FINAL PROJECT CHARTER
Larysa Chovnyuk, National University of Kyiv-Mohyla Academy

Please address the following points / answer the following questions in your report:

1. **University**: National University of Kyiv-Mohyla Academy, Kyiv, Ukraine
2. **Your position/unit**: Larysa Chovnyuk, Head of International Office
3. **Final Project Title**: Internationalization at Home at Student-Centered University: (Post)-Covid Perspective
4. **Project Goal(s) and SMART Objective(s):**
   **Project goals:**
   - To define Internationalization at Home (IAH) and its components from the student-centered perspective
   - To consider the place of international/global competence within diverse NaUKMA program commences / learning outcomes
   - To spot challenges for implementing IAH within student-centered university concept
   - To define models (and content?) of international/global competence provision in the situation of limited physical mobility (due to Covid-19 pandemic)

   **Project Objectives (initial):**
   - To revitalize Internationalization committee of the NaUKMA Academic council
   - To develop training programs on teaching through foreign language, intercultural teaching methods, virtual exchange application for the NaUKMA universities teachers
   - To develop multicultural competence training program for the UA universities administrators
   - To include introductory training on tolerance, global competences and multicultural communication in the propaedeutic training of the NaUKMA first-year students
   - To review possible models of engagement of international faculty for teaching/co-teaching at UA universities
   - To define possible models of involving international students into internationalization of local students’ programs and practices, e.g. language tandems, student-run initiatives
   - To enhance availability and encouragement of 2nd foreign language learning for all NaUKMA students

   **Project Objectives (updated due to Covid-19):**
   - To revitalize Internationalization committee of the NaUKMA Academic council
   - To develop training programs on teaching through foreign language, intercultural teaching methods, virtual exchange application for the NaUKMA universities teachers
   - Matching, defining and piloting of the for virtual or blended formats of internationalization of T&L, mobility (e.g. virtual), virtual collaboration of classes (virtual exchange, COIL etc.), hosting of international students, virtual employment of international faculty etc.
   - To develop multicultural competence training program for the UA universities administrators
Training Programme “Management of Internationalisation and German-Ukrainian Cooperation 2020-2021”

• To include introductory training on tolerance, global competences and multicultural communication in the propaedeutic training of the NaUKMA first-year students
• To review possible models of engagement of international faculty for teaching/co-teaching at UA universities
• To define possible models of involving international students into internationalization of local students’ programs and practices, e.g. language tandems, student-run initiatives
• To enhance availability and encouragement of 2nd foreign language learning for all NaUKMA students

5. Deliverables: Please enlist the deliverables of your project matching your goals (Provide evidences, e.g. weblinks, charts, illustrations, if needed add an attachment for it):

• Internationalization committee of the NaUKMA Academic Council as a discussion platform on internationalization was approved by the NaUKMA Academic Council on 24 February 2021
• Training program on teaching on intercultural competence(s), virtual exchange and virtual mobility application for the NaUKMA faculty was conducted on 10-11 December 2020
• NaUKMA has joint a number of project and initiatives on IAH, in particular digital instruments for internationalization:
  o Digital at home: new steps in internationalization of education project of the Baltic University Programme
  o co-teaching of International Management course by the NaUKMA and University Paris-Est Creteil (UPEC) faculty, with application of Harvard Business Publishing simulation (e.g. Leadership and Team Simulation: Everest), supported by the Embassy of France in Ukraine
  o COIL co-teaching of International Organization course by the faculty from 2 (three) universities – MacEwan University, Canada, Ukrainian Catholic University, Lviv, Ukraine and NaUKMA, with National Model United Nations in the core of students’ interaction
  o NaUKMA students participation in structured (not COIL ad hoc!) virtual mobility and amendments to the NaUKMA Mobility Regulations regarding recognition of virtual mobility

• NaUKMA joint Bologna Hub Peer Support project (the project aims at fostering the implementation of the Bologna key commitments and the application of the Bologna tools at higher education institutions throughout the European Higher Education Area (EHEA) through counselling missions of Bologna experts) with mobility and internationalization, in particular IHA as a core topic of the counselling mission to NaUKMA etc.

6. Challenges and Support
a. What were the main challenges of your project and how did you manage to overcome them?
   a. Global Covid-19 pandemic and urgent attention needed to different aspects, that internationalization/IAH
b. NaUKMA situation in 2020-21 – 3 successful attempts of the President elections, no university leadership  
c. Due to the circumstances necessity to reconsider the project goals and objectives.  

b. What resources helped you?  
a. General NaUKMA recognition of importance of internationalization and its rooting into many university activities  
b. Due to Covid 19 temporary social & personal „localization“ faculty and administration are more positive for recognizing the goals of internationalization as equipping students with global worldview and international competence and instrumentality of IAH for this purpose, rather than „relocation“  
c. Several programs and faculty members readiness to familiarize themselves and to pilot digital instruments for internationalization and IAH  
d. Due to pandemic online realities better technical preparation of the faculty to work online  

7. Lessons Learnt: What are your lessons learnt and recommendations you would like to share?  
• Project, especially strategic for the university, is a team work and cannot be implemented by one person, participating in the MOU initiative only  
• Initial need for discussing and Interconnection of internationalization with other university goals (e.g. international competence is among the generic competences for all the university students) – success, when they support each other!  
• Internationalization should involve far more stakeholders than CIO/IO  
• Possible need for the IO role rethinking (NOT the ”source“ of internationalization any more)  
• Further similar initiatives – the project with comparable topics and be implemented in tandems / teams of different Ukrainian universities, with the adviser from the EU country.  

8. Impact: Please describe how your project contributed to/ advanced the specific aspect of the internationalization at your university.  
• First structures discussion on generic competences/learning outcomes and international/global competence as one of them  
• Methods to insure obtaining international/global competence by all the students (international mobility is not enough)  
• Piloting of virtual instruments for internationalization as one of the components for IAH  

9. Outlook and Sustainability: What happens to the project after the end of the course (are there any follow-up projects? What are you going to do to ensure the sustainability of the project results?)  
a. Feedback collection and sustainability plan for IAH initiatives, piloted during the project  
b. Further dialog and exchange with international partners (e.g. participation of the NaUKMA faculty and international office staff at the International
Networking Days: Virtual Teaching, Learning and Exchange (INDays) at Justus Liebig University Giessen) on IAH and virtual mobility, exchanges etc. as core instruments of IAH

- Return to the project goals, which due to pandemic had to be crossed out from the initial list: further consideration of the models of engagement of international faculty for reaching / co-teaching at NaUKMA; programs of involving international students into internationalization of local students’ programs and practices, e.g. language tandems, student-run initiatives and others

  c. Final consideration and approval of the list of generic competences/learning outcomes for all NaUKMA programs and inclusion of international/global competence into this list

  d. Development of recommendations on international/global competence provision (IAH as one of the instruments) within study programs of different level