation Group, DFG Mechthild Köhler, International Cooperation Group, DFG Dr. Anne Schreiter is Executive Director of the German Scholars Organization (GSO), an independent nonprofit in Berlin that advises, connects, promotes, and funds young researchers who want to build a career in Germany. Anne Schreiter studied Social and Business Communications and Sociology in Berlin and Chinese Language in Nanjing, China. After receiving her PhD in Organizational Sociology from the University of St. Gallen, she spent a year as postdoctoral researcher at UC Berkeley, USA. She is a board member of the Science Management Network Germany and responsible for communications and an executive education program. In addition to that she is part of the Max Planck Society's Planck-Academy Sounding Board as well as advisory board member of the Science policy blog "Elephant in the lab" (Alexander von Humboldt Institute for Internet and Society (HIIG))
The German-Ukrainian Academic Society/UKRAINET: A platform for collaboration and knowledge transfer;	Dr. Oksana Seumenicht graduated in Applied Nuclear Physics with honors from the Taras Shevchenko National University of Kyiv, Ukraine (1992). She then carried out her PhD research in Radiobiology at the Institute of Cell Biology and Genetic Engineering, National Academy of Sciences of Ukraine (Kyiv) and earned a PhD in Biology (1995). Oksana Seumenicht worked as a postdoctoral researcher in Ukraine, Denmark, Germany and the UK (including the University of Oxford and UCL), supported by a number of competitive personal fellowships, e.g. from the DAAD (1998-1999), the Royal Society of the Great Britain (1999-2000) and the Wellcome Trust, UK (2000-2002). In 2005 Oksana Seumenicht joined the Research & Commercial Division of Cardiff University (UK) as Research Development Officer. She moved to Berlin in 2006 and was appointed as the first PhD Coordinator of the MDC-HU Berlin International PhD Program "Molecular Cell Biology". Subsequently she raised funds for and built up the MDC Graduate School, which she managed (2007-2009). In 2010-2018 she worked as the MDC's International Relations Officer, and from 2018 to 2022 at the Department for Strategic Cooperations and Research Funding, MDC. In November 2022 Oksana Seumenicht joined the Alexander von Humboldt Foundation as Programme Director MSCA4Ukraine, an EU-funded fellowship programme aimed to support displaced Ukrainian researchers. Oksana Seumenicht co-founded the UKRAINIAN Academic International NETWORK (UKRAINET) in 2015 and the German-Ukrainian Academic Society (DUAG) in 2016, and served 2 terms as DUAG's Managing Director (2016-2022).
Funding Opportunities for Early-Career Researchers	Sake Jager is a project manager in the field of information and communication technology as well as a lecturer in applied linguistics at the University of Groningen, the Netherlands. He was recently appointed as Virtual Exchange coordinator in UG. As scientific director and coordinator of the EU-funded international project EVOLVE on virtual mobility (2018-2021), past secretary of the interdisciplinary organisation for telecollaboration and virtual exchange in higher education UNICollaboration and former vice-president of the European Association for Computer-Assisted Language Learning EuroCALL, he brings with him professional know-how, practical experience and numerous contacts.
Virtual Exchange as Innovative Practice across Europe	María Cortés Puch is the Vice President at the UN Sustainable Development Solutions Network and Head of the Networks program. She joined SDSN in 2013 and currently leads its efforts to build a global network of universities, research centres and civil society organisations that pursue sustainable development innovation locally through research, public education, executive training, demonstration projects, convening of social stakeholders and incubation of solutions. Prior to joining the SDSN, María worked for UNESCO at the Science Policy and Sustainable Development Division for two years. Previously, she coordinated the European energy and transport programs at the Polytechnic University in Madrid, and worked for two years as a Scientific Officer at the Spanish Office for Science and Technology in Brussels, analysing EU policies for international cooperation, transport and energy. She began her professional career with the National Institute of Aerospace Technology in Madrid as a Technology Transfer Officer. Maria holds a Master's Degree in International Affairs from Columbia University (Fulbright scholar) and BSc. and MSc. degrees in Physics from the Complutense University in Madrid (with one year at Paris VII as an Erasmus scholar).
Getting started with the Sustainable Development Goals in universities	

Workshop/Topic

Trainer and Qualification

Science Diplomacy

Dr. phil. Tim Flink works as scientific advisor for MP Ruppert Stüwe in the German Bundestag, where he supports rapporteur topics of international and European research policy, science diplomacy, health research and research data infrastructures in the Committee on Education, Research and Technology Assessment and the Sub Committee on Global Health. Flink is an affiliate researcher at the Robert K. Merton Center for Science Studies at Humboldt-Universität zu Berlin. He regularly publishes, consults and presents on the topic of science diplomacy and advises, among others, the Federal Ministry of Education and Research (BMBF), the Federal Foreign Office of Germany and Switzerland, the European Commission (DG RTD, EEAS), the European Research Council (ERC), the British Parliament and various research funding organisations.

Europa and Erasmus: the Ukrainian Perspective and Experience

Dr. Svitlana Shytikova, an EU-funded project coordinator, Head of the National Erasmus+ Office and Expert Team on Higher Education Reforms in Ukraine and Chair of the Board of ILID Institute — Institute for Leadership, Innovations and Development — has more than 20 years of experience in teaching, research and international cooperation. Her doctoral thesis was dedicated to the topic of internationalisation of higher education in Ukraine in the framework of the implementation of EU-funded international cooperation programmes. Ms Shytikova's experience includes project-related cooperation with national, international, public, private and civil society organisations, as well as the European Union, the Swedish Institute, Marta KAP, the World Bank, the Canadian Agency for International Development, etc. Since 2009, she has coordinated the team of the Ukrainian National Tempus/Erasmus+ Office with the mandate to promote and support the international dimension of EU-funded programmes in higher education, training, youth and sport in Ukraine.

Helping ideas become projects: International Research support at LUH; EU Liaison Office Hannover; Networks and German support & consulting system; EU funding opportunities

Dr. Heike Gernns has been advising and supporting scientists from 7 universities in the region in their strategic initiation and application in European funding programs at the EU Liaison Office Hannover/Hildesheim since 2000. From 2011 to 2019 she was deputy speaker and later speaker of the BAK — National Working Group (BundesArbeitsKreis) of EU Funding Advisors at German Universities. She is currently spokesperson of the EU support network in Lower Saxony, EU-Reason. In her 20 years as an EU advisor, she has gained experience in proposal writing, consulting, evaluation and strategy development, as well as in the conceptualisation and moderation of workshops, information events and discussion panels.

International rankings

Nathalie Scholz has been working at the Department of University Development and Controlling (President's Staff) at Leibniz University Hannover since 2018. She coordinates the university's participation in international university rankings and is also responsible for evaluating and documenting the results in this context. She regularly exchanges information with other universities on this topic via the service project "International University Rankings" of the German Rectors' Conference. After completing her Master's degree at the University of Marburg (Cultural Anthropology), Nathalie Scholz worked for various universities, research institutions and museums, including Goethe University Frankfurt, Technische Universität Dresden, the German Historical Museum in Berlin and the Helmholtz Centre for Infection Research in Braunschweig. There she was mainly involved in controlling third-party funded projects (e.g. EU, BMBF, DFG).

International Offices: structures and tasks

Dr. Birgit Barden-Läufer heads the International Office of Leibniz University Hannover. Since 2008 she has been designing training courses on topics related to the internationalisation of universities within the DAAD DIES programme — from 2008 to 2011 initially with Indian universities and since 2014 the DIES training course "Management of Internationalisation" which has been conducted for participants from Asia, Africa and Latin America. In addition to the regular DIES training, she conducts country-specific DIES "Management of Internationalisation" trainings on special request (so far Egypt/Sudan, Indonesia, Costa Rica). Since 2012 she has been a member of the DAAD Executive Board and of the DAAD Working Group "International Students". Before joining Leibniz University Hannover, she worked at the International Office of the University of Cologne, was DAAD lecturer at Universitas Negri Yogyakarta, Indonesia, and research assistant at the Leibniz Institute for German Language (IDS) Mannheim, the University of Hamburg and the University of Konstanz.

Workshop/Topic	Trainer and Qualification
The Systems of Higher Education in Germany, Impact of Bologna Process and Internationalisation	Dr. Marcus Hoppe has been working at the International Office of LUH since 2001. During this time, he has been working in virtually all areas of the internationalisation of universities — from strategic planning to international projects and collaborations, from study abroad and incoming advising to internationalisation at home. Currently he is Deputy Director of the International Office at LUH and Head of international collaborations, developing strategic partnerships and networks with universities abroad. Since 2014 he has been part of the team of the training course "Management of Internationalisation" which qualifies university staff from countries of the Global South to manage processes and tasks of internationalisation in the area of higher education. Marcus had been adjunct lecturer at the Institute of Political Science from 2000 until 2020 and he is a member of the Diversity Council at LUH. In 2010 he obtained his PhD in Political Science at LUH. Marcus has studied Politics and Sociology at LUH and the University of Glasgow.
Higher Education and Research Landscape in India	Dr. Bala Ramani is the Regional Coordinator for India, South Asia and Africa at the International Office at LUH. He has several years of experience in international development work, including as the global coordinator of YPARD (www.ypard.net) at the United Nations, as well as almost 20 years of experience in international higher education cooperation. He is involved in internationalisation programmes with Asia and Africa, including DIES projects, since 2008. He is a member of the Hannover Mitte District Council and a member of the International Affairs Committee of the City of Hannover.
Higher Education and Research Landscape in China	Yin Wang is the Regional Coordinator for East and Southeast Asia at the International Office of Leibniz University Hannover (LUH) since 2010. She studied in Augsburg and Berlin and worked from 2006 to 2010 at the DAAD Information Centre in China and at the TU9 office in Berlin. She has extensive expertise on China as a study and research location. Her work focuses on Chinese-German university cooperation, science management and student recruitment. She also manages the Promos-Scholarships at LUH, a DAAD-funding for studying abroad.
Virtual Exchange as Innovative Practice across Europe	Sake Jager is a project manager in the field of information and communication technology as well as a lecturer in applied linguistics at the University of Groningen, the Netherlands. He was recently appointed as Virtual Exchange coordinator in UG. As scientific director and coordinator of the EU-funded international project EVOLVE on virtual mobility (2018-2021), past secretary of the interdisciplinary organisation for telecollaboration and virtual exchange in higher education UNICollaboration and former vice-president of the European Association for Computer-Assisted Language Learning Eurocall, he brings with him professional know-how, practical experience and numerous contacts.
Higher Education and Research Landscape in Brazil	Rhina Colunge-Peters studied in Peru, the Netherlands and the UK, and is project manager of International Practice Cooperation for Global Change (I-PraC) at Hochschule Hannover — University of Applied Science and Arts. She has gained more than 17 years of experience working at universities and with universities in Latin America and Germany. She is also a qualified trainer for „global learning" and has conducted related trainings in formal and non-formal education as part of the "Bildung trifft Entwicklung" programme of the German Federal Ministry for Cooperation and Development. She was responsible for the conceptualisation, development and implementation of new projects and processes of internationalisation in relation to Latin America at Leibniz Universität Hannover (LUH) for almost 10 years, where she also advised participants from Latin America on internationalisation projects as part of the DAAD DIES course "Management of Internationalisation". Prior to this position, she was project coordinator of the International and Interdisciplinary Graduate School "Human Development in Landscapes" at Christian-Albrechts-Universität zu Kiel (DFG-German Government "Excellence Initiative"). Prior to 2002, she held a teaching position (UNESCO Chair: "International Cultural Management") at the Universidad de San Martín de Porres in Lima, Peru.

Workshop/Topic

Trainer and Qualification

Initiation and development of academic partnerships; establishment of strategic partnerships; double degrees, mobility and exchange; recognition

Welcome Centre und Incoming Services for international students, doctoral students, guest researchers

Structures and international activities at the faculty level; Structure and tasks of the Deans Office;

Campus

National and international Networks

European Association for international education

Nataliya Butych is the Regional Coordinator for Central and Eastern Europe at the International Office of Leibniz University Hannover (LUH), Germany. Since 2010, she has been developing and fostering international university collaboration with the region, designing and implementing exchange and collaboration projects, coordinating and/or supervising DAAD funded cooperation and mobility programmes at LUH including Eastern Partnership, Go-East, Leonhard-Euler, Double Degree, Strategic Partnership, Support for the Internationalisation of Ukrainian Higher Education Institutions, Ukraine Digital and others. She has served as Managing Director of the German-Ukrainian Academic Society in a voluntary role since October 2022. Ms. Butych holds an M.A. in Translation, Interpreting and Linguistics (Kyiv National Linguistic University) as well as in Cultural Studies, Sociology and Business Administration (Leibniz University Hannover). She also obtained a DAAD qualification as a Trainer for Intercultural Competences at Universities. Her international experience includes managerial and consultancy work in the field of internationalisation of higher education, international cooperation and communication.

Dr. Solenne Schwanemann is head of the Welcome Centre and Incoming Services of the International Office of Leibniz University Hannover. She has been working there as an advisor for international students and international doctoral candidates at LUH since 2015 and has been Head of the Welcome Centre and Incoming Services since 2022. The Welcome Centre is in charge of all international students (intern, exchange, degree seeking), international doctoral candidates and international researchers at LUH and supports internationalisation in general and the implementation of a successful welcome culture at LUH.

Lisa Lotte Schneider is managing director of the Faculty of Mechanical Engineering of Leibniz University Hannover. After establishing a well running Dean of Studies Office and eventing some new study programmes with her team — including international exchange programmes as well as double degrees- Lotte started to lead the Dean's Office. Becoming Managing director of the faculty in 2022, new chances of structural international work cooperations popped up. The faculty is very well known for Energy and Production Technology, connection and services for the industry as well as a strong teaching and education performance. Among the staff of more than 700 people are a lot of internationals, which fits the spirit of the faculty perfectly.

Dr. Nicole Saverschek is the managing director of the Alliance TU9 — German Universities of Technology. She started as managing director at TU9 in 2016, coming from a position at the University of Freiburg where she acted as head of the strategy division (2012-2016). Before that she worked as a research assistant at Würzburg University.

TU9 is the Alliance of leading Universities of Technology in Germany: RWTH Aachen University, Technische Universität Berlin, University of Braunschweig — Institute of Technology, Technical University of Darmstadt, Technische Universität Dresden, Leibniz University Hannover, Karlsruhe Institute of Technology, Technical University of Munich and University of Stuttgart.

TU9 Universities are not only a key element of Germany as a location for science and innovation, but also contribute to the higher education policy debate. Since 2006, the TU9 Alliance has been speaking on behalf of engineering and the natural sciences and acting as an advocacy group among partners from science, industry and politics. On a European and international level TU9 networks with other associations of technical universities and discusses international university policy matters. The TU9 Alliance publishes Key Issues Papers as well as Guidelines and takes a position on science policy issues with Position Papers.

Laura E. Rumbley, PhD, is Director for Knowledge Development and Research at the EAIE. Before joining the EAIE, she was Associate Director of the Boston College Center for International Higher Education. She completed her undergraduate studies at Georgetown University, her Master's degree at the School for International Training (SIT) Graduate Institute and her Doctorate degree at Boston College, studying as well at the Universidad Complutense de Madrid and the Universidad de Sevilla in Spain. Laura began her career in international education as an administrator and international student adviser at Boston University, subsequently becoming involved in international and comparative higher education, including an appointment as deputy director of the Academic Cooperation Association (ACA) in Brussels. Laura has co-authored and co-edited a wide range of publications -- books, chapters, articles and reports -- focused on internationalisation in higher education. She was a co-editor of the Journal of Studies in International Education (JSIE) for ten years and currently serves on JSIE's Editorial Advisory Board.

2. Participants and topics

1st cohort (2020-2021)

Name	University	Project
Olena Berezina	Cherkasy State Technological University	Internationalisation Activities of the Department for Projects and Programmes
Larysa Chovnyuk	National University of Kyiv-Mohyla Academy	Internationalisation at Home at Student-Centred University: (Post)-Covid Perspective
Nataliya Chukhrai	Lviv Polytechnic National University	Creating a Strategy of Internationalisation of Lviv Polytechnic National University for 2021-2025
Kateryna Danylenko	Kharkiv National Automobile and Highway University	Capacity building and modernisation of higher education at KhNAHU
Dana Ivashkiv	Ternopil Ivan Puluj National Technical University	Internationalisation of academic and non-academic staff 2020/2021
Oksana Kaliuzhna	Sumy State University	International University Campus — Space for Global Outreach
Iryna Kohut	Poltava V. G. Korolenko National Pedagogical University	POINT-2021 (PNPU International Week 2021)
Olena Kovalchuk	Lutsk National Technical University	Responsible internationalisation at home
Andrii Kravchenko	Taras Shevchenko National University of Kyiv	University Digest
Vitaliy Kukharskyi	Ivan Franko National University of Lviv	Introducing new globally oriented educational programmes
Olena Kyzymchuk	Kyiv National University of Technologies and Design	Academic mobility is a challenge of today
Igor Lyman	Berdiansk State Pedagogical University	Responding to the challenges of internationalisation: Correction of the internationalisation strategy of BSPU and deepening German-Ukrainian academic cooperation in researching the history of German-Ukrainian relations
Olena Mashyntsova	V.N. Karazin Kharkiv National University	Global Classroom
Iryna Myhovich	Luhansk Taras Shevchenko National University	Internationalisation support programme aimed at the enhancement of the quality of educational services in the field of pedagogy
Andriy Popov	Kharkiv National Agrarian University Named After V.V. Dokuchayev	"Development of the University's Comprehensive Internationalisation Competence"
Oksana Shevchuk	"Ivan Horbachevsky Ternopil National Medical University"	Capacity Building for Research Internationalisation at TNMU
Anna Verbytska	Chernihiv Polytechnic National University	Re-thinking of higher education internationalisation at CPNU: integrated approach

2nd cohort (2022-23)

Name	University	Project
Antonina Bulyna	State University "Uzhhorod National University"	The Earth Literature Laboratory
Olha Demydenko	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	KPI International
Tetiana Kapitalova	Poltava State Agrarian University	Grant writing and fundraising skills development of academic staff
Yuliia Kostiuk	Ternopil Volodymyr Hnatiuk National Pedagogical University	International Digital School of Ukrainian Studies
Oksana Kovtun	Hryhorii Skovoroda University in Pereiaslav	New directions of the internationalisation strategy of Hryhorii Skovoroda University in Pereiaslav
Lyudmyla Kruhlenko	Kyiv National University	Development of KNU international cooperation with German universities
Nataliia Kutsmus	Polissia National University	Growing up of the University as a stakeholder of internationalisation
Ruslana Kuzina	Odessa National Economic University	Internationalisation at home based on Odessa National Economic University
Mariia Masonkova	Kherson State Maritime Academy	Internationalisation tools to increase the recognition of HEI
Roman Petiur	Taras Shevchenko National University of Kyiv	Going International
Yevhen Plotnikov	Nizhyn Mykola Gogol State University	International Projects Framework: Strategic Planning and Development
Inna Semenenko	Volodymyr Dahl East Ukrainian National University	Development of Internationalisation Strategy at VDEUNU
Oleksandra Shamarina	Kamianets-Podilskyi Ivan Ohienko National University (K-PNU)	Academic Mobility Platform at K-PNU
Halyna Talovyria	National University "Yuri Kondratyuk Poltava Polytechnic"	Internalisation for Humanities: Student Mobility
Kseniia Tiukhmenova	Dnipro University of Technology	Internationalisation of Dniprotech: Roadmap on skill development

3rd cohort (2024)

Name	University	Project
Nataliia Hertsovska	Mukachevo State University	Go International: Internationalisation events and workshops at MSU
Alina Kazurova	National University "Zaporizhzhia Polytechnic"	Internationalisation at National University Zaporizhzhia Polytechnic: development strategy in today's conditions
Kateryna Kobuta	Vasyl Stefanyk Precarpathian National University	Internationalisation of the English Philology Masters Programme
Sergii Maulik	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	DigiGlobalEnroll
Tetyana Mayboroda	Sumy State University	Internationalisation of Curriculum: Project Management as a Pilot Program (IoC:PMasPP)
Alina Mozolevska	Petro Mohyla Black Sea National University	Digital Warfare, Media and the Russo-Ukrainian War
Natalya Oliynyk	V.N. Karazin Kharkiv National University	IS4Karazin
Anastasiia Pylypchenko	International Scientific and Technical University	Strategize4Uni
Kateryna Sai	Chernihiv Polytechnic National University	SIAR: system for international activity reports
Tetiana Shulyk	State Higher Education Institution "Donbas State Pedagogical University"	Internationalisation of education through the implementation of the COIL course
Ganna Trokhymenko	Admiral Makarov National University of Shipbuilding	Mykolaiv Water Hub
Maryna Vasylieva	Ukrainian Engineering Pedagogics Academy	NUU4UEPA (Network UNESCO-UNEVOC for Ukrainian Engineering Pedagogics Academy)
Maryna Voloshchuk	Educational and rehabilitation institution of higher education «Kamianets-Podilskyi state institute»	KPSI Internationalisation & inclusion
Oksana Vorobiova	National University "Yuri Kondratyuk Poltava Polytechnic"	Poltava Polytechnic Multilingual Strategy
Liudmyla Zagoruiko	Taras Shevchenko National University of Kyiv	Alliance Advancement at the University: Empowering International Partnership



Mol Ukraine 2020-21

1. Kyiv National University of Technology and Design
2. National University of Kyiv Mohyla Academy
3. Taras Shevchenko National University of Kyiv
4. Chernihiv National University of Technology
5. Sumy State University
6. Kharkiv National Automobile and Highway University
7. Kharkiv National Agrarian University named after V. V. Dokuchayev
8. V. N. Karazin Kharkiv National University
9. Luhansk Taras Shevchenko National University
10. Berdyansk State Pedagogical University
11. Poltava V.G. Korolenko National Pedagogical University
12. Cherkasy State Technological University
13. Ivan Horbachevsky Ternopil National Medical University
14. Ternopil Ivan Puluj National Technical University
15. Ivan Franko Lviv National University
16. Lviv Polytechnic University
17. Lutsk National Technical University



Mol Ukraine 2022-23

1. Taras Shevchenko National University of Kyiv
2. National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"
3. Nizhyn Mykola Gogol State University
4. Hryhorii Skovoroda University in Pereiaslav
5. Poltava State Agrarian University
6. National University "Yuri Kondratyuk Poltava Polytechnic"
7. Volodymyr Dahl East Ukrainian National University
8. Dnipro University of Technology
9. Kryvyi Rih National University
10. Kherson State Maritime Academy
11. Odesa National Economic University
12. Kamianets-Podilskyi Ivan Ohienko National University
13. State University "Uzhhorod National University"
14. Ternopil Volodymyr Hnatiuk National Pedagogical University
15. Polissia National University



Mol Ukraine 2024

1. Higher Education Institution "Academician Yuriy Bugay International Scientific and Technical University"
2. Taras Shevchenko National University of Kyiv
3. National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"
4. Chernihiv Polytechnic National University
5. Sumy State University
6. V.N. Karazin Kharkiv National University
7. Ukrainian Engineering Pedagogics Academy
8. State Higher Education Institution "Donbas State Pedagogical University"
9. National University Zaporizhzhia Polytechnic
10. Admiral Makarov National University of Shipbuilding
11. Petro Mohyla Black Sea National University
12. National University "Yuri Kondratyuk Poltava Polytechnic"
13. Educational and Rehabilitation Institution of Higher Education "Kamianets-Podilskyi State Institute"
14. Mukachevo State University
15. Vasyl Stefanyk Precarpathian National University

3. Selected literature

prepared by Dr. Tanja Reiffenrath, University of Göttingen

Workshop "Internationalisation of curricula: German experience" Feb. 15, 2024

1. Academic Cooperation Association (2022): ACA Think Pieces: Digitalisation in International Education (all contributions listed here: <https://aca-secretariat.be/publications/list-publication/?yearPub=2022>)
2. Association of American Colleges and Universities (no date): Intercultural Knowledge and Competence Value Rubric. Available at: <https://shorturl.at/HZM47>.
3. Beelen, Jos (2014): The other side of mobility: The impact of incoming students on home students. In B. Streitwieser (Ed.), Internationalisation of higher education and global mobility (pp. 287-299). Oxford: Symposium Books Ltd.pdf.
4. Beelen, Jos; Jones, Elspeth (2015): Looking Back at 15 Years of Internationalisation at Home. EAIE Forum, S. 6-8.
5. Beelen, Jos; Wit, Hans de (ed.) (2012): Internationalisation Revisited: New Dimensions in the Internationalisation of Higher Education. Centre for Applied Research on Economics and Management (CAREM).
6. Bruhn, E. (2017): Towards a Framework for Virtual Internationalisation. International Journal of E-Learning and Distance Education 32 (1). Available at: https://www.researchgate.net/publication/318471314_Towards_A_Framework_For_Virtual_Internationalization
7. Carroll, Jude (2015): Tools for Teaching in an Educationally Mobile World. New York: Routledge.
8. Deardorff, Darla (2014, 15 May): Some thoughts on assessing intercultural competence. National Institute for Learning Outcomes Assessment. Available at: <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/Viewpoint-Deardorff.pdf>.
9. Green, Wendy; Whitsed, Craig (Eds.) (2015): Critical perspectives on internationalising the curriculum in disciplines; Reflective narrative accounts from business, education and health. Rotterdam: Sense Publishers.
10. Haigh, Martin (2009): Fostering Cross-Cultural Empathy with Non-Western Curricular Structures. In: Journal of Studies in International Education 13 (2), pp. 271-284.
11. HRK Advance (2023): Beispiele guter Praxis virtueller Mobilität (<https://www.hrk.de/advance/veroeffentlichungen/beispiele-guter-praxis/virtuelle-mobilitaet/>)
12. Jones, Elspeth (ed.) (2010): Internationalisation and the Student Voice. Higher Education Perspectives. New York/London: Routledge.
13. Jones, Elspeth; Killick, David (2013): Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes. Journal of Studies in International Education 17 (2), pp. 165-182.
14. Jones, Elspeth; Reiffenrath, Tanja (2018, 21 Augst): Internationalisation at home in practice. Available at: <https://www.eaie.org/blog/internationalisation-at-home-practice.html>
15. Killick, David (2006) : Cross-cultural capability and Global Perspectives: Guidelines for Curriculum Review. Leeds: Leeds Metropolitan University. Available at: http://eprints.leedsbeckett.ac.uk/2808/1/Cross_Cultural_Capability_Guidelines.pdf.
16. Knight, Jane (2008): Higher Education in Turmoil: The Changing World of Internationalisation. Rotterdam/Taipei: Sense.
17. Leask, Betty (2015): Internationalisation of the Curriculum. New York: Routledge.
18. Leask, Betty (2009): Using formal and informal curricula to improve interactions between home and international students. Journal of Studies in International Education, 13(2), pp. 205-221.
19. Reiffenrath, Tanja; Haug, Eva; Heinz, Alexander; Bageritz, Imme (2022): 5 tips for running Erasmus+ Blended Intensive Programmes. Available at: <https://www.eaie.org/blog/blended-intensive-programmes.html>

Websites:

- Australian website with resources on Internationalisation of the curriculum: <http://www.ioc.global>
- Internationalisation in Action: Internationalising the curriculum (United States): <https://www.acenet.edu/news-room/Pages/Internationalisation-in-Action.aspx>
- Expert Community Internationalisation at Home at the European Association for International Education (EAIE): www.eaie.org; <https://www.linkedin.com/groups/4698458/>
- EQUIIP Programme (Educational Quality at Universities for Inclusive International Programmes; European Project): <https://equiip.eu/>
- ICC Global, Global network on intercultural competence: <http://iccglobal.org>
- ICI Project (Inclusive Comprehensive Internationalisation: Enhancing global learning opportunities for ALL students): <https://iciproject.org/>

4. Posters

1st cohort (2020-2021)



CHERNIHIV POLYTECHNIC NATIONAL UNIVERSITY

UNIVERSITY PROFILE

Chernihiv Polytechnic National University, founded in 1960, one of the largest classical universities in the Northern Ukraine with its reach history and deep traditions.

University mission is the development of society through the education and scientific research for the formation of leadership and meeting the global challenges in a changing world.

University vision: flagship of classical education; interdisciplinary educational space for the harmonious development of the individual; leadership potential of R&D; creative space for coworking; a platform for stakeholders' engagement; developed ecosystem of support and promotion of youth start-ups; virtual space for inclusive access to education.

NUMBERS

- 7007 students
- 35 Bachelor programmes
- 25 Master programmes
- 11 PhD programmes
- 7 Institutes

PARTNERS & NETWORKS

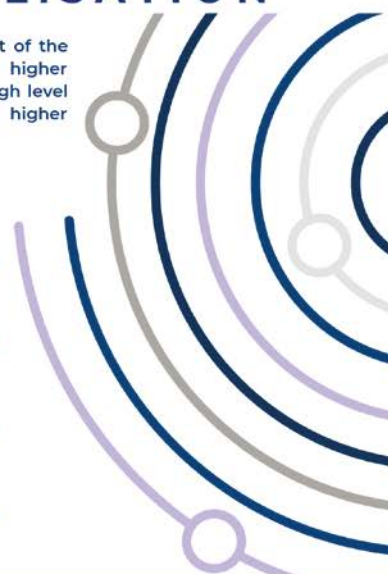
- 62 international agreements
- 24 partner countries
- 11 international networks

INTERNATIONALISATION

The internationalization aim is the development of the university as an international institution of higher education with a crosscultural environment, a high level of integration of training and research and higher education quality standards compliance.

The internationalization objectives:

- 1 the systematic implementation of the European Higher Education Area tools in the University's educational process
- 2 the growth in the university's scientific potential at the international level - increasing the competitiveness of graduates in the international labour market
- 3 increasing the international competitive status of the university
- 4 improvement of the system management in the university's international activity



Anna Verbytska

Head of the Department of Marketing, PR-technologies and logistics

annaverbytska.che@gmail.com





EDUCATION IN TOP-UNIVERSITY OF UKRAINE – LVIV POLYTECHNIC NATIONAL UNIVERSITY



Lviv Polytechnic National University is the oldest technical higher educational institution in Ukraine and one of the oldest universities in the world; its origins date back to 1816. Today, Lviv Polytechnic is a powerful centre of science and education in Europe with over 34 000 students studying, including international students from 29 countries.



Contact person:
Vice-Rector for Education and International Relations:
S.C.D., PROF. NATALIYA CHUKHRAI

e-mail: natalia.chukhrai@lpnu.ua

for personal contacts:
St. Samara str. 12, main building (343 room), Lviv, 79013, Ukraine
Tel.: +38 032 256 2421

Center for International Education
e-mail: international.office@lpnu.ua; tel.: +38 032 256 27 27

www.lp.edu.ua

Advantages

1. 200 years of experience of educational and scientific activities;
2. Enters the top 800+ universities in the world (World University Rankings 2020);
3. High-quality education, modern curriculums and international recognition of diplomas;
4. Education from Bachelor's and Master's degrees to Ph.D. and Doctor of Science;
5. English training programs;
6. Education abroad for academic mobility and dual degree programs;
7. An innovative environment and developed infrastructure;
8. Available cost of education and living;
9. Possibility of getting accommodation in the University hostels;
10. Bright student life in the cultural capital of Ukraine.

Mission: to form future leaders who work wisely, creatively, effectively.

Vision: to become the first university in Ukraine by international and national rankings.

Academic institutes

CONSTRUCTION, ARCHITECTURAL AND GEODETIC DIRECTIONS	Institute of Architecture and Design (IARD)
	Institute of Civil Engineering and Building Systems (CEBS)
	Institute of Geodesy (IGD)
ENGINEERING DIRECTION	Institute of Power Engineering and Control Systems (IPEC)
	Institute of Engineering Mechanics and Transport (IEMT)
	Institute of Telecommunication, Radioelectronics and Electronic Engineering (ITRE)
INFORMATION AND COMPUTER TECHNOLOGY DIRECTIONS	Institute of Computer Science and Information Technologies (ICSIT)
	Institute of Computer Technologies, Automation and Metrology (ICTA)
	Institute of Enterprise and Advanced Technologies (IEAT)
CHEMICAL, ECOLOGICAL AND NATURAL DIRECTIONS	Institute of Chemistry and Chemical Technologies (ICCT)
	Vyacheslav Chornovil Institute of Sustainable Development (ISD)
	Institute of Applied Mathematics and Fundamental Sciences (IMFS)
ECONOMICAL, MANAGERIAL AND SOCIO-HUMANITARIAN DIRECTIONS	Institute of Economics and Management (IEM)
	Institute of Humanities and Social Sciences (IHSS)
	Institute of Jurisprudence, Psychology and Innovative Education (JPIIE)
	Institute of Administration and Postgraduate Education (IAPE)

International students of Lviv Polytechnic



Internationalization aim is to promote the free circulation of persons (students, teachers, staff) and ideas for the dissemination of knowledge to support qualitative growth of the university.

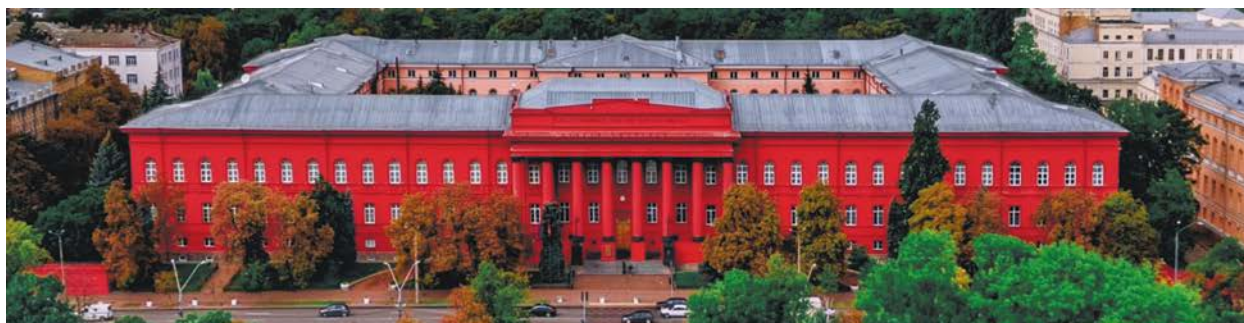
Internationalization goals are:

1. to support and increase participation in diverse, global, and intercultural curricular and co-curricular learning opportunities that prepare students to be globally competent citizens;
2. to build an inclusive, welcoming and interactive campus by advancing international and intercultural perspectives in all aspects of campus life;
3. to enhance graduate education to more fully integrate international and intercultural experiences;
4. to expand internationally focused research, scholarship, and creative activities;
5. to collaborate with the surrounding community to engage globally through strategic partnerships, student exchanges, research and creative activities, community-based learning, and public service;
6. to create an organizational structure and provide sufficient human, financial and technological resources to support internationalization of the campus.

Participation in the international organizations:

Magna Charta Universitatum;
European University Association (EUA);
Alliance of Universities for Democracy (AUDEM);
Association of Carpathian Region Universities (ACRU);
Board of European Students of Technology (BEST);
Organisation internationale de la Francophonie
Association des Etats Généraux des Etudiants de l'Europe (AEGEE).

2nd cohort (2022-23)



TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV

Taras Shevchenko National University of Kyiv (KNU) is one of the top Ukrainian universities. Founded in 1834 in Kyiv, KNU is a classical university with a comprehensive educational and scientific activity with a focus on research and innovation.

KNU ENCOMPASSES

12 faculties
11 Institutes
2 Colleges
1 Lyceum

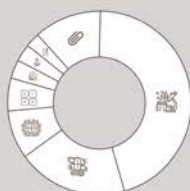
Ukrainian Studies Centre
Astronomical Observatory
Radiation Safety Centre
Maksymovych Scientific Library

Botanical Garden
Kaniv Natural Reserve
Geological Museum
Zoological Museum



Number of Students: 28 000
International Students: 1 400 (5%)

International Students per Faculty



Biology and Medicine (623)
Philology (266)
International Relations (117)
Mechanics and Mathematics (79)
Economics (45)
Philosophy (42)
Geology (35)
Other (160)

International Students per Faculty, Share (%)



Biology and Medicine (29%)
Mechanics and Mathematics (9%)
Geology (9%)
Philology (8%)
Physics (5%)
International Relations (4%)
Philosophy (4%)

KNU INTERNATIONALISATION ORGCHART

KNU Internationalisation priorities:

- Students and staff mobility and exchanges (physical and virtual)
- Joint & dual degree programmes (BA, MA, PhD)
- International research projects, joint labs

KNU partnerships and memberships:

- > 300 bilateral agreements (62 countries)
- Observatory Magna Charta Universitatum, IAU, EUA, EAIE, EEN, ESN, EUF, NISPACEe, EUPRIO
- Alliance with Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)
- Twinning partnership with the University of Edinburgh
- Membership in the EUniWell Alliance



Vice-rector for International Cooperation
Kseniia Smyrnova

Preparatory Department for International Students

International Relations Office:
• partnerships
• projects
• mobility
• rankings
• protocol & PR



Vice-rector for Education
Andrii Gozhyk

Academic Mobility Office



Vice-rector for Research
Ganna Tolstanova

Research Department



Head of International Relations Office
PhD (Pol. Sc.)
Roman Petyur
rpetyur@knu.ua



Ternopil Volodymyr Hnatiuk National Pedagogical University



Tracing its history back to 1620 when the brotherhood teacher training school in Kremenets was established, TNPU is the leading pedagogical university in Ukraine, ranked 1st in the national rating of pedagogical universities in 2021.



TNPU-SMART VISION

- Fast response to the environment change
- Qualitative result through aim defining and means mobilizing
- Operational adaptation in constantly changing conditions
- Independent development, self-control, coordination

FORMATION OF OPEN-MINDED
AND FLEXIBLE PROFESSIONAL

STUDENT CENTRED LEARNING

TNPU MISSION

HIGH KNOWLEDGE QUALITY

APPLIED INTERNATIONAL STANDARDS
OF EDUCATIONAL AND RESEARCH PROGRAMS

KEY FACTS AND FIGURES

10 faculties

5000+ students

30+ international students

420+ academic staff

128 Bachelor and Master's programs

14 PhD programs

17 research centers

28 research labs

Areas of Excellence

- Environmental Toxicology
- STEM
- AR and Gaming in Education
- Inclusive Education
- Foreign Languages Teaching
- Ecological Biochemistry



INTERNATIONALIZATION



Erasmus+ project MultiEd (KA2) 2020-2022
Foreign Language Teacher Training Capacity Development as a Way to
Ukraine's Multilingual Education and European Integration



DAAD project DigiN.Net2 2021-2023
Supporting the digital innovation ideas of students and young
scientists, and academic staff professional development

DeDiMaMo 2019-2022 (Eurasia Grant Program)
Development of mathematical competencies in students
through Digital Mathematical Modeling



International Relations at TNPU

Vice-Rector for Research and International Cooperation Prof. Halina Falfushynska
International Relations Office, email: fro@tnpu.edu.ua
Science Department, email: nds@tnpu.edu.ua



Yuliia Kostiuk, PhD
Leading Specialist of Science Department
Manager of International Digital School
of Ukrainian Studies
yuliia.kostiuk@tnpu.edu.ua



<https://tnpu.edu.ua/>

@TNPU.news
@tnpu.official
@tnpu_official

3rd cohort (2024)



KARAZIN UNIVERSITY
CLASSICS AHEAD OF TIME



Natalya Oliynyk, Head of IRO:
noliynyk@karazin.ua

International Relations Office:
iro@karazin.ua

Before 24 Feb 2022	20 000+	students	14 000+	After 24 Feb 2022
	4 000+	foreign students	1 000+	

23 schools and educational and research institutes		691-700  Ranking 2024 №2 в Україні	231 educational programs
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TWINNING
SUPPORTING UKRAINIAN UNIVERSITIES



IS4Karazin

The idea of the project comes from the current need for enhancing experience and expertise in planning, maintaining and managing international activities. Due to the constraints caused by the war, planning international activities and their effective management becomes crucially important.

Goal: to develop a comprehensive internationalization strategy (2025-2030) for Karazin University aligned with the university's mission, priorities and development goals



to improve the quality of the internationalization management



to enhance the presence of Karazin university at the local and international levels.



to strengthen the relationships between all the relevant stakeholders by engaging them into the strategy development and its further implementation



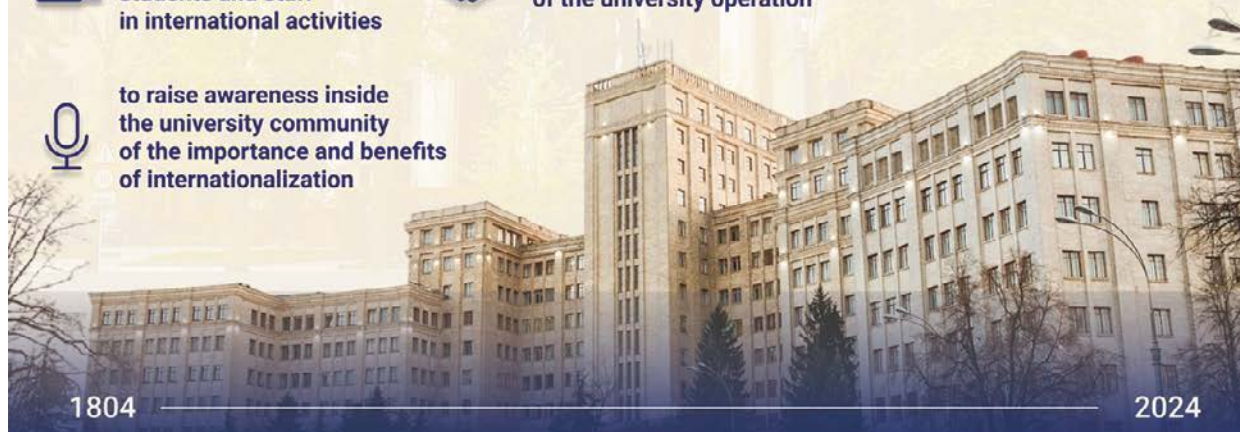
to increase engagement of Karazin university students and staff in international activities



to make internationalization present at all levels of the university operation



to raise awareness inside the university community of the importance and benefits of internationalization





Second edition of the German-Ukrainian Virtual Academy NWM-PNRM "Being Visible as a Science Manager" on May 14 2024, Screenshot by Martin & Elena Lichtenthaler

Mol Ukraine, 2024