



Strategic Plan for the Comprehensive Development of Internationalisation at Kauno kolegija for 2026-2030



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INTRODUCTION

In today's context of globalisation, marked by rapid cultural exchange and international cooperation among higher education institutions, businesses, and other public entities, *the development of internationalisation in higher education is regarded as one of the key priorities in implementing the principles of sustainable development and preparing qualified professionals capable of adapting to the demands of the global labour market.*

Kauno kolegija (hereinafter referred to as Kolegija) actively participates in the European Higher Education Area and the European Research Area, thereby contributing to the quality of internationalisation in higher education. Internationalisation within the community of Kolegija is understood as a means that significantly contributes to the effective implementation of Kolegija's mission.

With its successful integration into the international European university alliance UNINOVIS – Data for L.I.F.E., active participation in international networks, and the development of strategic partnerships, Kolegija is consistently increasing reciprocal student and staff mobility. Experienced foreign lecturers from higher education and research institutions across Europe and other countries are attracted to Kolegija. Together with international partners, Kolegija carries out applied research, experimental development, and professional art activities at an international level. Each year, an increasing number of study programmes are offered in foreign languages, and the proportion of international students continues to grow. In developing international relations with foreign higher education institutions, double degree and joint study programmes are being implemented and/or prepared. Kolegija is implementing educational innovations such as micro-credentials, which are recognised both nationally and internationally in the higher education area and the labour market. The implementation of activities increasingly incorporates the use of digital learning technologies.

The Comprehensive Internationalisation Development Plan of Kolegija for 2026–2030 is an integral part of Kauno kolegija's institutional strategy. In developing internationalisation during the period 2026–2030, Kauno kolegija is guided by the concept of comprehensive internationalisation, which integrates studies, research (including the arts), and impact on society and the region.

Kauno Kolegija Mission: We provide innovation-based higher education studies focused on practical activities and promote applied science and art activities significant for the development of society.

Vision: Kauno kolegija Higher Education Institution is an advanced and sustainable European higher education institution that nurtures Lithuanian national culture and traditions.

Values:

- **RESPONSIBILITY.** We see responsibility as a fair and transparent decision-making and implementation process where the needs of students, academic staff, parents, stakeholders, employers, and other members of society are duly respected. Responsibility is the fulfilment of commitments given to oneself and others, ensuring the quality of work and studies, academic integrity, and sustainable use of available resources. The activities of the Kauno kolegija Higher Education Institution are based on the philosophy of sustainable development.
- **PROFESSIONALISM.** We view professionalism as a cognitive process that begins with self-awareness, encompassing the belief in our own abilities and those of others, the necessity of implementing our ideas in a high-quality manner, continuous improvement, growth, and competence development. Professionalism is supported by a constant pursuit of knowledge, mutual harmony between individuals and the environment, a striving for goals, and the ambition to become a leader in our field of expertise.
- **OPENNESS.** Openness helps us recognise, accept, apply, and develop innovative solutions, and move forward with the dynamic world of business. Openness is our need and the driving force that encourages sharing experiences and improvement. It is only a free and democratic higher education institution where academic freedom prevails, and self-conscious and creative personalities grow. We are open to diverse cultures and support multilingualism.
- **RESPECT.** We view respect as tolerance for everyone, regardless of age, gender, race, attitudes, or beliefs. Respect for everyone's work and contribution to the joint activity helps achieve the desired results. The respect for the past, the culture of the country and organisation, shapes our identity and ensures the continuity of old traditions and the creation of new ones.

- **SENSE OF COMMUNITY.** We see the sense of community as an ongoing process, the outcome of which is a close and lasting relationship among community members. Our principles are communication and collaboration, sharing experience, knowledge, and ideas. The efforts of all individual community members, working together, contributed to the success of our institution.

The goal of Kolegija’s comprehensive internationalisation development plan is to become a leading European university of applied sciences that creates added value for society in the fields of study, applied research, and the arts.

DEFINITIONS

- **Internationalisation of higher education** is the process by which international, intercultural, or global dimensions are integrated into the goals, functions (teaching, learning, research, etc.), development, and outreach of higher education.
- **Collaborative Online International Learning (COIL)** refers to teaching and learning opportunities developed in collaboration with partner higher education institutions and implemented through the use of digital learning technologies.
- **Blended Intensive Programmes (BIP)** are short, intensive programmes that apply innovative teaching and learning methods, including online collaboration (in some cases also referred to simply as intensive programmes).
- **Blended mobility** is the combination of virtual learning formats and physical mobility.
- **Internationalisation at home** refers to the purposeful integration of international and intercultural dimensions into all formal and informal learning programmes offered to students within an educational institution, including those who do not participate in mobility programmes. Internationalisation at home helps to develop and/or enhance international and intercultural competences among students who do not participate in mobility programmes. Internationalisation at home includes: internationalised study programme content, a variety of foreign language learning opportunities, student mobility programmes (such as internships and placements), incoming students, lecturers, and researchers from abroad, the integration of academic programmes, research, professional

training and support services, intercultural studies, inter-institutional cooperation, and the provision of student services.

- **Internationalisation of the study programme** refers to the inclusion of international, intercultural, and/or global dimensions in the curriculum content, as well as in the learning outcomes, assessment tasks, and teaching methods of the study programme.
- **Virtual mobility** is a form of academic exchange in which course/module delivery and learning activities are organised remotely with the help of information and communication technologies (ICT), and learning takes place through collaboration in student groups. Virtual mobility complements or enhances physical mobility implemented through various physical mobility programmes. Virtual mobility is implemented through remote studies without the need to travel.
- **Comprehensive Internationalisation** is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.¹

¹ Hudzik (2011, 2015)

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1. INTERNATIONALISATION OF HIGHER EDUCATION AND KAUNO KOLEGIJA IN THE CONTEXT OF A GLOBALISED WORLD

Science, the economy, society, and politics are facing global challenges; therefore, addressing pressing issues such as climate change, security, healthcare, migration, and technological change is only possible through international cooperation. For higher education, this means both responsibility and new opportunities. Therefore, the goal of developing internationalisation in higher education institutions is to create a supportive environment for learning and research at the international level through cooperation, networking, and exchange. It also aims to prepare students to face the complex challenges of the 21st century and to use research to seek solutions to global issues. By purposefully developing internationalisation, primarily through the integration of international and intercultural dimensions into studies, teaching, and research, higher education institutions prepare young people to meet the complex challenges of today's globalised world. They build connections, take responsibility, and promote cooperation. Their networking strengthens research and teaching, and influences culture and society.²

Closer partnerships with higher education institutions in Europe and beyond form a fundamental basis for the development of internationalisation. Partnerships between higher education institutions are increasingly being developed and are no longer limited to student mobility; they are also driven by the exchange of academic and non-academic staff, fostering high-quality collaboration in teaching, research, knowledge transfer, institutional development, and process management. There is a shift from bilateral relations to multilateral partnerships and higher education consortia, such as those established through the European Universities Initiative. Effective strategic cooperation relies on open communication, mutual trust, a shared commitment, and a deep understanding of cultural differences.

The COVID-19 pandemic fundamentally changed the landscape of internationalisation. Digitalisation³ offers new opportunities in this process. Restrictions on physical mobility and the accelerated shift toward online and virtual teaching and learning have broadened the concept of

² De Wit, H. & Altbach, P. G. (2021). Internationalisation in higher education: global trends and recommendations for its future, Policy Reviews in Higher Education; De Wit, H., Hunter, F., Howard, L. & Egron-Polak, E. (Ed.)(2015). Internationalisation of Higher Education. Brussels: European Parliament, Directorate-General for Internal Policies

³ Digital Education Action Plan 2021–2027

international mobility. Virtual teaching and learning open up new opportunities, especially in the context of “internationalisation at home.” The opportunities offered by virtual mobility contribute to broader inclusion in internationalisation activities, as they create new possibilities for targeted groups.

The internationalisation of higher education is significantly influenced by the global geopolitical situation, encompassing funding, international relations, academic freedom, security, and research priorities. As a result of Russia’s war against Ukraine, cooperation with higher education institutions in Russia and Belarus has been suspended. Greater attention is being given to cybersecurity, and partnerships with the United States, Japan, and Western European countries are being strengthened. Increased migration has led to a greater demand for Lithuanian language instruction and the integration of refugees into the education system.⁴⁵

1.1. Trends in the Development of Higher Education Internationalisation (Analysis of European and National-Level Policy Documents Regulating Higher Education Internationalisation)

The Member States of the European Union (hereinafter referred to as the EU) are responsible for organising and functioning their higher education systems. EU activities aim to introduce international dimensions into studies, teaching, research, and the development of higher education policy. The EU Higher Education Strategy outlines five key principles on which higher education is based:⁶

1. flexibility in curricula and programme design;
2. learner’s autonomy;
3. professional development;
4. inclusiveness and active participation;
5. democratic governance of education systems and institutions.

⁴ State Progress Strategy “Lithuania’s vision for the future ‘Lithuania 2050’” (2023)

⁵ <https://smsm.lrv.lt/lt/naujienos-1/pranesimai-ziniasklaidai-1/krasto-apsaugos-bei-svietimo-mokslo-ir-sporto-ministerijos-susitare-del-bendru-veiksmu-ugdant-pilietiska-ir-atsparu-jaunima/>

⁶ “LEARNERS FIRST” EDUCATION FOR TODAY’S AND TOMORROW’S DEMOCRATIC SOCIETIES Council of Europe Education Strategy 2024-2030 MED-26 (2023)

The updated vision of the Council of Europe’s education strategy places significant emphasis on the rights of learners as active citizens with equal opportunities in democratic societies across Europe. It is emphasised that higher education must be governed by freedom of speech, thought, learning, research, and academic freedom. Academic freedom cannot be separated from institutional autonomy, nor from the participation of students and staff in the governance of higher education. Ensuring academic freedom in higher education institutions is a fundamental principle of EU-level higher education policy development and a cornerstone of the Bologna Process.⁷ This vision is intended to be implemented in cooperation with Member States through a programme whose core mission is to improve quality and increase access to education, to enhance the acquisition of knowledge and competences for life in a democratic society.

It is noted that, in seeking to benefit from the opportunities offered by the knowledge society, EU Member States must ensure high competence at all levels of the education process, continuously strengthen individuals’ knowledge, skills, and competences, and create a social, economic, and regulatory environment that enables the conduct of research, fosters creativity, and supports the integration of innovation.⁸

Higher education is recognised as a critically important component in securing Europe’s future, contributing to the well-being of its citizens, society, and economy. The 2022 European Strategy⁹ for Universities encourages Member States to continue advancing cross-border cooperation and mobility for learning purposes in the field of higher education (i.e., studying abroad). Quality assurance systems aim to ensure that higher education meets the needs and expectations of students, employers, society, and other stakeholders. They provide the foundation for mutual trust between education systems, which is a prerequisite for the automatic recognition of qualifications and, ultimately, for mobility for learning purposes.

1.1.1. Internationalisation of Studies and the Development of Multilingual Competences

In today’s context of globalisation, characterised by rapid cultural exchange and international cooperation between higher education institutions, the development of

⁷ The Bologna Declaration of 19 July 1999

⁸ Project “Europe 2030”: Report by the Reflection Group on Challenges and Opportunities (2010)

⁹ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a European Strategy for Universities, COM(2022) 16

internationalisation in higher education is recognised as one of the key priorities. One of the European Union’s objectives is the creation and development of a European Education Area, where national borders do not limit opportunities to learn, study, or conduct research.¹⁰ The aim is for EU citizens to consider it natural to spend time in another Member State for the purposes of studying, learning, or working. The experience of Member States shows that a period of studying or teaching abroad enhances employability. However, it is noted that current trends are not encouraging – the number of European students studying outside Europe remains relatively low.¹¹

In implementing the Bologna Process, Member States aim to establish a clear and coherent qualifications system/framework in order to ensure transparency and comparability. In the context of higher education, the development of internationalisation is linked to measures aimed at increasing student academic mobility and participation in exchange programmes, such as ERASMUS¹²⁺, Nordplus¹³, and others. This also provides advantages to students holding diplomas from more than one country by ensuring easier and more effective recognition of qualifications obtained abroad¹⁴¹⁵. The Council Recommendation¹⁶ set out objectives to be achieved at the EU level by 2030, namely that at least 23% of higher education graduates should have had a learning mobility experience, with at least 20% coming from groups with fewer opportunities. Learning mobility covers all forms of long-term and short-term mobility for learning purposes, including individual and group mobility, blended mobility (with virtual components included), credit mobility, and degree mobility. When setting the target indicator for learning mobility in higher education, the mobility actions included are: degree mobility abroad, credit mobility abroad of at least three months’ duration or equivalent to 15 European Credit Transfer and Accumulation System (ECTS) credits (including mobility for study or traineeship purposes),

¹⁰ Sustainable Europe by 2030 (2019)

¹¹ Project “Europe 2030”: Report by the Reflection Group on Challenges and Opportunities (2010)

¹² European Union support programme providing learning and development opportunities for students and staff of higher education institutions holding the Erasmus Charter for Higher Education (ECHE).

¹³ A cooperation programme intended for educational institutions from the Baltic States (Lithuania, Latvia, Estonia), the Nordic countries (Denmark, Iceland, Norway, Sweden, Finland), and the autonomous regions of the Nordic countries (Greenland, the Faroe Islands, and the Åland Islands).

¹⁴ European Commission Discussion Paper “Towards a Sustainable Europe by 2030” COM(2019) 22, 30 January 2019

¹⁵ Report of the “Europe 2030” Reflection Group on Challenges and Opportunities (2010)

¹⁶ Council of the European Union Recommendation “Europe on the Move” – Mobility Opportunities for All for Learning Purposes (2024)

as well as shorter-term mobility abroad of less than three months' duration, provided it corresponds to at least three ECTS credits.

Internationalisation is understood as a holistic process in which international, intercultural, or global dimensions are integrated into the goals, functions (teaching, learning, research, etc.), development, and dissemination of higher education. Comprehensive and sustainable development of higher education internationalisation fosters the integration of local and global trends at all levels of institutional activity. This contributes to greater diversity, inclusion, awareness, empathy, and responsiveness to global trends among students and staff. This enables the preparation of graduates who can responsibly address local and global challenges, collaborate with people from diverse backgrounds, and demonstrate adaptability and resilience in an ever-changing environment¹⁷.

In the Erasmus+ programme for 2028–2034¹⁸, two main priorities are emphasised: strengthening skills and competitiveness, and promoting social inclusion, democratic participation, and common European values.

International inbound and outbound mobility, *internationalisation at home* activities, including the temporary or permanent employment of foreign lecturers/experts in the fields of research and studies, together with the organisation of and participation in international events and the development of language competences, all contribute to fostering students' intercultural competences.

In implementing the Bologna Process, Lithuania is committed to pursuing a high level of research and studies, participating in European higher education institution networks to strengthen inter-institutional cooperation, and representing the country's interests in international organisations¹⁹. Emphasis is placed on the need to create a favourable research environment that ensures Lithuania's attractiveness to top-level scientists and researchers²⁰.

In the context of Lithuanian higher education, the internationalisation of studies is implemented by promoting the academic mobility of students and academic staff, through which

¹⁷<https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx>

¹⁸ Approved by the European Commission on 16 July 2025. The programme foresees a 50% budget increase, with a total value of EUR 40.8 billion.

¹⁹ Guidelines, Priorities and Measures for the Promotion of Higher Education Internationalisation and the Development of Lithuanian Studies (Baltic Studies) Abroad for 2024–2026 (2024)

²⁰ State Progress Strategy "Lithuania's Vision for the Future 'Lithuania 2050'" (2023)

international experience is gained, knowledge is exchanged, and cultural ties are strengthened. In addition, by fostering inter-institutional cooperation, updating study programme content and learning outcomes with regard to internationalisation aspects (i.e., the inclusion of international, intercultural, and/or global dimensions in curriculum content, programme learning outcomes, assessment tasks, and teaching methods), developing intercultural studies, expanding the offer of foreign language learning programmes, and enhancing students' international and intercultural competences, the importance of integrating international students into the study process is also emphasised²¹. Lithuania pays particular attention to strengthening support measures for international students, including funding for studies and integration programmes aimed at facilitating their integration and adaptation processes.

The Importance of Multilingualism. In international education policy documents, language competence is highlighted as a cornerstone in the creation of the European Education Area. In general, multilingualism is a guarantee of the European Union's distinctiveness. In the context of the European Union, multilingualism is regarded as one of the key competences essential for personal fulfilment, a healthy and balanced lifestyle, employability, active citizenship, and social inclusion²². One of the priorities of the European Union is to ensure improved foreign language teaching and learning²³. The Recommendation encourages Member States to create favourable conditions at national, regional, and institutional levels for foreign language learning in the context of lifelong learning.

At the national level, Lithuania is implementing measures to ensure universal proficiency in the English language. Multilingualism is promoted already in the school context, as learners are required to study at least two foreign languages, with English being compulsory. With language competencies, learners can more easily engage in various international mobility activities and exchange programmes, as well as contribute to the dissemination of culture in Lithuania and abroad²⁴. Meanwhile, higher education institutions are obligated to provide their students with the

²¹ Guidelines, Priorities and Measures for the Promotion of Higher Education Internationalisation and the Development of Lithuanian Studies (Baltic Studies) Abroad for 2024–2026 (2024)

²² Council Recommendation on Key Competences for Lifelong Learning (2018)

²³ Council Recommendation on a Comprehensive Approach to the Teaching and Learning of Languages (2018)

²⁴ Lithuania's Progress Strategy *Lithuania 2030*

opportunity to spend at least one semester studying abroad, with particular encouragement given to student exchanges among the countries of the Nordic–Baltic region²⁵.

1.1.2. Development of the Internationalisation of Research and Artistic Activities

The implementation of applied research activities at the international level is regulated by the European Union and national policy documents.

The new European Research Area (ERA) is a unified research space, open to the world and based on an internal market, established in 2000 under the Lisbon Strategy to address the fragmentation of the EU research and innovation system. Within it, researchers, scientific knowledge, and technologies move freely, while the European Union and its Member States strengthen their scientific and technological base, competitiveness, and capacity to tackle complex challenges together. Each Member State of the European Union is committed to developing national strategies or action plans for implementing ERA priorities²⁶.

Based on the *European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers*²⁷, efforts are being made to remove geographical barriers to researcher mobility and to reduce career fragmentation for researchers across Europe. In 2023, the European Commission updated the Recommendation of 11 March 2005 on the European Charter for Researchers and on the Code of Conduct for the Recruitment of Researchers²⁸, in line with the Council Conclusions of 1 December 2020 on the new European Research Area. These conclusions underline that the creation of attractive and secure working conditions and the enhancement of research career attractiveness – with due regard to open science, gender equality, digital skills, research assessment, diversification of research careers, and multiple career pathways – are vital elements of the new ERA, contributing to the attraction and retention of highly qualified

²⁵ Lithuania's Progress Strategy *Lithuania 2030*

²⁶ Communication from the Commission on the European Research Area to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (Brussels, 30 September 2020, COM(2020) 628 final)

²⁷ Commission Recommendation of 11 March 2005 on the European Charter for Researchers and on a Code of Conduct for the Recruitment of Researchers. Prieiga per Internetą: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32005H0251&qid=1716377573815>

²⁸ Council Recommendation on a framework for attracting and retaining research, innovation and entrepreneurial talents in Europe (18 December 2023). Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32023H01640>

researchers. It also emphasises the need to devote greater attention to the early and mid-stages of research careers, including the specific obstacles faced by women at these stages. In essence, the Charter defines a framework of 20 key principles. They are grouped under four pillars: (a) ethics, integrity, gender dimension, and open science; (b) researcher assessment, recruitment, and career progression; (c) working conditions and practices; and (d) research careers and talent development.

The Human Resources Strategy for Researchers (HRS4R) is a tool launched by the European Commission to support research-performing and research-funding institutions and organisations in implementing the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (the Charter & Code). The Human Resources Strategy for Researchers (HRS4R) serves as an implementation instrument of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

The European Strategy for Universities, adopted in 2022, aims to support universities and enable them to adapt to changing conditions, to thrive, and to contribute to the recovery and increased resilience of the European economy. It sets out key actions to help European universities pursue four objectives²⁹:

- to strengthen the European dimension in higher education and research;
- to establish universities as beacons of the European way of life through support measures focused primarily on academic and research careers, the quality and relevance of future-oriented skills, diversity, inclusion, democratic engagement, fundamental rights, and educational values;
- to empower universities to act as a key driving force in the twin green and digital transitions;
- to strengthen universities as promoters of the EU's global role and leadership.

Horizon Europe is the European Union's flagship funding programme for research and innovation, serving as the principal instrument for advancing the implementation of the new European Research Area (ERA). For the 2021–2027 programming period, Horizon Europe has a budget of €95.5 billion. Of this, 3.3% is earmarked to broaden participation, with a view to

²⁹ <https://www.teise.pro/index.php/2022/01/20/priimta-europine-universitetu-strategija-ir-komisijos-pasiulymas-del-tarybos-rekomendacijos-del-aukstojo-mokslo-istaigu-veiksmingo-europinio-bendradarbiavimo-sasaju/>

strengthening the ERA and supporting those EU Member States whose research and innovation performance remains below the Union average³⁰.

National documents

Based on the Order of the Minister of Education, Science and Sport of the Republic of Lithuania No. V-1593 of 2 September 2021 on the implementation of *Article 2(2–6) of Government Resolution No. 149 of 1 March 2017 “On the Implementation of the Law on Higher Education and Research of the Republic of Lithuania,” the Law on Higher Education and Research* of the Republic of Lithuania emphasises the principles of orientation towards international quality standards and participation in global and the European Research Area activities (Article 3). The mandatory competences of researchers at each level of higher education and research institutions are determined by the Research Council of Lithuania, in accordance with the principles and criteria for the development of research careers in the European Research Area and the European Higher Education Area, as well as the principles of promoting inter-institutional and international mobility of researchers (Article 64(2)). Although the conduct of global research is regarded as an obligation for universities (Article 10(1) of the Law), and for colleges as a contribution to regional development (Article 11(2), Article 45(3)), the importance of research internationalisation is nevertheless reflected in the annual formal evaluation of *research and/or artistic activities of colleges*³¹, carried out in accordance with the approved Description of the Annual Evaluation of Research and Experimental Development and Artistic Activities of Universities and Research Institutes. This description defines the types of research and experimental development (R&D) and artistic activities, as well as their evaluation weights expressed in points. The highest score (maximum of 15 points) is awarded for scholarly monographs or their studies and parts thereof published by internationally recognised academic publishers; scientific articles in peer-reviewed journals with a citation index (JIF) in Clarivate JCR and/or indexed and with a source-normalised impact per paper (SNIP) in the Scopus database; scientific articles in international journals; and prestigious international contexts of artistic works (publication or performance). For evaluation,

³⁰ European Research Area. Available at: <https://www.consilium.europa.eu/en/policies/european-research-area/>

³¹ Based on the Order of the Minister of Education, Science and Sport of the Republic of Lithuania of 2 September 2021 No. V-1593 “On the Implementation of Subparagraphs 2.2–2.6 of Resolution No. 149 of the Government of the Republic of Lithuania of 1 March 2017 ‘On the Implementation of the Law on Science and Studies of the Republic of Lithuania’”.

evidence of funds received for participation in global R&D and artistic activity programmes must also be submitted.

Expert evaluation of research (artistic) activities. As of 1 January 2028, a provision of the Law on Higher Education and Research [30 June 2022, No. XIV-1257, p. 9] will enter into force regarding the assessment of the level of applied research and experimental development (ARED) carried out by colleges. It is regulated that the level of ARED (applied research and experimental development) in colleges shall be determined through an expert evaluation of applied research and experimental development and/or artistic activities conducted every five years, based on the criteria of quality, economic and social impact, and sustainability of applied research, experimental development, and artistic activities, in accordance with the procedure established by the Government or its authorised institution. On this basis, in 2024, the Research Council of Lithuania initiated a pilot expert evaluation of colleges' applied research and experimental development (ARED) and/or artistic activities. This evaluation aims to provide colleges with the opportunity to practically test the planned procedures and thereby prepare for the forthcoming expert evaluation in 2028. The Law on Higher Education and Research stipulates that from 2028, strong colleges that have achieved good results in applied research and experimental development will be eligible to offer professional master's studies and thereby become universities of applied sciences. According to this description, the quality of R&D and/or artistic activities in research fields or groups of fields is considered to be of excellent or outstanding level when the evaluated unit ranks among international leaders or is strong at the global level.

During *the external evaluation of study fields carried out* by the Centre for Quality Assessment in Higher Education (SKVC), and based on the Order of the Director of the Centre for Quality Assessment in Higher Education No. V-149 of 31 December 2019 on the approval of the Methodology for External Evaluation of Study Fields, the Methodology for the Evaluation of Proposed Study Programmes, the Plan for the External Evaluation of Study Fields, the Description of the Selection of Experts, and the Description of the Organisation of Experts' Work, colleges are required to emphasise international-level activities in the self-assessment summary sections of the study field, such as Study Objectives, Results and Content; Links between Research (Artistic) and Study Activities; Student Admission and Support; Teachers; and similar areas. In the case of *institutional evaluation* of colleges, and based on the Order of the Director of the Centre for Quality Assessment in Higher Education No. V-32 of 9 March 2020 on the approval of the Methodology

for the Evaluation of Higher Education Institution Activities, the self-assessment summary included a separate section entitled “Internationalisation of Studies and Research (Artistic) Activities.”

1.1.3. Development of Alliances of European Higher Education Institutions – Building the European University

The analysis of international documents regulating education policy in the European Union has revealed that one of the EU’s priorities is the establishment of long-term transnational alliances of European higher education institutions and the development of a skill set required for researchers³²³³. An ambitious goal has been set to establish a *European Degree* within the European Union, as a joint higher education qualification based on standard criteria, which would facilitate closer cooperation among European universities and the development of joint study programmes. Among the first concrete actions towards establishing a joint qualification degree are the creation of European Universities, the automatic recognition of secondary and tertiary education qualifications and periods of study abroad across all Member States, and the improvement of language learning and digital learning³⁴. In this way, alliances of higher education institutions contribute to the implementation of the Bologna Process, which emphasises the importance of compatibility between qualification frameworks and promotes cooperation among higher education institutions in both national and international contexts³⁵. Nevertheless, the documents emphasise that the slow implementation of the Bologna Process, as well as specific legal differences (incompatibilities in the national legislation of Member States) and administrative barriers (bureaucratic requirements for the accreditation and registration of study programmes), hinder higher education institutions in the processes of developing and accrediting joint study programmes.

It is stated that the transformation of higher education institutions through the establishment of alliances will rapidly contribute to the creation of Europe’s economic and social well-being,

³² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025, 30 September 2020, COM(2020) 625 *final*.

³³ European Skills Agenda (2020)

³⁴ A Sustainable Europe by 2030 (2019)

³⁵ Bologna Process (1999)

which will be felt by the stakeholders involved in the process, namely students, higher education institutions, and employers³⁶. It is expected that close international inter-institutional cooperation will provide students with more opportunities to study at several higher education institutions, facilitate the documentation and recognition of qualifications, and ensure greater employment opportunities³⁷. Being part of higher education institution alliances will also facilitate inter-institutional cooperation, enable the more sustainable and efficient use of resources, reduce the bureaucratic burden on institutions in the processes of qualification recognition and the development and implementation of joint study programmes, and facilitate the exchange of good practices and resources³⁸. Ultimately, collaboration among higher education institutions provides students with opportunities to develop more international, intercultural, and interdisciplinary competencies, which are often highly valued by employers.

The review and analysis of documents revealed that alliances among higher education institutions, in general, contribute to strengthening European higher education and modernising studies, while also highlighting the role of higher education institutions in the processes of knowledge and innovation generation. The modernisation of studies is associated with the development of new study programmes or the updating of existing ones in order to meet the needs of the dynamic labour market. In addition, international inter-institutional cooperation can contribute to the implementation of social policy, particularly in reducing social exclusion. Alliances of higher education institutions can offer learners attractive opportunities for interdisciplinary studies, create a platform for interdisciplinary research and applied development, and provide access to research infrastructure for collaboration between business and academia³⁹. It is emphasised that the duty of higher education institution alliances is to ensure social inclusion, regardless of students' social and/or economic background. Finally, the establishment of alliances among higher education institutions empowers universities in the context of the green and digital transition, enabling them to address global challenges such as climate change, digitalisation, and social change more effectively, and ensuring the sustainable use of available resources.

³⁶ European Strategy for Universities (2022).

³⁷ European Commission: Directorate-General for Education, Youth, Sport and Culture, Blueprint for a European degree – Communication from the Commission to the European Parliament, the Council, the European Economic and Social committee and the Committee of the Regions, Publications Office of the European Union (2024)

³⁸ Council Recommendation on building bridges for effective European higher education cooperation (2022).

³⁹ Lithuania's Progress Strategy *Lithuania 2030*

The Bologna Process, involving 49 countries including all EU Member States, has enabled significant progress in the areas of quality assurance and recognition in higher education. Among the measures developed under this process are the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)⁴⁰ and the European Approach for Quality Assurance of Joint Programmes⁴¹, which aims to facilitate the accreditation of study programmes and avoid duplication.

1.2. Analysis of the Internationalisation Situation at Kauno kolegija

Between 2021 and 2024, the development of internationalisation was one of the strategic directions of Kolegija's activities. Internationalisation within the Kolegija community is understood as a means that significantly contributes to the effective implementation of the Kolegija's mission. The development of internationalisation encompasses the core areas of Kolegija's activities: the implementation of studies, scientific and/or artistic activities, scientific and business networking, and partnerships. International activities from 2021 to 2024 were carried out in accordance with Kauno kolegija's Strategy for 2021-2025, as well as EU and Lithuanian strategic provisions and documents that regulate these activities.

Kolegija actively participates in international networks and develops strategic partnerships, consistently increasing the mutual mobility of students and lecturers. To achieve comprehensive internationalisation, various measures are being implemented. Staff from higher education and research institutions in Europe and other countries are being attracted to the Kolegija, and high-value international projects are being undertaken. Each year, an increasing number of study programmes are offered in foreign languages, and the proportion of international students continues to grow. In developing international relations with foreign higher education institutions, double-degree and joint study programmes are being implemented and/or prepared, and cooperation utilising digital technologies is being developed. In order for the Kolegija to become a university of applied sciences, the production of higher-level scientific publications, the preparation of international scientific projects, and the organisation of prestigious international and

⁴⁰ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), adopted in May 2015 by the Ministers responsible for higher education in the European Higher Education Area.

⁴¹ European Approach for Quality Assurance of Joint Programmes, adopted in May 2015 by the Ministers responsible for higher education in the European Higher Education Area.

widely known scientific and/or artistic events are of great importance in strengthening the position of the Kolegija at the national and international levels.

1.2.1. Kauno Kolegija's Partnership and Participation in the European University Alliance

UNINOVIS – Data for L.I.F.E

Strong partnerships with higher education institutions in Europe and beyond are essential for developing internationalisation. Partnerships between higher education institutions are becoming not only a means of student mobility, but also a means of high-quality cooperation in the areas of teaching, research, knowledge transfer, organisation, and process management through the exchange of academic and non-academic staff.

In 2021-2024, Kolegija's cooperation and representation in the Nordplus networks of the Nordic-Baltic Cooperation Programme in Education was developed. Kolegija was a participant in 10 Nordic-Baltic networks and coordinated 5 of these networks. Participation in these networks fosters interdisciplinary cooperation among Kolegija's departments and encourages involvement in joint projects and activities.

In its pursuit to become a European university of applied sciences, Kolegija, along with six other European higher education institutions⁴², submitted an application to UNINOVIS – Data for L.I.F.E. and secured a grant in 2024 under the Erasmus+ programme's *European University Networks initiative* call. Targeted cooperation with UNINOVIS alliance partners has been initiated to create added value for Kolegija – strategic partnership agreements were signed with the University of Applied Sciences Würzburg-Schweinfurt (Germany) and the University of Applied Sciences Tampere (Finland); a double degree study agreement was signed with the University of Tirana (Albania), and meetings were organised between the Kolegija's management and alliance partners to discuss opportunities for cooperation⁴³.

In 2024, 10 international projects were initiated (1 Horizon, 4 Erasmus+, 5 Nordplus). The Žiliberas project was awarded, and participation took place in the SSP-IQA project of the French

⁴² University Sorbonne Paris Nord (France) (coordinator), Technical University of Applied Sciences of Würzburg-Schweinfurt (Germany), Tampere University of Applied Sciences (Finland), University of Malaga (Spain), University of Tirana (Albania), University Luigi Vanvitelli, Caserta (Italy), Kauno kolegija Higher Education Institution (Lithuania).

⁴³ University of Tirana, Albania, 8–12 January 2024, Tampere University of Applied Sciences, Finland, 27–30 October 2024, Würzburg-Schweinfurt University of Applied Sciences, Germany, 11–14 December 2024

Research Agency (2024–2026). Reciprocal student and staff mobility was facilitated through international exchange programmes.

At the end of 2024, Kauno kolegija had 179 signed Erasmus+ interinstitutional agreements in 42 countries, 10 Nordplus programme projects for student and lecturer mobility activities, and 35 international cooperation agreements with foreign higher education institutions in 20 countries⁴⁴.

Kolegija belongs to ten international professional and higher education associations and/or networks:

- **BUSINET** – a global international association of business education institutions;
- **CRES – Centre for Research and European Studies for Future Business** – an association aiming to develop studies, research, and European projects, as well as to strengthen active citizenship and promote European policy in the field of education and training;
- **EAIE** – European Association for International Education;
- **ENPHE** – European Network of Physiotherapy in Higher Education;
- **ENOTHE** – European Network of Occupational Therapy in Higher Education;
- **EFRS** – European Federation of Radiographer Societies;
- **EURASHE** – European Association of Institutions in Higher Education (non-university sector),
- **ICEIGATM** – an international network uniting higher education institutions offering study programmes in the field of graphic design;
- **UNITED NATIONS GLOBAL COMPACT** – an international network uniting organisations that implement the principles of social responsibility;
- **THE BALTIC UNIVERSITY PROGRAMME (BUP)** – an organisation uniting more than 110 higher education institutions in the Baltic region, focusing on studies and applied research related to sustainable development and the promotion of democracy.

⁴⁴ 2 in Albania; 3 in Belgium; 1 in Estonia; 2 in Georgia; 1 in India; 1 in the USA; 1 in Kenya; 5 in Latvia; 1 in Poland; 2 in Malaysia; 1 in Mexico; 1 in South Africa; 1 in South Korea; 1 in Portugal; 1 in France; 3 in Finland; 1 in Sweden; 2 in Turkey; 6 in Ukraine; 1 in Germany.

Consistent partnership development contributes not only to the advancement of academic mobility but also to the implementation of a comprehensive concept of internationalisation at Kauno kolegija. Research collaboration with foreign scholars is becoming more active and effective: the number of joint publications with international authors and student presentations at international events is increasing, while lecturers actively participate with presentations at international conferences in Lithuania and abroad (more than 200 presentations annually).

1.2.2. Analysis of the Internationalisation of Studies

Recruitment of International Faculty. Cooperation with strategic partners has enabled the development of another highly important activity – the recruitment of visiting lecturers from abroad. In 2024, 29 foreign lecturers and researchers were employed at Kauno kolegija. Funding for 11 of them was received under the agreement with the Education Exchanges Support Foundation, while the salaries of 8 lecturers were financed from Kolegija’s own budget. Additionally, 10 were employed in research positions through open competition or were funded by their respective faculties. For the first time in 2024, as many as 10 foreign lecturers/researchers were recruited through Kolegija’s announced competition – most of them with five-year contracts, which will significantly contribute to the internationalisation of Kolegija. Meanwhile, in 2025, funding was secured under the agreement with the Education Exchanges Support Foundation for as many as 20 visiting lecturers – the highest number of funded applications among all Lithuanian higher education institutions. Support for visiting lecturers’ visits is also significant as it contributes to the increasing number of permanently employed foreign lecturers and researchers. Some visiting lecturers participated in the competition and became permanent members of the academic community of Kauno kolegija. Considering the steadily increasing number of foreign lecturers at Kauno kolegija, there is a need to shift from quantitative growth towards enhancing the added value created by international faculty. Teaching visits should serve as a foundation for further long-term initiatives (e.g., joint student theses, COILs, jointly delivered courses/modules, joint and/or double degree study programmes), which would ensure the sustainability of partnerships.

Foreign-Language Study Programmes. Another highly important part of fostering comprehensive internationalisation at Kauno kolegija is attracting foreign students to degree-awarding studies. In order to attract motivated international students, promote the sharing of

international experience, and foster competence development, Kolegija offers an increasing number of study programmes in English. Between 2021 and 2024, the number of study programmes offered in foreign (English) language at Kolegija has increased from 3 to 6: *Software Systems, International Business, Tourism and Hotel Management, English for Public Relations, General Practice Nursing, and Photography*.

The increase in the number of study programmes taught in English has contributed to the growth of the number of international students at Kolegija (see *Figure 1*). Nevertheless, the number of applicants to study programmes in a foreign (English) language remains uneven. Some programmes are unattractive to international markets; therefore, it is necessary to conduct an analysis of target foreign markets in order to identify study fields that are appealing to incoming international students.

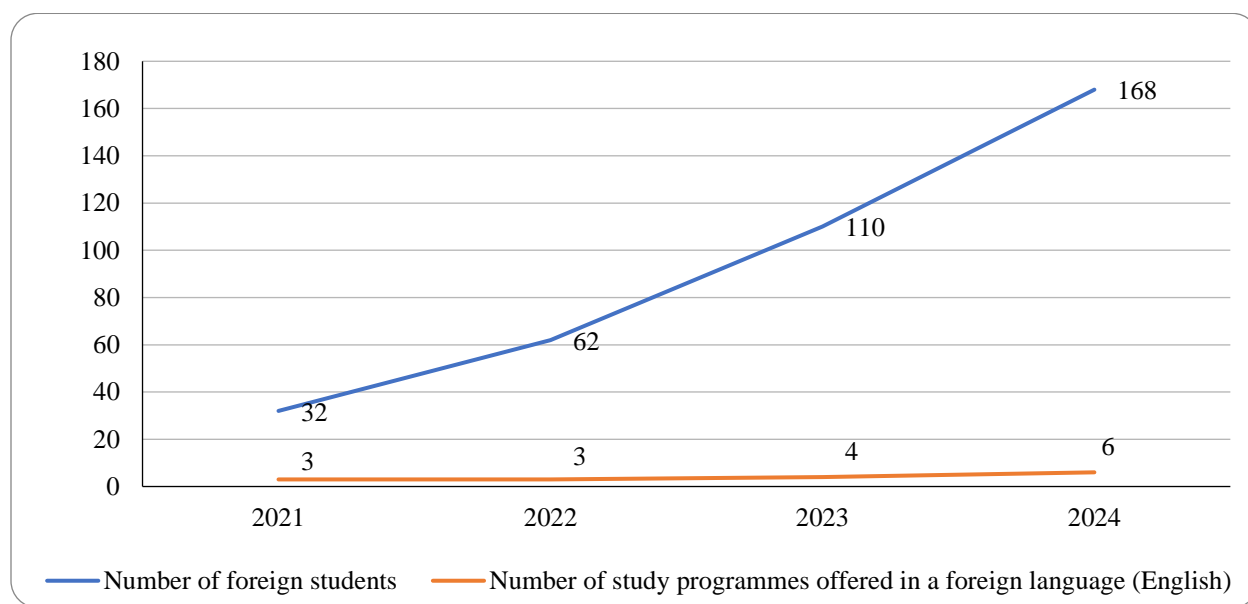


Figure 1. Changes in the Number of International Students and Study Programmes in a Foreign (English) Language, 2021–2024

Statistics from recent years show that in 2021, the most popular programmes were Tourism and Hotel Management (20 students) and International Business (10 students). In 2022, both of these programmes attracted 32 students each. At the same time, the least popular programme was English for Public Relations, with only 3 students. In 2023, International Business remained the most popular program, with 52 students. In 2024, as the number of study programmes increased to 8, the situation changed: the most popular programme became English for Public Relations (27

students), followed by the newly introduced Software Systems (26 students) and General Practice Nursing (23 students). In the Photography study programme, the number of admitted students has not ensured cost-effective implementation in any year.

In 2021, Kolegija was granted the authority to recognise academic qualifications acquired abroad⁴⁵. To ensure the transparency of academic recognition for qualifications acquired abroad, Kolegija applies evaluation criteria approved by the Centre for Quality Assessment in Higher Education (SKVC)⁴⁶, which are publicly accessible to applicants. The number of foreign citizens choosing to study at Kolegija in a foreign (English) language affects the number of cases of foreign qualification recognition, which increased more than 3.5 times between 2021 and 2024, from 34 to 124 cases.

In 2021–2024, while admitting foreign students to full-time studies in a foreign (English) language, Kolegija faced challenges at both national and institutional levels.

At the national level, challenges emerged related to migration restrictions for applicants. In addition, it has been observed that the competitiveness of Lithuanian higher education in the international arena, the uncertainty surrounding the college sector, and the absence of professional master's studies affect applicants' choices. A gap is observed between the number of students signing study agreements and those actually arriving to study. This is influenced by the unstable geopolitical situation and changes in legislation related to the arrival of foreign students.

At the institutional level, Kolegija does not have a prepared international study marketing plan. A limited offer of study programmes in a foreign (English) language, insufficient digitalisation of the admission process for international students, excessive administrative procedures, inadequate staff preparedness to work with international students, and challenges of integrating international students into the community of Kolegija are issues that must be addressed.

In 2025, target countries were identified in line with the strategic directions of Study in LT and the conducted foreign market analysis, with the aim of developing an attractive package of study programmes in a foreign (English) language. The next important step is preparing an international study marketing plan tailored to the contexts of the target countries. By participating

⁴⁵ Order No. V-908 of the Minister of Education, Science and Sport of the Republic of Lithuania of 28 May 2021 “On Granting Kauno kolegija the Right to Conduct the Academic Recognition of Education and Qualifications Related to Higher Education Acquired under Educational Programmes of Foreign States and International Organisations”

⁴⁶ *General and Individual Recommendations*, see <https://skvc.lrv.lt/lt/veiklos-sritys/kvalifikaciju-pripazinimas/aukstuju-mokyklu-konsultavimas/>

in the activities of the European Universities Alliance UNINOVIS – Data for L.I.F.E., Kolegija plans to draw on the experience of its partners to carry out international study marketing activities in a targeted manner and to cooperate in the recruitment of international students. The planned measures for attracting international students are also based on the Study in LT Communication and Marketing Strategy for Attracting International Students to Study at Lithuanian Higher Education Institutions and Their Integration into the Labour Market 2025–2029.

In order to attract motivated international students from target countries, it is necessary to enhance cooperation with foreign agents, represent Kolegija at international study fairs, and make more active use of the opportunities provided by online educational marketing platforms.

Student and Staff Mobility Student and staff mobility is important for ensuring the internationalisation of studies. In 2021–2024, the Kolegija community benefited from the opportunities provided by the European Commission’s Erasmus+ and Nordplus exchange programmes as well as bilateral agreements. During this period, the number of outgoing students increased, with the figure nearly tripling between 2021 and 2024 (see *Table 1.1.*).

Table 1.1. Total Number of Outgoing Students and Outgoing Students under Erasmus+ / Nordplus Exchange Programmes, 2021–2024

Number of Outgoing Students	2021	2022	2023	2024
Total Number of Outgoing Students	264	330	414	603
Number of Students Who Went Abroad through Exchange Programmes (Erasmus+ / Nordplus)	134	282	332	406

At the end of 2024, the total share of outgoing students compared to the number of students eligible for mobility **was 11.71%**. Between 2021 and 2024, **the number of students participating in long-term mobility decreased**, while the number of students engaged in short-term mobility **increased**. The growth in the number of outgoing students was partly driven by the opportunity to participate in short-term mobility – BIPs (*Blended Intensive Programmes*). In 2024, this opportunity was used by 84 students from the Faculty of Business (BF), 42 from the Faculty of Medicine (MF), 47 from the Faculty of Arts and Education (AEF), 24 from the Faculty of Informatics and Technologies (ITF), and 1 from the Faculty of Social Sciences (SSF). Since 2022, the achievements of student outgoing mobility have been uneven across faculties. The highest percentage of students participating in long-term mobility, relative to the total student body, was achieved in the following study fields: Business, Tourism and Leisure, Food Technology, Fine

Arts, Nursing and Midwifery, Rehabilitation, and Pharmacy. It should be noted that the programmes implemented in the fields of Business and Tourism and Leisure include compulsory mobility windows, which ensure a continuous flow of mobility. Unfortunately, there are study programmes in all faculties where the mobility situation is particularly challenging, e.g., Multimedia Technology, Oral Hygiene, Photography, and Applied Communication. For these programmes, it is essential to seek more flexible forms of mobility and/or to ensure their internationalisation through other comprehensive internationalisation measures.

In 2024, with Kolegija joining the European Universities Alliance UNINOVIS – Data for L.I.F.E., student and staff mobility in partner alliance institutions has become a priority. It is also important to note that, together with Vytautas Magnus University, Vilnius University, and Klaipėda University, Kauno kolegija submitted a proposal for the first time and received funding for the mobility consortium “Teachers for the Future of Lithuania: Strengthening Teacher Education through International Mobility.” This additional source of funding for student and staff mobility in the field of education will help achieve much greater involvement of both staff and students and expand opportunities to gain highly valuable international experience.

To encourage students to participate in long-term mobility, they are offered the opportunity to receive additional funding from Kolegija’s Internationalisation Development Fund. Introducing study programmes with compulsory mobility windows in other faculties could be an effective way to stimulate continuous mobility flows; however, it is essential to take into account the specific characteristics of each study programme.

In 2021–2024, Kolegija recorded an increase **in the number of incoming students**; however, fluctuations in the number of incoming students were also observed (see *Table 1.2.*).

Table 1.2. Total Number of Incoming Students and Incoming Students under Erasmus+ / Nordplus Exchange Programmes, 2021–2024

Number of Outgoing Students	2021	2022	2023	2024
Total Number of Incoming Students	232	338	576	463
Incoming Students by Exchange Programmes (Erasmus+ / Nordplus)	107	231	420	392

At the end of 2024, the total share of incoming students relative to full-time students was **10.60%**. Between 2021 and 2024, the number of incoming students increased. The growth in the number of incoming students, as with outgoing students, was partly driven by the opportunity to participate in short-term mobility: Faculty of Business (BF) – 70 students, Faculty of Medicine

(MF) – 31 students, Faculty of Arts and Education (AEF) – 40 students, Faculty of Informatics and Technologies (ITF) – 30 students, and Faculty of Social Sciences (SSF/ALF) – 36 students (see *Table 1.3*).

Table 1.3. Ratio of Outgoing and Incoming Students across Faculties

Faculty	2021		2022		2023		2024	
	Outgoing	Incoming	Outgoing	Incoming	Outgoing	Incoming	Outgoing	Incoming
MF	49	80	140	144	135	126	148	121
AEF	17	49	29	15	73	91	131	105
ITF	19	28	32	32	63	56	47	57
VF	179	75	129	147	143	303	269	144
SSF	-	-	-	-	-	-	8	36
Total:	264	232	330	338	414	576	603	463

In 2021–2024, Kolegija recorded an increase in staff mobility. At the end of 2024, there were **417** cases of outgoing staff mobility, representing **25.18%** of the total number of staff, while **218** foreign lecturers came to Kolegija, the majority of whom participated through exchange programmes (see *Table 1.4*). Although the scale of staff mobility has been steadily increasing, greater focus must be placed on qualitative outcomes to ensure that international experience contributes to the development of long-term initiatives, projects, and joint study activities.

Table 1.4. Ratio of Outgoing and Incoming Staff across Faculties, 2021–2024

Faculty	2021		2022		2023		2024	
	Outgoing	Incoming	Outgoing	Incoming	Outgoing	Incoming	Outgoing	Incoming
MF	38	21	135	67	92	53	78	51
AEF	28	25	58	28	38	67	115	40
ITF	47	16	62	16	66	26	61	28
VF	42	38	92	41	51	57	91	52
SSF	-	-	-	-	-	-	29	9
ADMIN	10	9	36	7	23	11	43	38
Total:	165	109	383	151	270	214	417	218

In 2024, greater attention began to be given to comprehensive internationalisation activities, which provide international experience for those students and lecturers who, for various reasons, are unable to participate in international mobility activities. Participation in these activities was not documented prior to 2024, and no data on participants were collected. Therefore, in 2024, the relevant regulations and procedures were updated, introducing the requirement that, by the Dean’s order, lists be approved of students participating in lectures, seminars, or training delivered by visiting lecturers under exchange programmes, as well as in intensive and blended intensive programmes. The need for accurate documentation of comprehensive

internationalisation activities has further increased since 2025, when joint activities with UNINOVIS Alliance partners began, and it became necessary to achieve the set indicators. Blended intensive and intensive programmes implemented at Kolegija play an important role in the development of comprehensive internationalisation activities. In 2024, eight Erasmus+ blended intensive programmes were conducted, in addition to Nordplus intensive weeks and intensive programmes under bilateral agreements. In blended intensive programmes alone, 188 Kolegija's students and more than 20 lecturers participated, while over 60 students took part in other international activities.

Although Kolegija developed strategic partnerships with a focus on strengthening cooperation with UNINOVIS University Alliance partners from 2021 to 2024, reinforcing collaboration with foreign partners, establishing the Internationalisation Development Fund, and implementing other measures to promote international activities, the targeted indicators for long-term student mobility were not achieved. This was negatively affected by the unfavourable geopolitical situation as well as social and economic factors.

When assessing the internationalisation activities of other Lithuanian and foreign higher education institutions, it is observed that the development of internationalisation is closely linked to participation in the activities of European university alliances, involvement in exchange programmes, and the preparation and implementation of joint international projects. Most Lithuanian higher education institutions are affiliated with alliances, including Vilnius University (Arqus), Vytautas Magnus University (Transform4Europe), Kaunas University of Technology (ECIU), Vilniaus kolegija/University of Applied Sciences (HEROES), Klaipėda University (NEOLAIa), and Vilnius Tech (ATHENA). Their aim is to create a space for international cooperation and partnership by fostering the internationalisation of studies, promoting international mobility, lifelong learning, interculturality and multilingualism, digitalisation of processes, as well as advancing research and artistic activities that generate high added value. The experience of higher education institutions shows that this direction is one of the most effective means of institutional transformation, enabling universities and colleges to ensure their competitiveness in the international arena.

Another important direction is mobility, which remains one of the key indicators of internationalisation. Lithuanian and foreign higher education institutions systematically encourage students and staff to participate in Erasmus+, Nordplus, and other programmes, while innovative

institutions (e.g., Tampere University of Applied Sciences, Vytautas Magnus University, Kaunas University of Technology, etc.) increasingly combine physical and virtual mobility, thereby creating more flexible opportunities for a broader group of participants. This practice creates the conditions for increasing access to international experience and ensures that the benefits of internationalisation reach the widest possible range of academic community groups.

An equally important dimension of internationalisation is international projects. In Lithuanian and European universities (e.g., Vilnius University, Kaunas University of Technology, Lithuanian University of Health Sciences, Vytautas Magnus University, University of Málaga, University of Tirana, etc.), increasing attention is being given to high-level research and innovation projects, such as Horizon Europe, which not only strengthen the scientific potential of institutions but also contribute to the creation of shared knowledge on an international scale. Meanwhile, colleges and universities of applied sciences (e.g., Vilniaus kolegija / University of Applied Sciences, Klaipėdos valstybinė kolegija / Higher Education Institution), together with partners such as Tampere University of Applied Sciences (TAMK) and Würzburg-Schweinfurt University of Applied Sciences (THWS), are actively implementing Erasmus+ KA2 projects aimed at the modernisation of study programmes and the development of practical skills, thereby responding to labour market needs and promoting practice-based internationalisation.

1.2.3. Analysis of the Internationalisation of Research and Artistic Activities

The internationalisation of research and the arts at Kolegija is reflected in the following key activities:

- Collaborative Research with Foreign Researchers
- Organisation of International Events: Conferences and Art Events
- Achievements in Research and Arts Activities at the International Level
- International Dimension of Publications

As shown in *Table 1.5*, the number of research publications increased rapidly from 2021 to 2024. The number of publications increased particularly rapidly in 2024, compared to 2021; the number of research publications grew by 60%.

Table 1.5. Number of Research Publications, 2021–2024

Research Publications	2021	2022	2023	2024
Number of Publications (assessed during formal evaluation)	283	231	360	471
Scientific article in a journal with a citation index IF (Clarivate Analytics JCR) and/or SNIP (Scopus) (Evaluation criteria: S1 with IF, S2 with SNIP).	13	19	19	39
Scientific article in an international journal; part of a scientific monograph (0.25 to 2 author's sheets) published by an internationally recognised academic publisher (Evaluation criteria: S1, S2, S3, Y1).	81	79	58	45
Presentations at International Conferences Abroad and in Lithuania	153	201	322	249
Student Presentations at International Events	no date	303	192	403
Share of Joint Publications with Foreign Authors out of the Total Number of Joint Publications, %	4.6%	3.8%	3.3%	32.6%
International Research Dissemination Events	7	10	12	10

Research with International Scholars. In 2024, the number of joint publications with foreign authors increased significantly by almost ten times. While in 2021–2023, the share of such publications compared to all publications amounted to only 3.3–4.6%, in 2024, these publications already accounted for one-third.

Organisation of International Events: Conferences and Artistic Events. Since 2022, approximately 10–12 similar international research events have been organised annually at Kolegija. Due to the entry into force of the Procedure for the Organisation of Scientific Conferences at Kauno kolegija, the number of international events is likely to decrease, but the remaining events will have a greater degree of internationalisation.

Internationalisation of Publications. Student presentations at international events increased significantly (by 47.64% when comparing 2023 and 2024). The indicator of lecturers' presentations at international conferences in Lithuania and abroad was relatively high in 2021–2024, exceeding 200 presentations per year since 2022. Nevertheless, one of the most important indicators is the number of scientific articles published in journals with a citation index IF (Clarivate Analytics JCR) and/or SNIP (SCOPUS) (Evaluation criteria: S1 with IF, S2 with SNIP). In 2024, compared to the very stable number of publications in 2021–2023, this number doubled. Between 2021 and 2024, an annual decrease was observed in the number of scientific articles

published in international journals and in parts of scientific monographs (0.25 to 2 authors' sheets) by internationally recognised academic publishers (Evaluation criteria: S1, S2, S3, Y1). However, this should not be considered a negative indicator, as publishing in Clarivate and Scopus databases generates a higher score for Kolegija and demonstrates the growing research competencies of the scholars themselves.

Achievements in Research and Arts Activities at the International Level. The highest number of international achievements is observed in the Arts.

In summary, it can be stated that the development of internationalisation in higher education institutions is becoming an integral part of the transformation of higher education. It increases the diversity of students and staff, strengthens inclusion, provides opportunities to develop global competencies, and enhances the international quality of institutions. Therefore, Kolegija needs to purposefully develop its activities in the future. One priority is to ensure more active involvement of all faculties in internationalisation processes by organising information events, motivating staff and students, and ensuring equal access to opportunities. Significant attention should be devoted to qualitative results: international partnerships will be assessed not only in terms of the number of mobilities or visiting lecturers but also through the added value of long-term projects, joint publications, and double-degree initiatives. To expand opportunities, funding instruments will be diversified, extending beyond the Erasmus+ and Nordplus programmes.

To further institutional internationalisation by attracting more motivated students for degree studies and exchanges, it is necessary to integrate the principles of internationalisation into institutional governance, quality assurance, and strategic planning. The expansion of bilingual or English-taught study programmes would also contribute to increasing Kolegija's attractiveness at the international level.

Strengthening Kauno kolegija's international reputation would allow for the attraction of more lecturers and researchers from abroad. To achieve this growth, it would be appropriate to actively communicate the institution's achievements, values, and initiatives in the international arena. It is very important to actively participate in international education fairs, events, and academic conferences, as well as to disseminate information through international media and academic platforms.

1.2.4. Strengths and Areas for Improvement in Kauno Kolegija's International Activities

After analysing the situation, the strengths and areas for improvement of Kolegija's international activities were identified (see *Table 2*):

Table 2. Strengths and Areas for Improvement of Kolegija's International Activities

STRENGTHS	AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Well-developed international partnerships at Kauno kolegija (management level, agreements, number of partners). - Kauno kolegija – Partner of the European Universities Alliance UNINOVIS – Data for L.I.F.E. - Growth of Short-Term Student Mobility (BIPs). - Active participation in international project calls. - Internationalisation Development Fund at Kolegija 	<ul style="list-style-type: none"> - Long-Term Mobility of Outgoing and Incoming Students - Effectiveness of Academic Staff Mobility - Virtual Mobility (Development of Collaboration in a Virtual Environment, e.g., Implementation of COILs). - Quality Assurance of Studies Delivered in a Foreign Language - Activation of Research Groups through Collaboration with Foreign Partners - Initiation, Preparation, and Coordination of International Research Projects

2. STRATEGIC GOALS AND OBJECTIVES OF KAUNO KOLEGIJA'S COMPREHENSIVE INTERNATIONALISATION DEVELOPMENT PLAN FOR 2026–2030

In Kolegija's community, internationalisation is perceived as a means that significantly contributes to the effective implementation of Kolegija's mission. In 2026–2030, as Kauno kolegija develops its internationalisation, it is guided by the concept of comprehensive internationalisation and commits to integrating internationalisation into all areas of its activities – studies, applied research/arts, and external engagement – to promote the advancement of the region and the country as a whole.

The goal of the Kolegija's comprehensive internationalisation development plan is to become an advanced European university of applied sciences that creates added value for society in the fields of studies, applied research, and the arts.

To achieve this goal, three **main areas of activity have been identified:**

Activity Area 1: Development of Partnerships with Foreign Higher Education and Business Institutions, Strengthening Kolegija's Role in the International Arena.

Activity Area 2: Development of Practice-Oriented Studies by Implementing the Principles of Lifelong Learning, Ensuring their Internationalisation, and Fostering European Values.

Activity Area 3: International-Level Applied Research, Experimental Development (R&D), and Artistic Activities.

Strategic Key Target Indicators:

1. Integration of the Activities of the European Universities Alliance UNINOVIS – Data for L.I.F.E. and Kolegija (qualitative indicator);
2. 95% of all students benefiting from opportunities to develop international competencies (quantitative indicator);
3. 23% of graduates have participated in mobility activities (long-term, short-term, or blended) (quantitative indicator);

4. 15% of international students out of all first-year admitted students (quantitative indicator);
5. 20 % of full-time foreign researchers out of all full-time researchers employed at Kolegija (quantitative indicator);
6. 125 high-level research publications (quantitative indicator);
7. 2 International research and (or) arts projects (quantitative indicator).

Objectives by Activity Areas:

Activity Area 1: Development of Partnerships with Foreign Higher Education and Business Institutions, Strengthening Kolegija's Role in the International Arena

Objectives:

- 1.1. Ensure the sustainable integration of the activities of the European Universities Alliance UNINOVIS – Data for L.I.F.E. and Kolegija.
- 1.2. Create and develop long-term partnerships with foreign higher education institutions, business enterprises, non-governmental organisations, and cultural institutions.
- 1.3. Participate in international networks, consortia, and programmes in order to strengthen Kolegija's visibility and influence.

Activity Area 2: Development of Practice-Oriented Studies by Implementing the Principles of Lifelong Learning, Ensuring their Internationalisation, and Fostering European Values

Objectives:

- 2.1. Develop the internationalisation of the study programme portfolio;
- 2.2. Implement student and staff mobility by strengthening the sharing of international experience and the development of competencies;
- 2.3. Attract motivated international students with the aim of integrating them into the Lithuanian labour market;
- 2.4. Create an open, inclusive, and multicultural academic environment.

Activity Area 3: International-Level Applied Research, Experimental Development (R&D), and Artistic Activities.

Objectives:

- 3.1. Attract and retain researchers from abroad;
- 3.2. To carry out international-level applied scientific research, experimental development (R&D), and artistic activities;
- 3.3. Develop a support system for promoting the internationalisation of science and the arts.

PLAN OF COMPREHENSIVE INTERNATIONALISATION DEVELOPMENT AT KAUNO KOLEGIJA HEI FOR 2026–2030

Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
<p>The goal of the Kolegija’s comprehensive internationalisation development plan is to become an advanced European university of applied sciences that creates added value for society in the fields of studies, applied research, and the arts.</p>													
<p>Strategic target indicators</p> <ul style="list-style-type: none"> • Integration of Kauno kolegija’s activities into the European Universities Alliance UNINOVIS Data for LIFE (qualitative indicator) • 95% of all students benefiting from opportunities to develop international competencies (quantitative indicator) • 23% of graduates having participated in mobility activities (long-term, short-term, and blended) (quantitative indicator) • 15% of international students out of all first-year admitted students (quantitative indicator) • 20 % of full-time employed foreign researchers out of all full-time researchers at Kolegija (quantitative indicator) • 125 high-level scientific publications (quantitative indicator) • 2 international research (art) projects (quantitative indicator) 													
<p>Activity Area 1: Development of partnerships with foreign higher education and business institutions, strengthening the Kolegija’s role in the international arena.</p>													
<p>Result criteria and target indicator value (if applicable):</p> <ol style="list-style-type: none"> 1. Effectiveness of the European Universities Alliance UNINOVIS and activities of Kolegija (description according to qualitative characteristics) 2. Effectiveness of engagement in international networks and organisations 3. Effectiveness of partnerships with foreign higher education and business institutions 4. Number of national and international projects involving UNINOVIS partners 													

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
1.1. Objective: Ensure sustainable integration of the European University Alliance UNINOVIS Data for LIFE and the activities of Kolegija.													
1.1.1. Activity: Integrate UNINOVIS activities into the operational processes of Kolegija.	Effectiveness of the European University Alliance UNINOVIS and the activities of Kolegija	Qualitative	Description according to qualitative characteristics										Vice Director for Research and Development; Vice Director for Studies
1.1.2. Activity: Establish a sustainable organisational structure for implementing UNINOVIS activities by creating a UNINOVIS Competence Centre in the fields of Cybersecurity and Logistics.	A sustainable organisational structure established, integrating the activities of the UNINOVIS Alliance and Kolegija.	Not applicable	1	50.0	1	50.0	1	40.0	1	30.0	1	30.0	Vice Director for Research and Development; Vice Director for Studies; UNINOVIS Project Implementation Working Group, Head of the UNINOVIS Competence Centre

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
1.1.3. Activity: Prepare international and/or national (where applicable) projects with UNINOVIS partners	The number of national and international projects involving UNINOVIS partners	10/4	10/5	4.0	10/5	4.0	10/6	4.0	11/6	5.0	11/6	5.0	Project Department
1.1.4. Activity: Disseminate UNINOVIS results to ensure their further use	Effectiveness of the Kolegija's marketing programme as a UNINOVIS Alliance partner	Qualitative	Description according to qualitative characteristics										Marketing and Communication Department, UNINOVIS Project Implementation Working Group
1.1.5. Activity: Prepare a joint application with partners to ensure the continuation of UNINOVIS-2 activities	Approved UNINOVIS project 2027-2030	UNINOVIS Project 2025-2028	-		-	3.0	1	3.0	-		-		Project Department, UNINOVIS Project Implementation Working Group
1.2. Objective: To create and develop long-term partnerships with foreign higher education institutions, businesses, non-governmental organisations, and cultural institutions													

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
1.2.1 Activity: Increase the diversity of cooperation activities with strategically important foreign higher education institutions.	Effectiveness of international partnerships	Qualitative	Description according to qualitative characteristics										International Relations Department, International Partnership Development Coordinator
1.2.2. Activity: Develop and apply procedures and criteria for selecting potential new partners	Effectiveness of the potential new partner selection system	Qualitative	Description according to qualitative characteristics										International Relations Department, International Partnership Development Coordinator
1.2.3 Activity: Cooperate with foreign companies and other organisations in implementing competence and skills development,	Effectiveness of social partnerships in international activities	Qualitative	Description according to qualitative characteristics										International Relations Office, Project Office, Student Affairs and Career Office

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
applied scientific, and artistic activities													
1.3. Objective: To participate in international networks, consortia, and programmes in order to strengthen the visibility and influence of Kolegija													
1.3.1. Activity: Ensure effective representation of Kaunas kolegija in international networks, consortia, and programmes	Effectiveness of participation in international and national networks	Qualitative	Description according to qualitative characteristics.										International Relations Department, International Partnership Development Coordinator
1.3.2. Activity: Engage in the governance structures of international networks and organisations	The number of Kolegija staff participating in the governance structures of international networks and	1	2	4.0	2	4.0	3	6.0	3	6.0	3	6.0	International Relations Department, International Partnership Development Coordinator

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons	
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030			
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR		
	organisations													
<p>Activity Area 2: Development of Practice-Oriented Studies by Implementing the Principles of Lifelong Learning, Ensuring their Internationalisation, and Fostering European Values.</p>														
<p>Result criteria and target indicator value</p> <ol style="list-style-type: none"> 1 Internationalisation of the study portfolio (description based on qualitative characteristics) 2. Number of joint and double degree study programmes 3. Proportion of students who have taken advantage of opportunities to develop international competencies, as a percentage of all students 4. Number of incoming lecturers from abroad for teaching purposes 5. Percentage of foreign students out of all first-year enrolled students 														
<p>2.1. Objective: To develop the internationalisation of the study programme portfolio</p>														
2.1.1. Activity: Updating study programmes and their descriptions by integrating international and intercultural competences, along with teaching, study organisation,	The share of updated study programmes integrating international and intercultural competences out of	Not applicable	60	10,0	70	10,0	80	10,0	90	10,0	95	10,0	Vice Director for Studies; Study Development Department; Academic Departments	

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons	
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030			
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR		
and assessment methods that ensure their development.	all study programmes, %.													
2.1.2. Activity: Implement study programmes in English	Number of study programmes offered in English	8	11	4,5	11	2,0	14	4,5	14	2,0	15	1,5	Vice Director for Studies; Study Development Department; Academic Departments	
2.1.3. Activity: Develop and implement joint and double degree study programmes	Number of joint and double degree study programmes	6	6	5,0	9	9,0	13	12,0	19	18,0	24	15,0	Vice Director for Studies; Study Development Department; Academic Departments	
2.1.4. Activity: Develop a system that ensures students have the opportunity to benefit from international competence development opportunities	Proportion of students who have taken advantage of international competence development	~60	65	10,0	70	10,0	80	10,0	90	10,0	95	10,0	Academic Departments Study Development Department International Relations Department	

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030			
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR		
	opportunities, % of all students													
2.1.5 Activity: Develop lifelong learning services in cooperation with foreign partners.	Expansion of lifelong learning services developed in cooperation with foreign partners	Qualitative	Description according to qualitative characteristics										Vice Director for Research and Development; Vice Director for Studies; Lifelong Learning Centre	
2.1.6. Activity: Develop a system for foreign language teaching and course accessibility	Effectiveness of the foreign language accessibility system	Qualitative	Description according to qualitative characteristics										Vice Director for Studies; Language Centre	
2.2. Objective: To implement student and staff mobility, strengthening the sharing of international experience and the development of competencies														
2.2.1. Activity: Organise student mobility activities (long-	Share of College students who	9	13	979.0	15	1,173.0	17	1,367.0	20	1 601,0	23	1 836,0	Academic Departments International Relations Department	

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030			
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR		
term, short-term, and blended) based on sustainability principles and promote the application of smart solutions	participated in mobility activities (long-term, short-term, and blended), %													
2.2.1.1 Activity: Implement long-term student mobility activities	Share of College students who participated in long-term mobility activities, %	4	4	612.0	5	765.0	6	918.0	7	1,071.0	8	1,224.0	Academic Departments International Relations Department	
2.2.1.2. Activity: Implement short-term and blended student mobility activities	The share of Kolegija students who participated in short-term and blended	5	9	612,0	5	765,0	6	618,07	7	1071,0	8	1224,0	Academic Departments International Relations Department	

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
	mobility activities, %												
2.2.2. Activity: Implement College academic staff mobility visits (including virtual mobility) for teaching purposes.	The share of lecturers who participated in teaching mobility under international exchange programs (including virtual mobility) as a percentage of the total number of lecturers.	10	12	99,0	15	123,75	20	165,0	25	206,25	30	247,5	Academic Departments International Relations Department Human Resource Office
2.2.3. Activity: Organise the admission of incoming students under	The share of incoming students under	8.5	9,4	143,8	10,0	153,0	10,5	160,6	11,1	169,8	12,0	183,6	Academic Departments International Relations Department

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030			
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR		
international exchange programs.	international exchange programs in the field of study, %													
2.2.4. Activity: Develop the reception of incoming foreign lecturers at the College for teaching purposes.	The number of foreign lecturers visiting for teaching purposes	104	120	1,2	125	1,3	130	1,3	135	1,4	140	1,4	Academic Departments International Relations Department	
2.3. Objective: Attract motivated international students with the aim of integrating them into the Lithuanian labour market.														
2.3.1. Activity: Implement an international student admission campaign	The proportion of international students out of all first-year admitted students, %.	6.5	7	20,0	9	22,0	10	24,0	13	27,0	15	30,0	Academic Departments Study Administration Unit International Relations Department	

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
2.3.2. Activity: Develop the integration of Lithuanian language and culture courses into study programmes delivered in foreign (English) languages	Effectiveness of integrating Lithuanian language and culture and cultural subjects into study programs conducted in a foreign (English) language	Qualitative	Description according to qualitative characteristics										Academic Departments Study Development Department International Relations Department
2.3.3. Activity: Disseminate information and cooperate with foreign Lithuanian educational institutions in order to encourage the diaspora and persons of Lithuanian	Effectiveness of cooperation with foreign Lithuanian educational institutions in encouraging expatriates	Qualitative	Description according to qualitative characteristics										Study Administration Unit International Relations Department

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons	
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030			
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR		
origin abroad to study at Kolegija	and foreigners of Lithuanian background to study at Kolegija													
2.4. Objective: To create an open, inclusive, and multicultural academic environment.														
2.4.1. Activity: Increase the number of employed international academic staff	Number of employed international academic staff	32	35	175.0	38	190.0	40	200.0	42	210.0	45	225.0	Academic Departments, Human Resource Office International Relations Department	
2.4.2. Activity: Develop a high-quality admission, integration, and academic support system for international students	Effectiveness of the admission, integration, and academic support system for international students and lecturers	Qualitative	Description according to qualitative characteristics										Vice Director for Studies Student Affairs and Career Unit Human Resource Office International Relations Department	

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
2.4.3 Activity: Develop staff competencies to work in an intercultural environment and contribute to international projects and collaboration initiatives	The proportion of Kolegija's employees who participated in activities that develop skills for working in an intercultural environment and contributing to international projects and cooperation initiatives, out of all employees, %	Not applicable	30	15,0	40	20,0	50	25,0	60	30,0	65	35,0	Human Resource Office International Relations Department Lifelong Learning Centre

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
Priority Area 3: International-Level Applied Research, Experimental Development (R&D), and Artistic Activities													
Result criteria and target indicator value Number of researchers incoming and outgoing for research/artistic internships per year. 2. Proportion of foreign researchers employed out of the total number of researchers (%) per year. 3. Number of high-level publications per year. 4. Number of prestigious international and widely recognised artistic works per year. 5. Number of prestigious international and widely recognised scientific and/or artistic events held per year. 6. Number of international competitive R&D and/or artistic projects participated in over 5 years. 7. Number of foreign researchers in research groups/subgroups (at least 1 researcher per group/subgroup). 8. Established researcher profiles within the UNINOVIS European University Alliance. 9. Effectiveness of support for R&D and artistic activities (based on qualitative indicators).													
3.1. Objective: Attract and retain researchers from abroad													
3.1.1. Activity: Develop a research internship/art residency program	Number of researchers participating in residencies	0	3	1,5	3	1,5	3	1,5	3	1,5	5	2,5	Vice-Deans for Research (and Art), working group
3.1.2 Number of submitted applications for research internship/art residency funding	Number of researchers who went on internships	0	3	2,0	3	2,0	3	2,0	3	2,0	5	2,0	Vice-Deans for Research (and Art), researchers

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
3.1.3. Activity: Search for researchers to employ through job postings on international portals	The share of foreign researchers employed out of the total number of researchers	7%	10	2,0	12	2,0	14	2,0	17	2,0	20	2,0	Academic Departments, Human Resource Office
3.1.4. Activity: Create an intercultural working environment conducive to the implementation of R&D and artistic activities	The share of foreign researchers (%)	Not applicable	Description according to qualitative characteristics										Academic Departments, Human Resource Office, Applied Research Department
3.2. Objective: Increase the number of higher-level scientific publications.													
3.2.1. Activity: Prepare scientific articles for journals indexed in the Scopus database with an impact factor (IF) in the Clarivate	Number of scientific articles published in journals indexed in JCR (with Impact Factor, IF) and/or	39	45	20,0	50	25,0	57	25,0	60	30,0	65	30,0	Heads of Research Groups/Subgroups, Researchers

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030			
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR		
Analytics Journal Citation Reports (JCR) and/or a Source Normalised Impact per Paper (SNIP).	Scopus (with Source Normalised Impact per Paper, SNIP).													
3.2.2. Activity: Prepare scientific articles in international journals and chapters of scientific monographs (ranging from 0.25 to 2 author's sheets) published by internationally recognised academic publishers.	The number of scientific articles in international journals and chapters of scientific monographs (ranging from 0.25 to 2 author's sheets) published by internationally recognised	45	48	20,0	51	54,0	54	57,0	57	60,0	60	64,0	Heads of Research Groups/Subgroups, Researchers	

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
	academic publishers.												
3.2.3. Activity: Create prestigious international and widely recognised artistic works	Number of international and widely recognised artistic works (units)	Not applicable	4	20,0	4	20,0	4	20,0	5	20,0	5	20,0	Lecturers – artists of Kauno kolegija
3.2.4. Activities: Organise prestigious international and widely recognised scientific and/or artistic events	Number of international scientific and artistic events (units)	Not applicable	1/1	10,0	1/1	10,0	1/1	10,0	2/1	15,0	2/1	15,0	Academic Departments, Vice-Deans for Research (and Art), researchers
3.2.5. Activity: Participate in international competitive R&D and/or art projects	Number of international R&D and art projects (units)	0	2 Horizon projects, 1 bilateral cooperation project over 5 years										Vice-Deans for Research (and Art), researchers Applied Research Department, Project Department
3.2.6. Activity: Establish research groups/subgroups with at least	Number of international researchers per	Not applicable	1	-	1	-	1	-	1	-	1	-	Vice-Deans for Research (and Art), researchers, Human Resource Office

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
one foreign researcher	research groups / subgroups												
3.2.7. Form research profiles within the framework of the European University Alliance UNINOVIS	Number of research profiles	0	15	-	18	-	21	-	25	-	30	-	Heads of Research Groups/Subgroups, Researchers
3.3. Objective: To develop a support system for promoting the internationalisation of science and the arts.													
3.3.1. Activity: To fund researchers' networking events abroad.	Effectiveness of support for R&D and artistic activities	Not applicable	Description according to qualitative characteristics										International Relations Department, Finance Department
3.3.2. Activity: Provide funding for researchers to participate in international conferences abroad with a conference presentation	Effectiveness of support for R&D and artistic activities	Not applicable	Description according to qualitative characteristics, while funding according to the needs (included in other activities)										Finance Department, Academic Departments

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
3.3.3. Activity: Cover publication fees for scientific articles in peer-reviewed journals with a Journal Impact Factor (JIF) in Clarivate JCR and/or indexed in Scopus with a Source-Normalised Impact per Paper (SNIP), as well as for monographs, monograph chapters, scientific studies, and synthesis works (or parts thereof) published by internationally recognised academic publishers.													Heads of Research Groups/Subgroups, Finance Department, Academic Departments

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Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
3.3.4. Activity: Encourage lecturers for publishing scientific articles in peer-reviewed journals with a Journal Impact Factor (JIF) in Clarivate JCR and/or indexed in Scopus with a Source-Normalized Impact per Paper (SNIP), as well as for publishing monographs, monograph chapters, scientific studies, and synthesis works (or parts thereof) issued by internationally recognized	Effectiveness of support for R&D and artistic activities	Not applicable	Description according to qualitative characteristics										Finance Department, Academic Departments

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	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
academic publishers, and for creating prestigious international and widely recognized artistic works.													
3.3.5. Activity: Conduct annual monitoring of the implementation of the support system for promoting the internationalisation of science and art, and improve this system.	Effectiveness of support for R&D and artistic activities	Not applicable	Description according to qualitative characteristics										Applied Research Department, International Relations Department, Finance Department, Human Resource Office
3.3.6. Activity: Develop competencies for carrying out R&D and/or artistic activities at the													Lifelong Learning Centre, Applied Research Department

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Annex 1

Goal, strategic directions, objectives, activities	Evaluation criteria (qualitative and quantitative indicators, KPIs)		Target KPI value, funding source, and allocated budget (thousand EUR)										Responsible departments/ persons
	Name	Baseline indicator value 2024 (if applicable)	2026		2027		2028		2029		2030		
			KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	KPI	thousand EUR	
international level													
3.3.7. Activity: Develop a researcher career development system and carry out its implementation monitoring													Applied Research Department, Human Resource Office