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## **Some Aspects of International Education Project Management**

### **Abstract**

The existing experiences within the international educational projects indicate very clearly that the necessary resources of a single country or of a single institution, whether they are academic, human, and financial, are never enough to achieve the purpose.

The successful collaboration between both parties determines the achievement of the purpose. One of the main tasks of the international educational project is to support convergence between its opposing parties. An educational system will be recognized as one constituent of the whole social and political system of a country. That is why unfamiliar educational problems of a certain society become evident in each classroom of all countries.

**Key words:** *International educational project, DIMTEGU, TEMPUS, Tunnelling Activities, Management.*

### **Introduction.**

International educational projects play a key role in creating the rightful architecture of modern society. A central point in this process is the enquiry to identify and elicit most urgent problems in national educational systems in the world. The concerned part of society builds up shortcomings of the actual system through educational structures. Therefore, while identifying the problem it is necessary to analyse the influences of the system on the target groups. The gap in an educational system cannot be invented; it can be solely recognized through the contact with the impacted part of society.

The central concern of an educational project must be the identification and solution of the problems. The problems can be caused by certain social, political and ethnological situations in certain societies.

The knowledge transfer in the modern globalized world represents the most advanced frame for the implementation of the considered projects. A national educational structure in one country can be applied to that of another country and can prove to be helpful in solving its problems. Therefore, the quality of internationality should be considered as unalterable and essential in educational initiations. The international

communication transgresses national boundaries and arises the need for the more intensive exchange within national educational practices. Nevertheless, it should be also taken into consideration that the increasing multilinguality not only promotes national educational systems but also puts up a complex challenge to them. International educational systems support the concentration of human and financial resources for the sake of advancement of all the involved countries.

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### **Tunnelling Activities for the Formation of Project Consortium**

The detailed elicitation of state educational resources represents a main task in the process of the formation of project consortium. The first step to deal with the above-mentioned undertaking is to identify the local representatives of the local educational systems. The experiences of the latter are based on functioning of national educational systems. According to the experience it can be claimed that central and peripheral regions of an educational system have a different perspective concerning the

urgent problems. Therefore, it is very crucial to bring both the peripheral and central educational representatives together within the educational project.

The successful collaboration between both parties determines the achievement of the purpose. One of the main tasks of the international educational project is to support convergence between its opposing parties. An educational system will be recognized as one constituent of the whole social and political system of a country. That is why unfamiliar educational problems of a certain society become evident in each classroom of all countries.

All above-mentioned aspects and tasks concentrate on the responsibilities of the educational project management. That is why the project management leads to a successful destination.

### **The Tasks of Project Management**

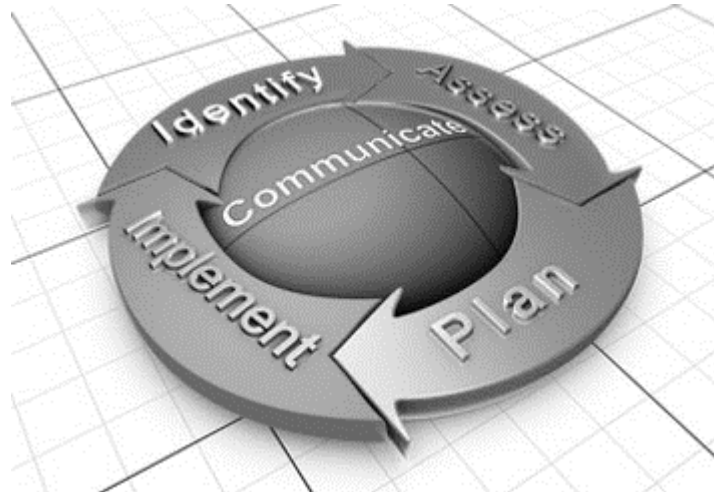
The educational project management in general represents the use of knowledge, skills, tools, and techniques to plan and implement activities in different project phases. The main scheme of the project refers to the so-called "project management life circle". It has four phases:

1. initiation
2. planning
3. execution
4. closure

The project life circle typically passes through four stages, e. t. definition, planning, execution and delivery.

The starting point begins the moment the project is given the go-ahead. The project

effort starts slowly, reaches its culmination and then declines to delivery of the project to customers.



[source](#)

**Project communication management** is about how communication is carried out during the course of the project. Good communication ensures that all stakeholders are regularly kept informed about progress and problems. Project communication management is made up of the following processes:

**Communications planning** – determining the information and communication needs of the stakeholders: who needs what information, when will they need it, and how will it be given to them;

**Information distribution** – making needed information available to project stakeholders in an accessible and timely manner;

**Performance reporting** – collecting and disseminating performance information. This includes status reporting, progress measurement and forecasting;

**Administrative (Project) Closure** – generating, gathering, and disseminating information to formalise phase or project completion.

### **DIMTEGU - a View from Outside**

The DIMTEGU project can be considered as one of the best structured international educational projects with its participant universities and high schools in four countries: the Ukraine, Georgia, Latvia, and Germany.

All activities of the project will be prepared by the coordination office DIMTEGO in Tbilisi. The academic staff and administration of the faculty of humanities work together being constantly evaluated by quality assurance office. The administration of the project budget between the participant countries is processed by the headquarters in

Tbilisi. DIMTEGO office staff provide practical assistance and advice for all activities within the project. The office organizes and coordinates all the meetings and initiates all the necessary steps for the frictionless implementation of project intentions.



Considering that during the project time in the Ukraine the military intervention took place and the Crimean university was cut off from the project process, it can be imagined how difficult it was to proceed the project

uninterrupted. Nevertheless, all the involved persons are highly cooperative and helpful to solve the problems of transferring donations, organizing meetings and field monitoring visits.



*Study Tour at Goethe-University  
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Besides, the legal conditions are changed regarding education policy in contrast to the beginning times of the project. Policy changes and political complications belong to unexpected factors of DIMTEGO project. The managing of instability is the challenge which was solved optimally by their headquarters office. The key skill to solve the

mentioned problem were the functioning communicative channels between the headquarters and the local participants.

The valuable experiences of management within the DIMTEGO project can be in fact recognized as one of the main outcomes of the whole project.