Research article

Implementation of international project management at the educational establishment

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Abstract: This research article concerns the critical domain of the implementation of international project management within educational establishments. Recognizing the transformative potential of global engagement, the study centers on the development and execution of a comprehensive internationalization strategy. A nuanced exploration of the role of strong leadership and governance structures serves as a focal point, emphasizing the necessity of visionary leadership and transparent governance for successful international project management initiatives. The research underscores the strategic importance of a dedicated international office or department, acting as a central hub for expertise, coordination, and oversight in the complex landscape of cross-cultural collaboration. Furthermore, the study examines the integration of a global mindset among stakeholders, emphasizing the infusion of international perspectives into the curriculum and the facilitation of student and faculty mobility. Technological integration emerges as a pivotal enabler, balancing advancements with the need for flexibility in diverse technological landscapes. The findings of this research offer a comprehensive framework for educational establishments seeking to navigate the dynamic challenges and opportunities associated with international project management. The insights presented contribute to the broader discourse on globalizing education and position educational institutions to excel in an interconnected and interdependent world.

Keywords: international project; educational establishment; management; efficiency; organizational and pedagogical conditions

1. Introduction

Modern global trends require transformations of national systems of higher education. Higher education began to go far beyond the boundaries of higher education institutions within one country (de Wit & Altbach, 2021). Opportunities for students of higher education and teachers are increasing significantly. Double graduation, study of foreign languages, participation in international programs and projects, as well as carrying out scientific activities in partnership with foreign higher education institutions, which, in particular, involves the publication of joint monographs, holding round tables, conferences, seminars, lectures, bilateral publication of articles, work on a scientific project and cooperation with business – today's realities that must be taken into account in order to be competitive according to the relevant indicators in the international dimension.

The transition to the economy and digitization of knowledge (Roshchin et al., 2022), sustainable growth of the importance of innovations (Fourati-Jamoussi et al., 2021) lead to the use of management methodology of projects in education, as such, which provides educational institutions to the greatest extent effective competitiveness in the educational space. Managing a modern educational establishment is difficult complex task that requires new approaches from the management team, their key and updated competencies, mastery of educational methods of management (Mykhaylyshyn & Yakymiv, 2017). Organizational management acquires multi-vector progress in the process of overcoming established stereotypes on the innovative path of social development, having formed a generation of people who think and work in a new way.

Development of education was studied in the papers of Liang and Chen (2012), Sousa and Rocha (2018) and others. Scientists usually associate the development of the education system with such factors as democratization (Apergis, 2018), person-centeredness (Gray & Woods, 2022), humanization (Lee, 2023), professionalism (Evans, 2008), digitalization (Roshchin et al., 2022), integration into the global educational environment and international cooperation (de Wit & Altbach, 2021), organizational culture (Zhu & Engels, 2014), and continuity of education (Bore, 2006). Various aspects of the problem of managing educational establishments, formulating the essence of its basic concepts, management team formation, development of professional competences and organizational culture are devoted to the works of Kutsak et al. (2023), Zhu and Engels (2014). Educational project management is the central topic of Cerezo-Narváez et al. (2019), Mahfoud (2021). At the same time, a number of works are devoted to international project management in education (Debych, 2020).

Innovative experience shows that the implementation of project activities in educational establishments allow to implement projects successfully, to combine various aspects of activities, to utilize fully potentials and improve financial opportunities of the educational establishement. Therefore, management of international projects differs from other management activities, requiring special skills, tools, organizational structure and culture and is a recognized special branch management (Amoah & Marimon, 2021). Project activity has become a stimulating factor in development of education system. Educational establishments use specialized programs, alternative methods and foreign experience. Through innovative approaches to the content of the international project activities, means of implementation of the project method, actual tasks are introduced through the growth of professional skills of teachers and multiplication of professional competencies of the management team of educational establishment.

2. Literature Review

An international project refers to a cross-border initiative that involves collaboration and coordination among individuals, organizations, or entities from different countries. These projects typically aim to address global challenges, share resources, and achieve common goals, requiring cooperation across national boundaries (Kurowska-Pysz & Szczepańska-Woszczyna, 2017). According to Amoah and Marimon (2021), international projects can also be defined as multinational undertakings where activities, tasks, or objectives span multiple countries. They often involve participants from diverse cultural, legal, and economic backgrounds, requiring careful consideration of global factors such as international regulations, currency exchange rates, and geopolitical conditions. Also, other definition of an international project emphasizes global collaboration, where teams or stakeholders from various nations work together to achieve a shared project outcome (Yao, 2021). The collaboration may involve joint research, development, implementation, or delivery of products, services, or solutions, requiring effective communication and project management strategies tailored to the international context.

International projects in education refers to transnational research and academic collaborations (Ward et al., 2021). In this context, educational institutions from different countries come together to conduct joint research, develop academic programs, or address global issues. Such projects contribute to the internationalization of education and the advancement of knowledge through collaborative efforts across borders. We found that international projects in education exhibit several distinctive characteristics that set them apart from domestic or local initiatives, particularly cross-cultural collaboration among individuals, institutions, or organizations (Gyasi et al., 2021); global curriculum development (Munna, 2022); language diversity (Henderson, 2005); technological integration (Roshchin et al., 2022); exchange programs (Munna, 2022); global problem-solving (Henderson, 2005); cross-border funding and resources (Kurowska-Pysz & Szczepańska-Woszczyna, 2017); and interdisciplinary approach (Munna, 2022).

International project management in education demands a set of specific skills, knowledge, and attributes to navigate the complexities of cross-cultural collaboration and address the unique challenges associated with global educational initiatives. Figire 1 shows main requirements for international project management in education. By possessing these skills and attributes, international project managers in education can effectively lead projects that contribute to global collaboration, cross-cultural understanding, and advancements in education on an international scale.

Figure 1. Requirements for international project management in education.

Managing international projects in educational institutions involves a strategic approach that addresses the unique challenges associated with cross-border collaborations. We found that general framework of management of international projects in educational establishments typically include specific stages (Henderson, 2005; Muszyńska & Marx, 2019; Munna, 2022; Kurowska-Pysz & Szczepańska-Woszczyna, 2017). They are the following:

Needs assessment and goal setting deals with identification of the specific educational goals and objectives that the international project aims to achieve.

Project planning is to develop a comprehensive project plan that outlines timelines, milestones, and deliverables. It refers to the impact of cultural, linguistic, and regulatory differences on project implementation.

Stakeholder engagement is oriented towards identification and engagement of relevant stakeholders, including faculty, students, administrators, and external partners.

Cross-cultural training provide cross-cultural training for project participants to enhance cultural competence and promote effective communication and addresses cultural nuances, etiquette, and potential challenges to ensure smooth collaboration.

Legal and regulatory compliance is introduced to ensure compliance with international and local regulations governing education, visas, and other legal requirements. Collaboration with legal experts navigates regulatory frameworks and obtain necessary approvals.

Budgeting and financial management is to develop a budget that considers currency exchange rates, travel expenses, and other international financial considerations.

Technology integration means leveraging technology for virtual collaboration, online learning platforms, and communication tools.

Risk management identifies potential risks associated with international collaboration, including cultural misunderstandings, language barriers, and geopolitical factors.

Monitoring and evaluation establishes monitoring mechanisms to track progress against project milestones. Regularly evaluations of the effectiveness of the project is oriented towards achieving its educational goals.

Quality assurance is to implement quality assurance measures to ensure the delivery of high-quality education and adherence to established standards.

These stages can effectively manage international projects, fostering global collaboration and contributing to the advancement of education on a global scale.

In addition, implementing international projects in education comes with a set of challenges, many of which stem from the diverse and complex nature of cross-border collaborations. Findings show that these challenges include cultural dirfferences (varied cultural norms, values, and communication styles) (Jones et al., 2020); language barriers (differences in language proficiency among participants that hinder effective communication and collaboration) (Henderson, 2005); logistical issues (challenges related to the planning, coordination, and execution of various activities involved in the project) (Rajesh et al., 2023); financial considerations (managing budgets, navigating currency exchange rates, securing funding, and ensuring financial transparency) (Kurowska-Pysz & Szczepańska-Woszczyna, 2017); technology limitations (inadequate access to technology, varying levels of technological proficiency, and compatibility issues) (Roshchin et al., 2022); resistance to change (resistance from stakeholders to new teaching methods, approaches, or collaborative models) (Hubbart, 2023); ethical considerations (decisions oriented towards cultural appropriateness, fairness, and inclusivity (Baker & Niederman, 2023).

Successfully addressing these challenges requires proactive planning, effective communication, and a commitment to building resilient and adaptable international education projects. Additionally, ongoing evaluation and a willingness to learn from experiences contribute to improved project implementation over time.

Analysis of the the declared problem of international project management activity in educational establishments and its implementation in practice of management of educational systems, revealed a number of contradictions between:

- requirements put forward by society for the quality of management in education and the current state of development of project activities in them;
- theoretical substantiation of structural and content management components of project activity in the educational institution and lack of technological support;
- the need to manage international project activities in the educational establishment and the insufficient level of training of management subjects to implementation of innovative management activity;
- the need to update the image of the school in terms of market relations and lack of awareness by managers of the role of project activity in ensuring competitiveness of the educational institution.

Thus, the purpose of the study is to identify theoretical substantiation and experimental verification of organizational and pedagogical conditions for managing international project activities in the educational establishment.

Accordingly, the research objectives are:

1. To analyze the state of management of international project activities in educational institutions by the example of India and to outline the factots affecting such activities;

2. to verify the organizational and pedagogical conditions of management of international project activities in the educational establishments;

3. to develop recommendations for management of international project activities in educational establishments.

3. Materials and Methods

3.1 Research design

To comprehensively investigate the implementation of international project management in education, a mixed-methods research design will be employed. The qualitative component will involve in-depth interviews with project managers, stakeholders, and participants engaged in international education projects. These semi-structured interviews will explore participants' experiences, challenges encountered during implementation, and successful strategies employed. Focus group discussions will complement individual interviews, fostering collaborative dialogue among participants and providing a platform to uncover shared perspectives and diverse insights. Additionally, document analysis will be conducted, reviewing project documentation, reports, and relevant materials to triangulate findings and gain a holistic understanding of the contextual factors influencing implementation.

To enhance the quantitative aspect of the research, a survey instrument will be designed to collect data from a broader sample of participants involved in international education projects. This survey will incorporate Likert-scale questions and open-ended items, capturing

quantitative data on project success metrics, financial considerations, and logistical challenges. The survey will be distributed to a diverse group of project managers, educators, and administrators involved in international projects, allowing for statistical analyses to identify trends and correlations. By integrating both qualitative and quantitative methods, this research design aims to provide a nuanced and comprehensive exploration of the implementation of international project management in education, offering valuable insights for practitioners, policymakers, and researchers in the field.

3.2 Participants

The expert group assembled for studying the implementation of international project management in education comprises individuals with diverse and extensive expertise in the fields of education, project management, cross-cultural collaboration, and international relations. The group includes seasoned project managers with a track record of successfully leading and overseeing international educational initiatives, bringing practical insights into the challenges and best practices of project implementation across borders. Their experiences encompass various educational levels, from primary to higher education, ensuring a comprehensive understanding of the unique dynamics at play in different academic contexts.

We involved 24 project management experts and the group includes educators with a deep understanding of international pedagogy and curriculum development. These individuals contribute insights into the academic aspects of international projects, addressing how educational content is adapted, delivered, and assessed in diverse cultural settings. The expert group further incorporates professionals with a background in intercultural communication, helping to analyze the cultural dimensions of international collaboration and communication challenges that may impact project implementation. Lastly, experts in international relations and global policy contribute perspectives on navigating regulatory frameworks, diplomatic considerations, and geopolitical factors that influence the successful execution of educational projects on a global scale. This composition ensures a well-rounded and interdisciplinary approach, fostering a comprehensive understanding of the complexities involved in implementing international project management in education.

3.3 Procedures

Studying the implementation of international project management in education involves several stages, each contributing to a comprehensive understanding of the challenges, successes, and best practices. Figure 2 shows the stages in our study, in particular preliminary, main, and concluding stages.
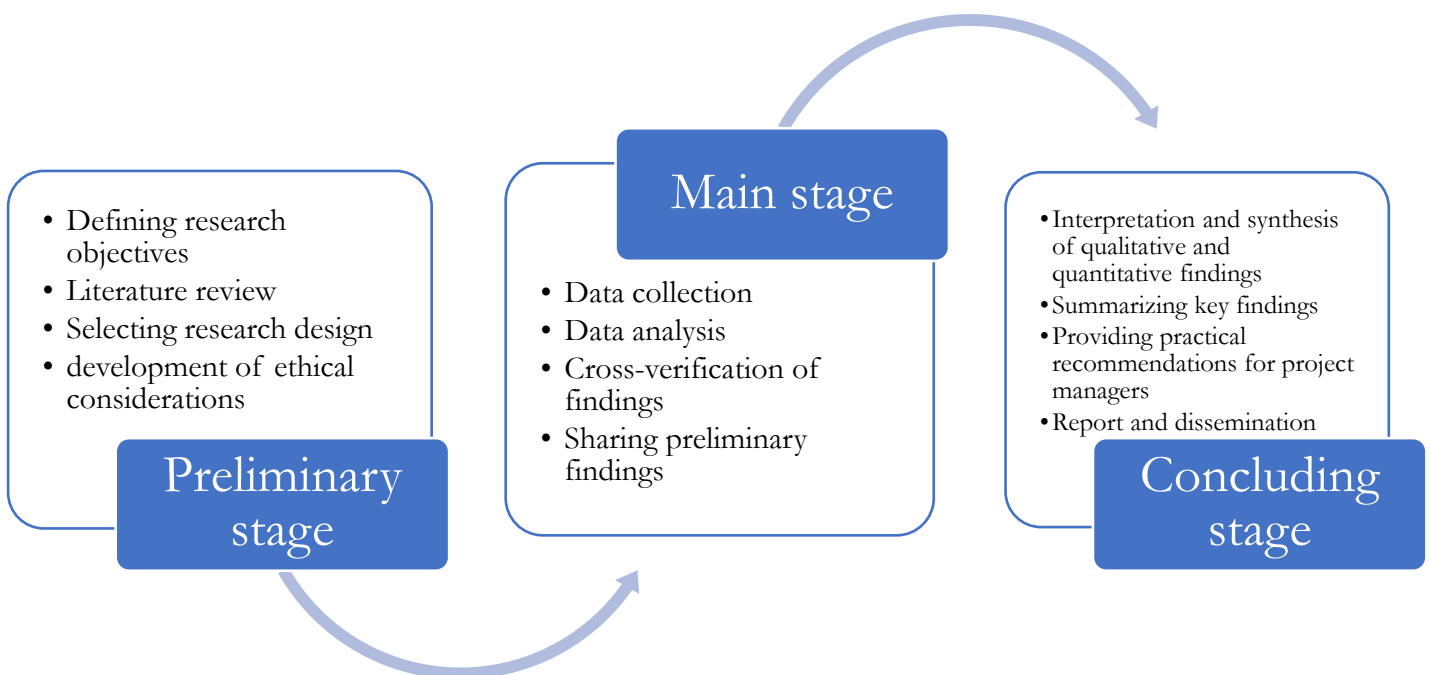

Preliminary stage
- Defining research objectives
- Literature review
- Selecting research design
- development of ethical considerations

Main stage
- Data collection
- Data analysis
- Cross-verification of findings
- Sharing preliminary findings

Concluding stage
- Interpretation and synthesis of qualitative and quantitative findings
- Summarizing key findings
- Providing practical recommendations for project managers
- Report and dissemination

Figure 3. The stages of the research.

3.4 Data analysis

The implementation of international project management at the educational establishment involves several data analysis procedures to assess the effectiveness, challenges, and outcomes of the project. We applied the following data analysis procedures: quantitative analysis (using statistical tools and software to analyze factors such as project timelines, budget variances, and academic performance indicators); qualitative analysis (analysis of qualitative data obtained from interviews, focus groups, and open-ended survey questions, and thematic analysis or content analysis to identify patterns, themes, and trends related to the implementation of international project management); SWOT analysis (Strengths, Weaknesses, Opportunities, Threats analysis specific to the implementation of international project management that involved identification of internal and external factors influencing the project's success); feedback analysis (gathering feedback from participants throughout the project implementation to make iterative adjustments and improvements to the project management processes); report findings (compiling the findings into a comprehensive report that includes data visualizations, statistical summaries, and qualitative insights).

4. Results

4.1 Analysis of the state of management of international project activities in educational institutions

We found that state of management of international project activities in educational institutions is charecretized by experts using the following criteria: project objectives definition, stakeholder engagement, resource allocation, timeline adherence, budget management, quality of educational programs, cross-cultural integration, technology integration, risk management, communication strategies, sustainability, monitoring and evaluation framework. Figure 5 shows the state of management of international project activities in educational institutions. The experts stated that main problems are connected with sustainability or assessment whether the project has the potential for long-term success and can adapt to changing circumstances. Also, a number of participants admitted that the use of wrong communication strategies, poor risk management, and lack of technology integration lead to inefficient management of international project activities in the educational establishments.
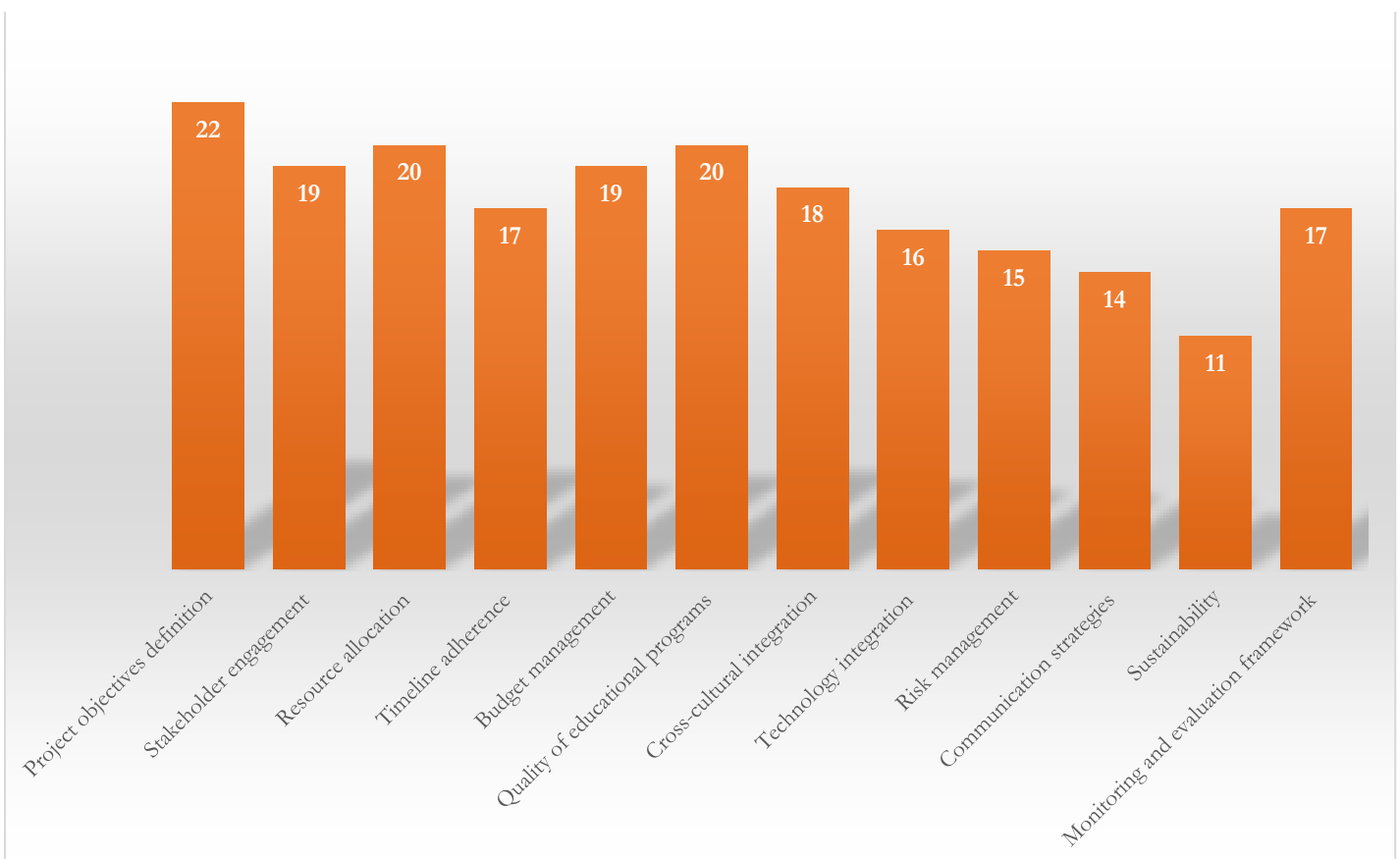
Figure 5. State of management of international project activities in educational institutions according to experts.

4.2 Description of internal and external factots affecting management of international project activities in educational institutions

The successful management of international project activities in the educational institutions is influenced by various internal and external factors. The findings show that internal factors include: leadership and governance, organizational culture, faculty competencies, resource allocation, communication and coordination, strategic planning, risk management, infrastructure and technology, institutional support services, flexibility and adaptability, evaluation and learning culture, and student and stakeholder engagement. Table 1 shows the importance of internal factorsof the successful management of international project activities in the educational institutions. By addressing and optimizing these internal factors, educational institutions can enhance their capacity to manage international project activities effectively, leading to successful outcomes and the achievement of broader institutional objectives.

Table 1. Importance of internal factors of the successful management of international project activities in the educational institutions (by experts)

Internal factor	Description	Importance (number of experts)
Leadership and governance	The effectiveness of project management is heavily influenced by the leadership and governance structures within the educational institution. Strong and supportive leadership, along with clear governance frameworks, can facilitate decision-making, resource allocation, and project oversight.	18
Organizational culture	A culture that values collaboration, innovation, and openness to new ideas can foster successful project implementation.	16
Faculty competencies	The knowledge, skills, and expertise of faculty and staff involved in international projects are critical. Adequate training and development programs should be in place to enhance their competencies related to cross-cultural communication, international collaboration, and project management.	17
Resource allocation	Adequate allocation of financial, human, and technological resources is essential for the success of international projects.	18
Communication and coordination	Clear lines of communication, both vertically and horizontally, are necessary to ensure that all stakeholders are informed and aligned with project objectives.	12
Strategic planning	Projects should be integrated into the institution's strategic planning processes to ensure coherence and relevance	11
Risk management	The ability to identify, assess, and mitigate risks is essential for managing international projects.	13
Infrastructure and technology	This includes communication tools, project management software, and other technology solutions that facilitate collaboration across borders.	11
Institutional support services	The availability of support services, such as international offices, legal services, and project management offices, can enhance the management of international projects.	10
Flexibility and adaptability	The ability of the institution to adapt to changing circumstances and unexpected challenges is crucial.	11
Evaluation and learning culture	Regularly assessing the outcomes of international projects and incorporating lessons learned into future initiatives contribute to ongoing improvement.	12
Student and stakeholder engagement	Involving os students and stakeholders in the planning and execution phases ensures that projects are aligned with their needs and expectations.	14

At the same time, the management of international project activities in educational institutions is influenced by various external factors that are beyond the institution's direct

control. These external factors can impact the planning, execution, and overall success of international projects, and they include regulatory environment, global economic conditions, political stability and geopolitical factors, cultural and language differences, global health and safety concerns, technological infrastructure of partner countries, market conditions and demands, international partnerships and collaboration, globalization trends, funding sources and economic support, public perception and reputation, legal and intellectual property issues, environmental factors, access to research and educational resources. Table 2 shows the importance of external factors affecting the management of international project activities in educational institutions according to experts.

Table 2. Importance of external factors of the successful management of international project activities in the educational institutions (by experts)

External factor	Description	Importance (number of experts)
Regulatory environment	The regulatory frameworks and policies of both the home and host countries can significantly impact international projects. Institutions need to navigate visa regulations, compliance with local laws, and other legal requirements, which can vary widely.	9
Global economic conditions	Economic conditions, such as exchange rates, inflation, and global economic trends, can affect the financial aspects of international projects. Fluctuations in currency values, for example, may impact budgeting and financial planning.	8
Political stability and geopolitical factors	Political stability in both the home and host countries is crucial for the success of international projects. Geopolitical tensions, changes in government policies, and international relations can introduce uncertainties that affect project planning and execution.	10
Cultural and language differences	Cultural and language variations present challenges in communication, collaboration, and understanding among project participants. Adapting to diverse cultural norms and linguistic differences is essential for effective international project management.	15
Global health and safety concerns	Events such as pandemics, natural disasters, or health and safety concerns can disrupt international projects. Institutions must consider the potential impact of these external factors on the health and well-being of project participants.	11
Technological infrastructure of partner countries	The technological infrastructure of partner countries may vary, affecting communication, collaboration tools, and access to resources. Differences in technology capabilities can pose challenges for the implementation of international projects.	14
Market conditions and demands	Economic and market conditions in the host country can influence the demand for educational services. Institutions must consider market trends, competition, and the needs of the target audience when planning international projects.	15
International partnerships and collaboration	The strength and stability of partnerships with international institutions or organizations can impact project success. Establishing and maintaining strong collaborative relationships are essential for effective cross-border initiatives.	15
Globalization trends	Ongoing trends in globalization, including increased interconnectedness and mobility, can create opportunities and challenges for international projects. Educational institutions must adapt to changing global dynamics and student mobility patterns.	7
Funding sources and economic support	The availability of funding sources and economic support, both from governmental and non-governmental entities, can influence the feasibility and sustainability of international	15

	projects. Changes in funding availability or conditions may impact project planning.	
Public perception and reputation	The public perception of the institution, both locally and internationally, can affect the success of international projects. A positive reputation may attract more partners and participants, while a negative image can hinder collaboration.	7
Legal and intellectual property issues	Legal considerations, including intellectual property rights and data protection laws, can affect the management of international projects. Institutions must ensure compliance with legal requirements in different jurisdictions.	8
Environmental factors	Environmental considerations, such as climate conditions and sustainability concerns, can impact international projects. Institutions may need to address environmental factors in project planning and implementation.	9
Access to research and educational resources	Availability and access to research materials, educational resources, and facilities in different countries can vary. Institutions must consider the adequacy of resources when planning and executing international projects.	16

4.3 Verification of the organizational and pedagogical conditions of management of international project activities in the educational establishments

The successful management of international project activities in educational establishments involves considerations of both organizational and pedagogical conditions. We found that organizational conditions for the successful management of international project activities in educational establishments encompass the establishment of strong leadership and governance structures (Fareed et al., 2023), the formulation and adherence to a clear internationalization strategy (Melin, 1992), and the cultivation of a positive and supportive institutional culture that values diversity and innovation (Yao, 2021). Additionally, an effective organizational structure that facilitates seamless communication and coordination (Jones et al., 2020), along with the allocation of adequate financial, human, and technological resources, is essential. The presence of a dedicated international office or department responsible for overseeing and coordinating international initiatives, coupled with robust project management processes and a proactive risk management framework, further ensures efficient execution and achievement of objectives. Building collaborative networks, providing legal and compliance support, and fostering a commitment to continuous improvement contribute to an organizational environment that fosters the success of international project activities, ultimately enhancing the global impact and reputation of the educational institution.

According to our survey, organizational conditions for the successful management of international project activities in educational establishments concern: leadership and governance, the existence of a clear internationalization strategy, positive and supportive institutional culture, organizational structure facilitating effective communication and coordination, the existence of an international office or department, risk management, building and maintaining collaborative networks, and legal support. Figure 6 shows the verification of organizational conditions for the successful management of international project activities in educational establishments by experts.

Pedagogical conditions for the successful management of international project activities in educational establishments involve the integration of global perspectives into the curriculum (Munna, 2022), the professional development of faculty to enhance cross-cultural competencies and project management skills (Kutsak et al., 2023; Zhu & Engels, 2014), and the active engagement of students in international projects to foster a sense of ownership and collaborative learning (Green, 2019). Additionally, the incorporation of technology for virtual collaboration and communication, language support to address linguistic diversity, and the implementation of effective assessment and evaluation mechanisms ensure that the educational value of international activities is maximized. By offering experiential learning opportunities, mentorship programs, and creating a flexible environment that accommodates diverse teaching and learning approaches, educational establishments can empower students and faculty to thrive in international project settings, contributing to the institution's commitment to holistic and globally-oriented education.

The survey experts stated that pedagogical conditions for the successful management of international project activities in educational establishments include the following: curricular

integration, faculty development, student engagement, cross-cultural competencies among students and faculty, technology integration, implementing effective assessment and evaluation mechanisms, language support, experiential learning opportunities, establishing mentorship programs, flexible environment for innovative teaching and learning.

Figure 6. Verification of organizational conditions for the successful management of international project activities in educational establishments.

Figure 7 shows the verification of organizational conditions for the successful management of international project activities in educational establishments by experts.
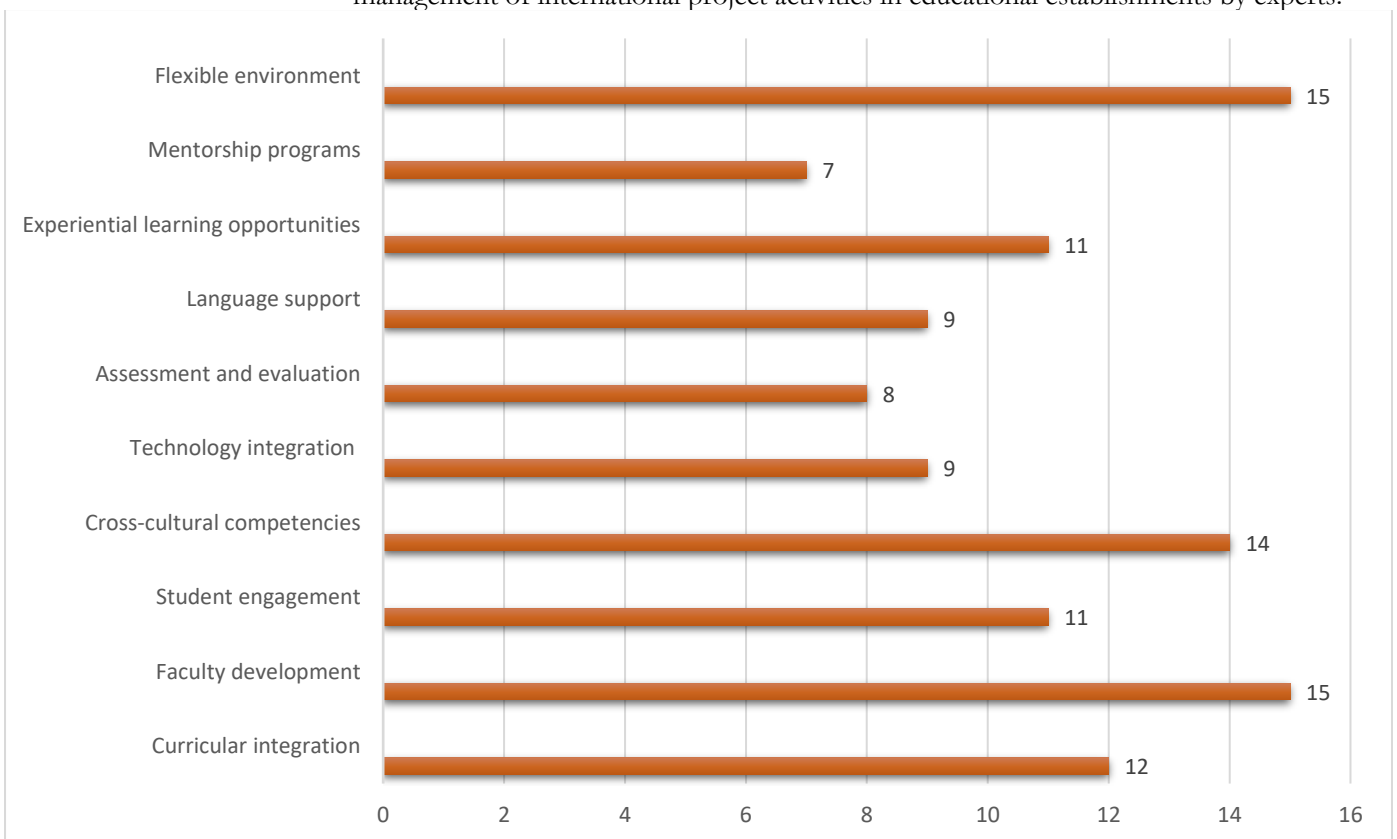

Figure 7. Verification of pedagogical conditions for the successful management of international project activities in educational establishments.

By addressing these organizational and pedagogical conditions, educational establishments can create a conducive environment for the successful management of international project activities. The integration of these factors contributes to a holistic approach that aligns with the institution's mission and goals. Therefore, we think that successful management of international projects in the educational establishments considering organizational and pedagogical conditions require the development of specific recommendations.

4. Discussion

Managing international project activities in educational establishments requires careful planning, coordination, and a strategic approach. The survey enabled us to develop the recommendations for effective management of such projects.

Development of a clear internationalization strategy

The development of a clear internationalization strategy is a foundational step in effectively managing international project activities in educational establishments. This strategy provides a roadmap that aligns the institution's goals with global initiatives, ensuring that international projects contribute to the overall mission and vision of the institution. Developing a clear internationalization strategy include needs assessment to understand why internationalization is important for the institution (Melin, 1992); defining the objectives and goals of the internationalization strategy (Alpenidze, 2015); involvement of key stakeholders, including faculty, students, administrators, and external partners, in the development of the internationalization strategy (Li & Xue, 2023); evaluation of the institution's resources, both financial and human, as well as its technological infrastructure, to determine the capacity for managing international projects (Moshtari & Safarpour, 2023); identification of specific regions or countries that align with the goals of the institution's internationalization efforts (Melin, 1992); development of a strategic action plan; integration of internationalization into curriculum and programs; promoting student and faculty mobility; implementation of evaluation and monitoring mechanisms.

Establishment of strong leadership and governance

The establishment of strong leadership and governance is crucial for effectively managing international project activities in educational establishments (Fareed et al., 2023). Strong leadership provides vision, direction, and strategic oversight, while effective governance ensures that decision-making processes are transparent, accountable, and aligned with the institution's goals. Strong leadership and governance for managing international projects requires leadership vision and commitment; inclusion of internationalization in institutional mission; strategic planning for internationalization; adoption of inclusive decision-making processes; implementation of effective risk management; support for collaboration and partnerships (Gundersen et al., 2012). By focusing on strong leadership and governance, educational establishments can create an environment that effectively manages international project activities, contributing to the institution's global impact and enriching the educational experiences of students and faculty.

Faculty professional development

The dynamic nature of international collaborations requires faculty members to acquire specific skills, competencies, and cultural awareness. Findings (Fomin, 2023; Kutsak et al., 2023; Zhu & Engels, 2014) show that they include strong cross-cultural communication skills to effectively engage with diverse stakeholders; training in global project management principles and practices; cultural competency training to navigate diverse cultural contexts; language proficiency; training on effective international collaboration techniques to build successful partnerships; integration of global perspectives into the curriculum; interdisciplinary collaboration training; engagement in professional networking and form international partnerships; legal and regulatory compliance training; diversity, equity, and inclusion training; emphasizing a culture of continuous learning and professional growth; establishing mentorship programs where experienced faculty guide those newer to international collaborations; technology training for virtual collaboration; training on evaluation and reflection practices. Faculty professional development helps educational establishments empower their educators to navigate the complexities of international project activities successfully. This, in turn, contributes to the institution's global reputation, enhances the educational experience for students, and fosters a culture of continuous improvement and innovation.

Engagement of students actively in the planning and execution of international projects

The active engagement of students in the planning and execution of international projects is a key strategy for successfully managing international project activities in educational establishments. Involving students in the process not only enriches their learning experiences but also contributes to the overall success and sustainability of global initiatives (Babaei et al., 2023; Choi et al., 2023; Prebanić & Vukomanović, 2023). It demands student participation in project design; formation of student project teams or committees; student-led initiatives; cross-cultural students' collaboration; integration into coursework allowing students to engage with the project as part of their academic curriculum; offering study abroad opportunities as part of international projects; encouragement of students to contribute to the project through research initiatives, academic papers, or presentations; facilitating collaborative research projects where students work alongside faculty members in addressing specific aspects of the international project; promotion of peer-to-peer learning within the student community; involvement of students in communication and outreach efforts related to the international project; integration of reflection and evaluation activities into the project; recognition and celebration of student contributions. Involving students in the planning and execution of international projects enhances the educational experience but also creates a culture of student empowerment, global citizenship, and collaborative learning.

Integration of technology for collaboration

Technology facilitates seamless communication, enhances collaboration, and streamlines project management across geographical boundaries. According to our findings (Adomako & Nguyen, 2023; Roshchin et al., 2022), to integrate technology for collaboration, educational establishments are to implement virtual collaboration platforms that enable real-time communication and interaction among project participants; to use project management software to streamline planning, scheduling, and tracking of international projects; to embrace cloud-based storage solutions for secure and accessible document sharing; to enable collaborative document editing tools that allow multiple users to work on documents simultaneously and to enhance teamwork; to organize video conferencing and webinars; to establish online communication channels, such as discussion forums, messaging apps, or project-specific communication platforms; to employ collaborative data analysis tools for projects that involve research or data-driven decision-making; to integrate language translation tools to overcome language barriers among international team members; to engage with global collaboration platforms designed to connect educational institutions worldwide; to create digital collaboration workspaces; to implement robust cybersecurity measures to safeguard project data and communications.

Incorporation of global perspectives into the curriculum

The incorporation of global perspectives into the curriculum is a fundamental strategy for effectively managing international project activities in educational establishments (Munna, 2022). This approach ensures that students are exposed to diverse cultural, social, and economic contexts, preparing them to navigate the complexities of an interconnected world. Key considerations for incorporating global perspectives into the curriculum are the following: integration of global learning objectives; development of multidisciplinary courses; incorporation of case studies to illustrate real-world applications of theoretical concepts; facilitation of cross-cultural experiences, such as study abroad programs, exchange initiatives, or virtual collaborations with students from other countries; globalization of elective courses; promotion of critical thinking about global issues; encouragement of reflective practices. Incorporating global perspectives into the curriculum helps educational establishments to prepare students to actively engage in international project activities with cultural sensitivity, adaptability, and a broader worldview.

Implementation of effective assessment and evaluation

Implementing effective assessment and evaluation strategies ensures that the goals of the projects are met, learning outcomes are achieved, and continuous improvement can be realized. In the context of international project activities these strategies are introduced through a number of measures (Melin, 1992; Tavares, 1999), such as defining clear objectives and expected outcomes for the international project; development of comprehensive assessment plans; employment of a variety of assessment methods; incorporation of formative and summative assessments; implementation of peer and self-assessment; assessment of intercultural competencies; considering project-based sssessments; collecting qualitative and quantitative data; engagement of stakeholders in evaluation; implementing post-project evaluations; encouragement of continuous improvement. Implementing

effective assessment and evaluation strategies enhances the educational experience for students but also informs institutional strategies for future global initiatives.

Fostering culture of flexibility and adaptability

This ensures that institutions can navigate the dynamic and diverse challenges associated with global collaborations. The main approaches to cultivating a culture of flexibility and adaptability include open communication; cross-cultural training; innovation and creativity; flexible project plans; regular checkpoints and project reviews to assess progress and identify potential challenges; flexible educational environment; training opportunities to develop skills that enhance adaptability; formation of cross-functional collaboration; mechanisms for continuous feedback throughout the project; supportive organizational culture (Jalali Sohi et al., 2020; Romagnoli et al., 2022). By integrating these approaches, educational establishments can establish a culture that values flexibility and adaptability, enabling them to effectively manage the complexities and uncertainties inherent in international project activities. This culture not only enhances the success of individual projects but also positions institutions to thrive in an ever-evolving global landscape

Therefore, successful management of international projects in educational establishments requires a dynamic blend of strategic planning, adaptive leadership, and a commitment to fostering a global mindset. Embracing flexibility, continuous improvement, and cross-cultural collaboration positions institutions to navigate complexities, enrich educational experiences, and prepare students for a globally interconnected future

5. Conclusions

The exploration of the implementation of international project management at educational establishments has unveiled a multifaceted landscape that demands strategic foresight, adaptive leadership, and a holistic commitment to global engagement. The findings of this research underscore the pivotal importance of a well-defined internationalization strategy as the linchpin for successful project management initiatives. Articulating clear objectives, aligning institutional goals, and creating a dynamic roadmap that encapsulates the diverse facets of global collaboration form the bedrock of this strategic imperative.

Crucially, the role of strong leadership and governance cannot be overstated. The efficacy of international project management within educational establishments hinges on the presence of leaders with a global vision and the ability to navigate the complexities of cross-cultural collaboration. Leaders must not only champion the cause of internationalization but also establish transparent governance structures that foster accountability and inclusivity. The creation of a dedicated international office or department emerges as a cornerstone, providing a centralized hub for expertise, coordination, and oversight.

One of the key takeaways from this research is the imperative to cultivate a global mindset among stakeholders. Education, in essence, becomes a dynamic exchange where cultural diversity is embraced, and students and faculty are equipped with the skills to thrive in an interconnected world. The integration of international perspectives into the curriculum and the promotion of student and faculty mobility emerge as powerful strategies for infusing a global ethos into the educational fabric. This research underscores that such initiatives not only enrich the educational experience but also contribute to the development of well-rounded, globally competent individuals poised to navigate the challenges of the 21st century.

Technological integration surfaces as a critical enabler for successful international project management. The digital landscape offers a myriad of tools for communication, collaboration, and project monitoring, bridging geographical gaps and facilitating seamless interaction among project participants. However, the research highlights the importance of balancing technological advancements with an awareness of the varying technological infrastructures in different regions. Institutions must adopt flexible and inclusive approaches that accommodate diverse technological capabilities.

Furthermore, the establishment of effective risk management mechanisms is paramount. International projects inherently involve navigating unfamiliar territories, whether legal, financial, or logistical. The ability to identify, assess, and mitigate risks is foundational for ensuring the success and sustainability of international initiatives. A proactive approach to risk management contributes to resilience in the face of unexpected challenges, ensuring that projects stay on course despite the uncertainties inherent in the global landscape.

Collaborative networks and partnerships emerge as catalysts for success in international project management. Establishing and nurturing relationships with international institutions, industry partners, and governmental agencies enriches the collaborative ecosystem. The

research emphasizes the need for institutions to actively seek and leverage partnerships that align with their goals, fostering a spirit of mutual benefit and shared success.

As educational establishments embark on international projects, it is imperative to embrace a culture of continuous evaluation and adaptation. Regular assessments of project outcomes, stakeholder feedback, and ongoing monitoring contribute to a culture of continuous improvement. Institutions must be agile and responsive, ready to refine strategies, embrace innovative approaches, and learn from both successes and challenges.

In conclusion, the implementation of international project management in educational establishments is a transformative journey that demands strategic vision, effective leadership, and a steadfast commitment to fostering a global mindset. The insights gleaned from this research provide a robust framework for institutions seeking to navigate the complexities of internationalization successfully. By integrating these findings into their practices, educational establishments have the opportunity not only to enrich the educational experiences of their stakeholders but also to position themselves as trailblazers in the global landscape of education. The research underscores that, as educational institutions venture into the realm of international project management, they embark on a journey that has the potential to redefine and elevate the impact of education on a global scale.

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