

Багатофакторність та складність шляхів вирішення амбітних завдань вдосконалення транспортної інфраструктури потребують у сучасному українському соціумі синергії потенціалу вищих навчальних закладів, бізнес-сектору та органів державного управління з питань розвитку «зелених» інновацій у транспортному секторі. З точки зору структурно-логічної матриці будови складних рішень, вищі навчальні заклади зазвичай мають високий рівень наукових кадрів, які за професійною діяльністю мають необхідний потенціал до конструювання методологічних моделей. Щодо бізнес-сектору – це професійно спрямоване коло мотивованих практиків, які мають фінансові важелі мотивації розробки діючих науково-обґрунтованих бізнес-моделей та спроможні впроваджувати їх в розширення ринків. Органи державної влади імплементують розроблені та апробовані методологічні моделі в законодавче поле, тим самим завершуючи стимулювання інноваційного розвитку транспортного сектору та просування апробованих та науково обґрунтованих інновацій в економіку.

PECULIARITIES OF INTERNATIONAL EDUCATIONAL PROJECTS IMPLEMENTATION TO IMPROVE THE QUALITY OF ENVIRONMENTAL SPECIALIST TRAINING

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International cooperation in the field of education is an important factor contributing to its development, modernization and improvement. A significant contribution to the development of international cooperation in this direction was made by the program of trans-European mobility in the field of university education – ERASMUS, which promotes the development of cooperation in the field of

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higher education between higher education institutions in the member states of the European Union and partner countries. The main task of this program is to expand cooperation in the field of higher education between the European Union and partner countries in the context of the implementation of the Lisbon Strategy and the Bologna Process [1].

This work reveals the experience of implementing a similar project, which focuses on improving the quality of training specialists through the use of international experience.

The project «Synergy of educational, scientific, management and industrial components for climate management and climate change prevention/CLIMAN» 619119-EPP-1-2020-1-NL-EPPKA2-CBHE-JP envisaged training of qualified climate managers. For this purpose, project teams will study best EU practices, select and train staff, update existing Master degree programs in environmental protection and management by developing an interdisciplinary training module in climate change prevention, adaptation and mitigation. The quality of training and competencies of climate managers will be thoroughly evaluated by all groups of stakeholder aiming to ensure their professionalism; project activities will be organized in partner countries and in the EU. Climate Management Centers will be set up to ensure the interaction of industrial and transport sectors, power industry, local authorities and partner universities towards implementing of the plan to decarbonize the various sectors of the economy of partner countries, promoting climate innovations by supporting the implementation of “climate-innovative startups” at all stages of implementation from generation of business model to entering into sales transactions.

The aim of the project is to help the universities of Georgia, the Republic of Belarus and Ukraine to become centers for the development of research of climate management to accelerate integration into the global climate market and to meet global climate regulation requirements by acquiring best European practices in the field of climate change prevention, adaptation and mitigation.

The specific objectives of the project are as follows:

1. Update the existing master degree programs by developing an interdisciplinary training module "Climate Management".
2. Establish consulting Climate Management Centers at partner universities and ensure their sustainable development.

3. Facilitate the development and strengthening of institutional capacity of partner universities aiming to develop recommendations for the industrial, transport, energy, tourism sectors and local authorities in the sphere of climate change prevention, adaptation and mitigation.

Indicators of progress in the project implementation are the following (progress indicators for each WP are specified in the LFM in detail):

1. The number of high-quality, multi-skilled specialists trained for comprehensive addressing of the challenges of climate change prevention, adaptation and mitigation.

2. Good national organizational structure for professionals in climate change prevention, adaptation and mitigation.

3. Qualitatively organized system of support of the development of climate regulation programs at national and regional level.

The historically conditioned common Soviet past of Ukraine, Georgia and the Republic of Belarus and the present joint processes of integration into the EU legislative space (including integration into the field of climate change prevention, adaptation and mitigation) determines the very similar results of the project implementation in these countries for the main target groups, and for the development of potential and modernization of higher education, and internationalization of higher education institutions, therefore further they will be considered together.

In the process of pre-project work on project preparation, five main target groups of the project were identified, which include:

- Universities - activities planned in the project (updating of the existing master degree program by developing a study module, training and internships for university employees, etc.) will contribute to the development of universities, improving the quality of education and therefore increase competitiveness due to EU support;

- students - training on updated master's program (through the development of an interdisciplinary educational module), adapted with the support of leading EU universities in students training in the field of climate change prevention, adaptation, mitigation and the development of students' business competencies to support the development of their own business in this field will help graduates not only to be in high demand on the national

and international labor market, but also build their own climate-oriented business;

- academic staff (teachers)- envisaged training of teachers of partner universities to equip them with advanced technologies for training of students in the interdisciplinary field of climate control processes and the development of business competencies, as well as teaching and learning technology, will increase the level of competencies and quality of work, and will contribute to the development of partner universities;

- employers (business and governmental structures) – envisaged consultations, questionnaires, meetings, trainings and internships from the employers for students will help to prepare qualified employees for employers to carry out activities on decarbonization of the industries of the partner countries;

- Climate Management Center employees - education and trainings conducted within the framework of the project for employees will help them to create an effective model of the Climate Management Center, capable to support the development and implementation of student climate start-ups, business ideas, and providing business advisory services in the field of mitigation of climate change, adaptation and minimization of consequences, to promote the ideas of climate control in society, etc.

Therefore, the implementation of international projects contributes to raising the level of education, as well as establishing new integrating connections in the "university-student-graduate-labor market" system.

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