**Ukrainian Higher Education
Reform Experts**

REPORT

on participation in the Virtual Study Visit "Institutional Approaches and Strategies for Greening"

Name of the event: Virtual Study Visit "Institutional Approaches and Strategies for Greening"

Date: 25 and 27 March 2024

Venue: University College Cork, Ireland. Via ZOOM

Participants from Ukraine: SHYTIKOVA Svitlana (NEO), TALANOVA Zhanna (NEO), BAKHRUSHYN Volodymyr (HERE), KALASHNIKOVA Svitlana (HERE), KOZIEVSKA Olena (HERE), LUGOVYY Volodymyr (HERE), MRUGA Maryna (HERE), MYSHLOVSKA Mariia (HERE), RASHKEVYCH Yuriy (HERE), SHAROV Oleg (HERE), STAVYTSKYY Andriy (HERE), WYNNYCKYJ Mychailo (HERE), ZAKHARCHENKO Vadym (HERE), ZOLOTARYOVA Iryna (HERE).

The virtual study visit "Institutional Approaches and Strategies for Greening" was dedicated to examining the practices of University College Cork (UCC) within the context of Ireland and Europe. During the event, UCC's comprehensive sustainability initiatives were presented, with a focus on integrating environmental principles into the university's mission and operations. Participants were introduced to various aspects of governance, internationalization, digitalization, administrative practices, research, as well as student engagement and their contributions to societal development. Additionally, the visit explored the impact of UCC's environmental initiatives on the local community, their alignment with national policies, and support for European sustainability goals.

Objectives:
• Gain insights into UCC's institutional approaches and strategies for integrating sustainability and greening into its policies and practices, including teaching and learning, digitalization, curriculum design, research, services to society/outreach, international collaboration, governance and campus management.
• Understand how UCC's green strategy engages with diverse stakeholders within and outside the institution, including civil society, the private sector, the public sector, and youth.
• Explore Ireland's national strategy for greening in higher education and how it relates to the European context, showcasing challenges and successes of incorporating sustainable practices within the Irish higher education context.
• Discuss how national strategies can address the role of higher education in contributing to environmental sustainability and also enable this.

• Understand, at both institutional and national levels, how these initiatives align with broader frameworks such as the SDGs and the European Green Deal, and also how Erasmus is used in this regard

Development prospects for Ukraine:

Key areas in which the Ukrainian higher education system, particularly at the institutional level, can actively contribute to the further process of greening include:

1. *Integration of environmental topics into the educational process*. Expanding the study of greening issues within educational programs, both through core courses and specialized educational activities, such as thematic public lectures, micro-credentials, and internships.
2. *Development of research on greening*. Enhancing scientific activities in the field of greening to develop innovative solutions for sustainable development. This can include both fundamental research and practical projects aimed at addressing critical environmental issues.
3. *Greening strategy for higher education institutions*. Developing institutional greening strategies with comprehensive involvement from all levels of the university community: the support of administration, faculty, and administrative staff, along with the initiative and engagement of students, are key elements for the effective implementation of environmental practices.
4. *Expanding collaboration with stakeholders*. It is crucial to go beyond the university boundaries and actively collaborate with civil society, the private sector, and the public sector on sustainability projects and initiatives, thereby practicing a service-learning approach.
5. *Greening of university campuses*. Implementing environmental practices in the daily activities of educational institutions, including the development of waste sorting and recycling systems, reducing resource consumption, introducing energy-efficient technologies, and optimizing and effectively using available spaces.
6. *Digitalization of educational processes*. Deepening the digital transformation of education to reduce the ecological footprint of educational institutions. This includes the use of online resources, distance learning, and other digital tools.