

ENHANCING THE INTERNATIONAL DIMENSION OF MYANMAR UNIVERSITIES

«CHINLONE» POLICY SUGGESTIONS



CHINLONE

Connecting Higher education Institutions
for a New Leadership On National Education

Co-funded by the
Erasmus+ Programme
of the European Union



PLAN OF THE PRESENTATION

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**PART 1 – Brief outline of the
CHINLONE project**



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THE CHINLONE CONSORTIUM



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



Ministry of Education



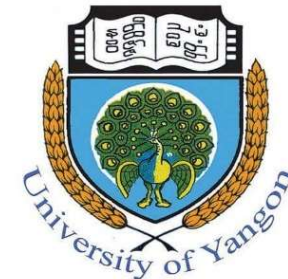
Yangon University of economics



UPPSALA
UNIVERSITET



Dagon University



UNIVERSIDAD
DE GRANADA



YEZIN AGRICULTURAL UNIVERSITY



Erasmus+

PROJECT OBJECTIVES – Wider objective

Creating an EU-MM partnership to contribute to the modernization and internationalization of Higher Education in MM in order to facilitate the country's transition towards a 'knowledge economy'

www.unibo.it/chinlone

4 years project:

CHINLONE will end in April 2021



CHINLONE



PROJECT OBJECTIVES – Specific objectives

1- Modernization of MM Universities' management systems and capabilities, especially in drafting academic programmatic documents according to innovative and internationally recognized HE principles.

2- Reinforce capacity to design programs, teach and produce innovative knowledge by local teaching staff.

3- Establishment or reorganization of IROs at MM partner universities.

4- Strengthening of collaborations between EU and MM universities for the exchange of academic knowledge at any level through their articulation in a recognized and internationally regulated scheme.

PART 2 – CHINLONE Methodology



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METHODOLOGY – From the game to the project

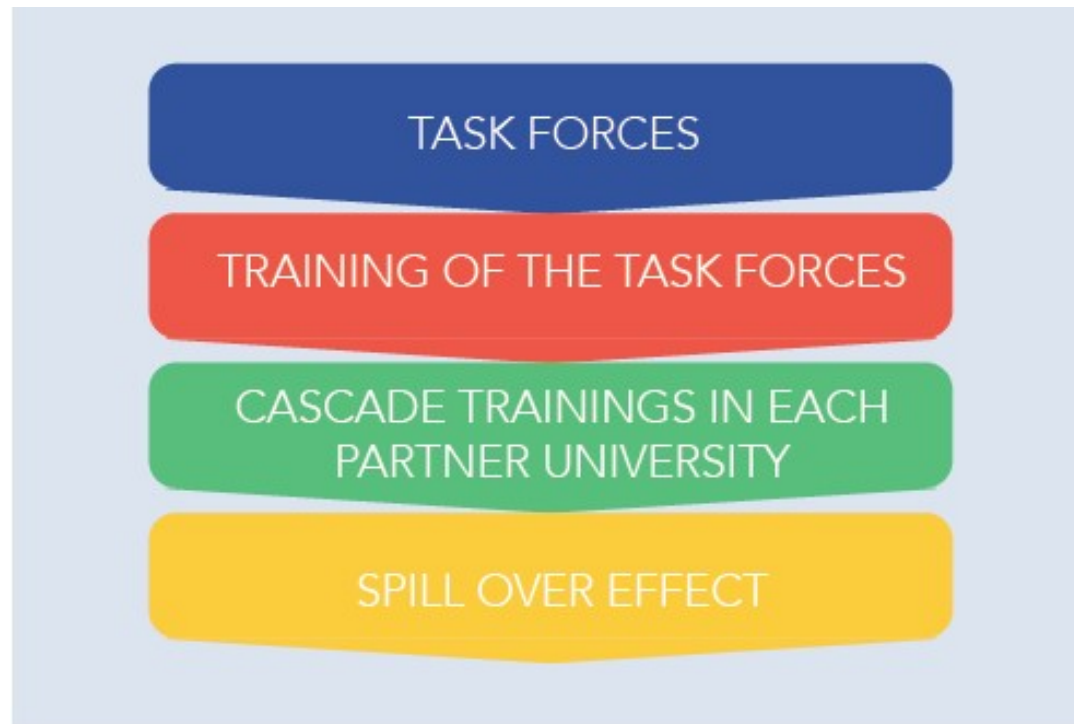
Cooperation: As in a Chinlone game, the project does not want to create any competition among different Universities but, on the contrary, its task is to make institutions work together for a shared goal.

Virtuous sharing of competences, experiences and knowledge between EU and MM partners.

Multi-level project working on University Management + Teaching + International Relations.

Enclosing all actors in the process of University moderation: university governance representatives, faculty members, staff and students – in a harmonious and integrated way, as in a Chinlone game.

METHODOLOGY – Cascade Trainings





PART 3 – CHINLONE International Relations Platform



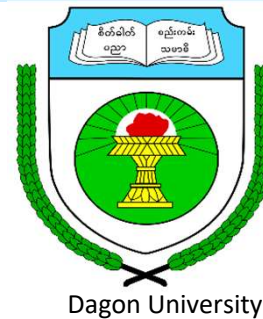
PLATFORM AIMS

The ultimate aim of this PLATFORM was the implementation of international relations offices in the MM partner universities.

The specific goals:


- Building up an **awareness** of IROs' strategic role in promoting internationalization;
- Exposing MM partners to **different models** of international relations management;
- Enhancing MM partners' **capacity** in designing their own IROs;
- Supporting MM partners to implement their IROs.

PLATFORM OUTCOMES



- Trainings for IRO staff (on different set of issues like, i.e. IR governance, IRO workflow, approaching international partners);
- New Feasibility Plans for IRO offices drafted;
- New equipment of IRO offices.

<https://site.unibo.it/chinlone/it/results/wp4-chinlone-international-relation-platform>



PART 4 – Why International Relations matters?



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INTERNATIONALIZATION AS AGENT OF CHANGE

In the last 30 years, internationalization has become a key agent of change in higher education.

Why? the end of the Cold War (cooperation/competition); the increasing **globalization** and regionalization of economies and societies; the requirements of the **knowledge economy**.

“Global education can no longer be viewed as a secondary consideration; we must recognize that it is central to developing graduates who can cope creatively with the modern, interdependent world” (Wood, 1991)

A «WELL KNOWN» DEFINITION

“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.”

(de Wit, Hunter, Egron Polak and Howard 2015)

A «UNIBO DEFINITION»

“The University of Bologna sees internationalisation as a cross-dimensional aspect of its strategic plan and pursues the related aims and objectives as an integral part of its overall institutional strategy. This approach, which permeates the ethos of the University and requires the full responsibility and proactivity of the institutional players, impacts on all aspects of academic life.”

KEY POINTS

Internationalization:

- IS a process: it does not proceed by itself but needs clear intentions (consideration, decision and action);
- IS NOT a goal in itself: it needs to be directed toward quality improvement.
- SHOULD NOT be of interest to a small elite group of mobile students and scholars but directed to all students and scholars;
- SHOULD make a contribution to society.

TWO PILLARS

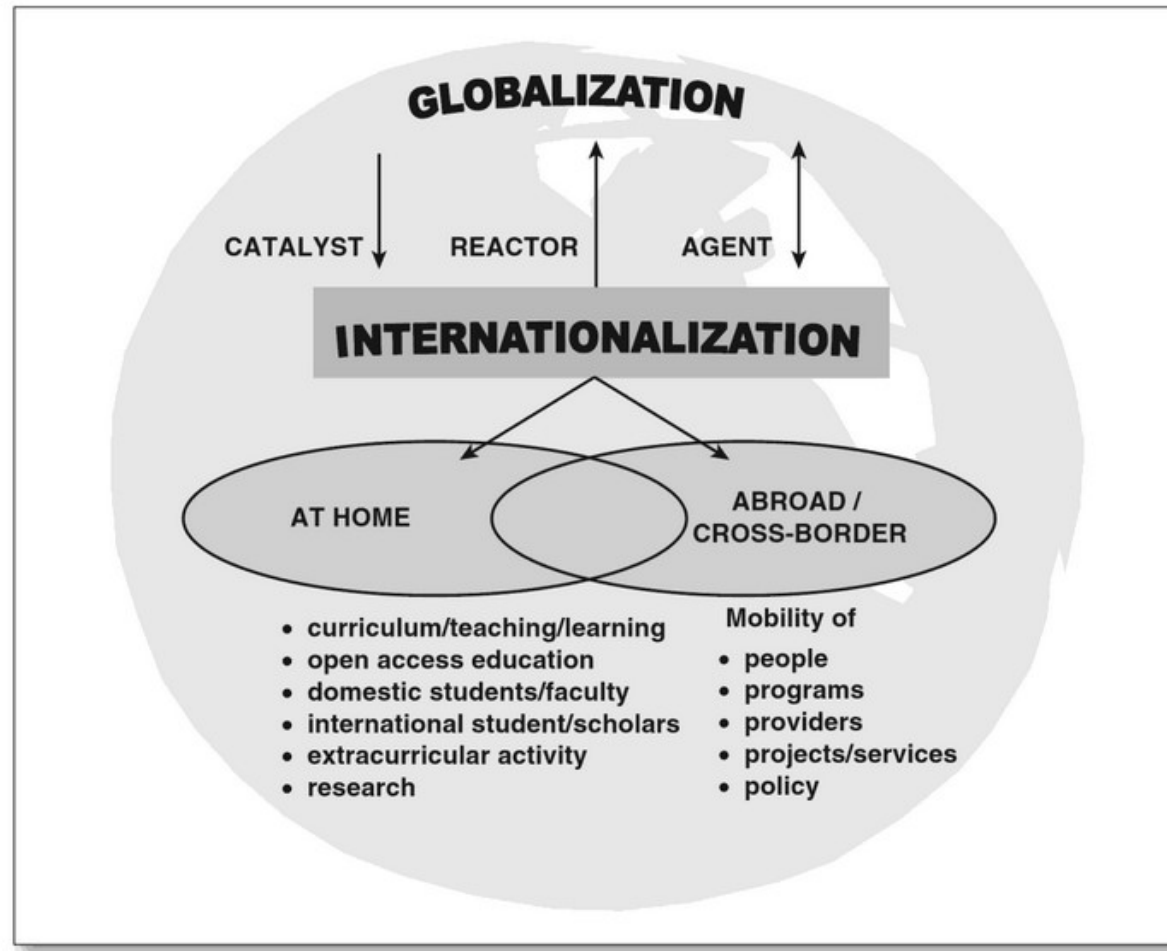


Figure 2.1 Two Pillars of Internationalization: At Home and Cross-Border

Source: Knight, 2010.



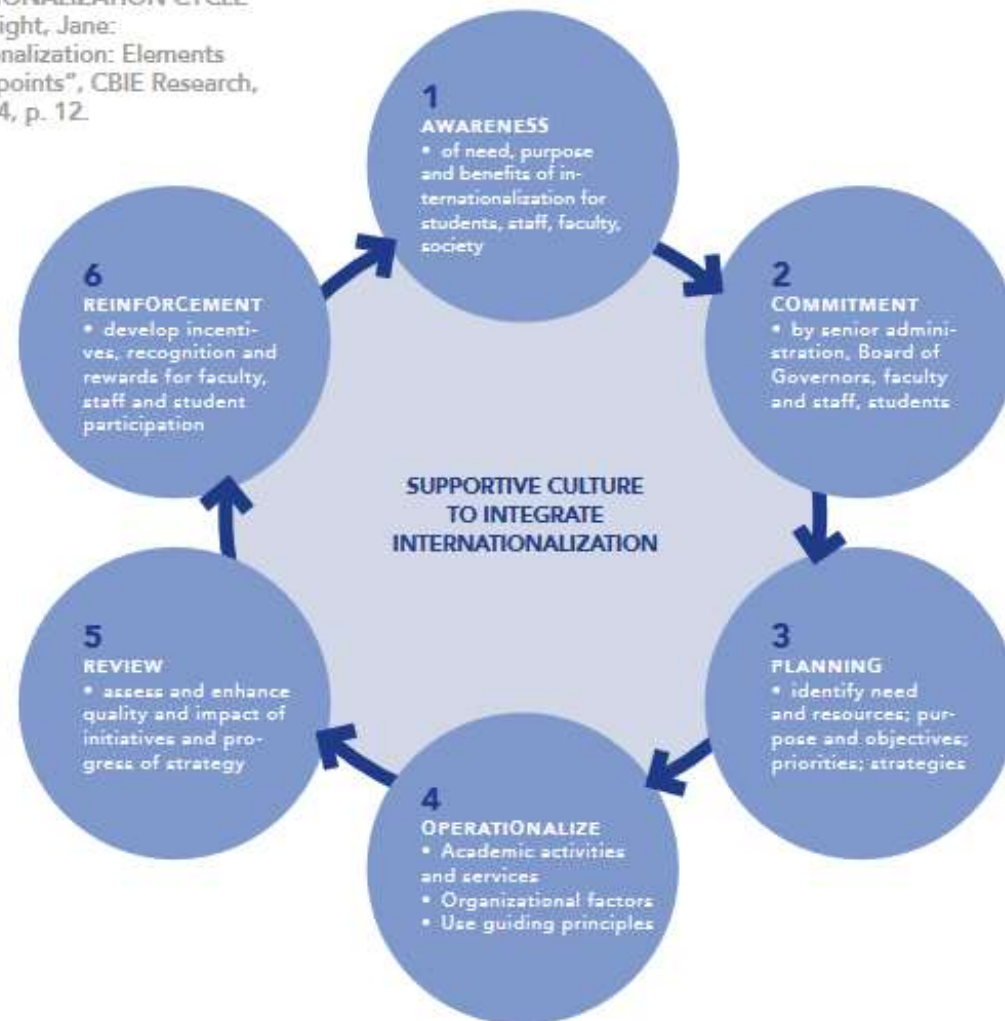
**PART 5 – Internationalisation in MM –
Current Challenges**

WHERE IS MM IN THE INTERNATIONALIZATION CYCLE?

Although the idea of “internationalizing Higher Education” has emerged in the agenda of the Myanmar Ministries and HEIs only recently, it has quickly become a hot and largely discussed topic.

INTERNATIONALIZATION CYCLE

Source: Knight, Jane:
“Internationalization: Elements and Checkpoints”, CBIE Research, No. 7, 1994, p. 12.



Chinlone IRO training days

Reinspiring!

How do you see your IRO office in 5 years?

Promote and increase international collaboration (in terms of mobility and projects)

Increase number of courses taught in English

Increase collaboration within Myanmar

IRO more independent, and operative part of universities

Appoint effective and skilfull IRO office staff

Acquire more funding via collaboration projects

Facilities and funding

Increasing scientific collaboration (seminar, conferences, capacity building for staff)

Improve cultural offer for incoming students, and secure their accommodation

What do you need to do in order to reach there?

Propper training for IRO staff

Connect with other international organizations

Write more project proposals

Sign more MoUs

Change university charters, so that it accommodates IRO unit with permanent staff

Get needed equipment and facilities

Collaboration gives birth to more collaboration

Acquire funding via contact with private sector and university alumni

Forming a strategic plan, action plan, and internal organization and coordination

What are the hindrances?

In some cases no permanent staff

Limited independence

Administration is slow because everything needs to be approved by the Ministry

Limited budget (sometimes no budget outside projects)

Limited freedom to choose partners

Sharing work between IRO members, internal coordination

What are the enabling factors?

Good attitude and willingness

Promising students that could get engaged in IRO work

Have visited European partners, and got information on how they do things

Established IRO teams

A number of existing MOUs

Comittment

Existing project collaborations

Student alumni that could serve as contact points with other countries

If you need to prioritize, what are the 2-3 actions you will chose to do?

Assign permanent staff and improve their skills, train them

Attract, find, search connections, and possible partners. Be proactive about connections.

Clear policy and procedures

Attract domestic students interested in internationalization

Facillitate staff and student exchanges

Give authority to the staff to pursue internationalization

MAJOR OBSTACLES

- 1) Lack of adequate fund's allocation;
- 2) Need for greater Universities' financial autonomy;
- 3) Need for personnel training;
- 4) Framing the ongoing internationalization process within a coherent enhancement of the IROs staff's management skills.
- 5) Need for a more de-centralized decision making process;
- 6) Need for ad hoc agreements with foreign partners. Quality over quantity;
- 7) Need for new exchange programs both for staff and students to allow more inclusiveness in mobility.

PART 6 – CHINLONE Policy Suggestions



FOUR KEY POLICY SUGGESTIONS

- supporting ALL Myanmar universities in the framing of a relevant, comprehensive and bottom-up vision for internationalization that prioritize quality over quantity;
- strengthening of nascent IROs through dedicated policy, staff (with adequate training) and resources;
- drafting clear procedures of autonomy and of course transparency and accountability for the new IRO giving them a true procedural autonomy;
- increasing significantly the availability of funds for instructor, staff, and student mobility.



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Congratulations!
EU Erasmus
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PART 7 – Questions and Debate

of Yangon
University of Yangon

SHAPING HIGHER EDUCATION IN A TRANSITIONING MYANMAR

Online Conference: 29 - 30 March 2021





Thank you for your attention

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