

AN EU-MYANMAR PARTNERSHIP IN HIGHER EDUCATION: THE CASE OF CHINLONE PROJECT



CHINLONE
Connecting Higher education Institutions
for a New Leadership On National Education

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





PART 1 – Why CHINLONE?

THE MYANMAR BIG PICTURE

“We need more and more human resources of intellectuals and intelligentsia in building a modern, developed democratic nation... Therefore, we will **promote the nation’s education standard** to meet the international level and encourage human resource development... We will [...] improve the standards of present universities, colleges [...] provide more teaching aids, sharpen the abilities and improve the socio-economic **status of educational staff**, and increase the enrolment rates in middle and high schools. In that regard, **we will work in cooperation with international organizations including the UN, INGOs, and NGOs.**”

President U Thein Sein Inaugural Speech, 30 March 2011.

THE NESP 2016-2021

With regard to the Higher Education System (HES), NESP sets three specific strategies:

01. Strengthening higher **education governance and management capacity**;

02. Encouraging local teaching staff to undertake quality research and offering effective teaching, in order to **provide students with an effective learning experience**;

03. Improving the access to a high quality education with **no discrimination** and regardless of the students' social and economic background.

THE EU BIG PICTURE

In the period from 1988 until early 2011, the EU's Myanmar policy frequently fluctuated between a "carrot" and a "stick" approach. Since 2011 the emphasis has been on aid to support the transition.

This approach:

- was based on a scenario of ongoing, linear political and economic reforms, too optimistic?;
- policies have not been translated into well-coordinated and coherent strategies and development cooperation programmes. Fragmented and overlapping actions.

(cfr Dosch and Jatswan 2015).

PART 2 – CHINLONE Framework



PROJECT OVERVIEW

Aim: 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'.

4 years project:

October 2017 - April 2021

Budget: 1M Euro

Donor: ERASMUS + Programme
CBHE Framework

www.unibo.it/chinlone



CHINLONE

THE CHINLONE CONSORTIUM



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



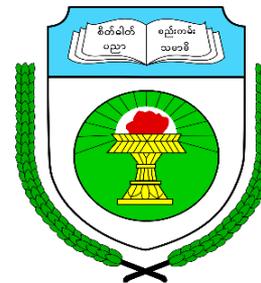
Ministry of Education



Yangon University of Economics



UPPSALA
UNIVERSITET



Dagon University



UNIVERSIDAD
DE GRANADA



YEZIN AGRICULTURAL UNIVERSITY

“INTEGRATION” VS “COLLABORATION”

- Regardless of its specific focus, any CBHE project has a double scope: “integration” and “collaboration”. By integration, we mean that each project fulfils the EU strategic design of sharing and making accessible the best practices used at EU HE institutions in different international contexts.
- CBHE project have a top-down approach, where most of the decision-making processes are in the hands of EU partners. This aspect is problematic.
- Top-down “integration” can foster a sense of disempowerment by non-EU partners and the reproduction of old models and agendas. A top-down project can nonetheless be repositioned fostering “collaboration” components through a process of reciprocal dialogue and mutual understanding among partners.

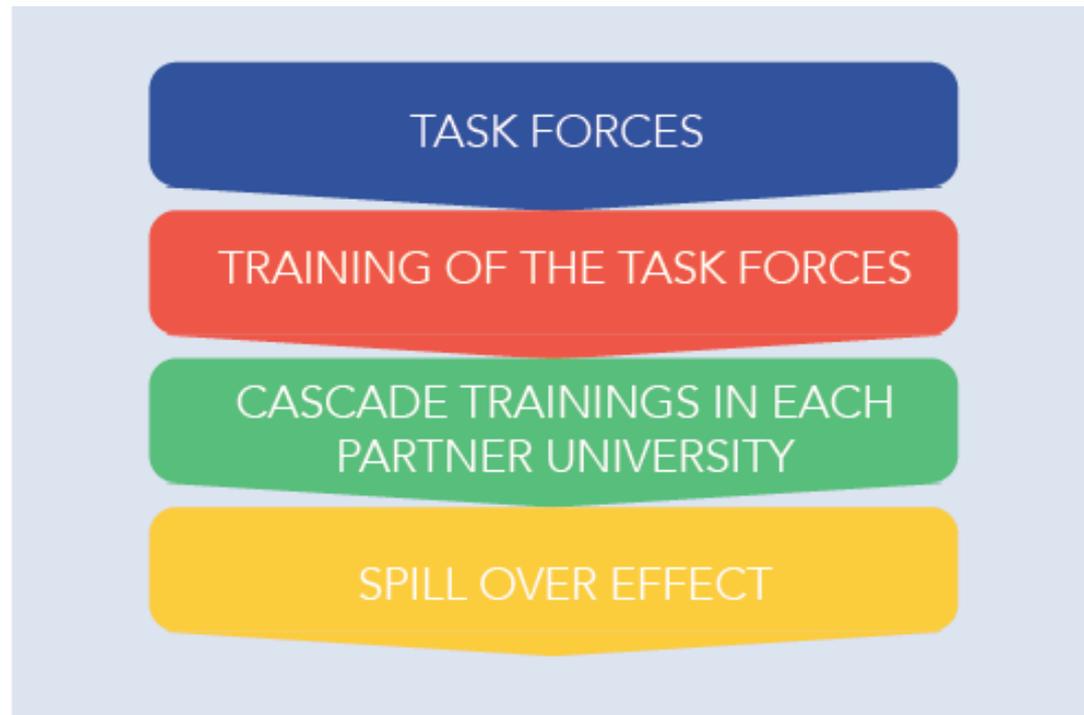
ACTIVITIES

- **Activities reshaped after the kickstart of the project** according to a long need analysis (including interviews with governance, professors and students).
- **Multi-level project** working on University Management + Teaching + International Relations.
- Focus on quality assurance of teaching; teachers' trainings; drafting of international relations strategic plans and IRO offices support.
- Supporting professors as active agents of change.

METHODOLOGY – From the game to the project

- **Cooperation:** As in a Chinlone game, the project stressed the importance of not creating any competition among different Universities but, on the contrary, its task has been on making institutions work together for a shared goal.
- **Enclosing all actors in the process of University modernization:** university governance representatives, faculty members, staff and students – in a harmonious and integrated way, as in a Chinlone game.

METHODOLOGY – Cascade Trainings





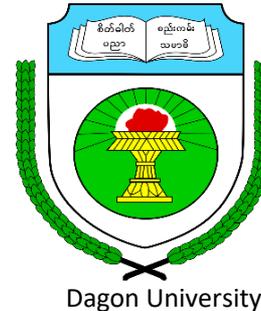
INTERNATIONAL COOPERATION OFFICE



CHINLONE
High Quality
for a New
International Education

PART 3 – CHINLONE Impact

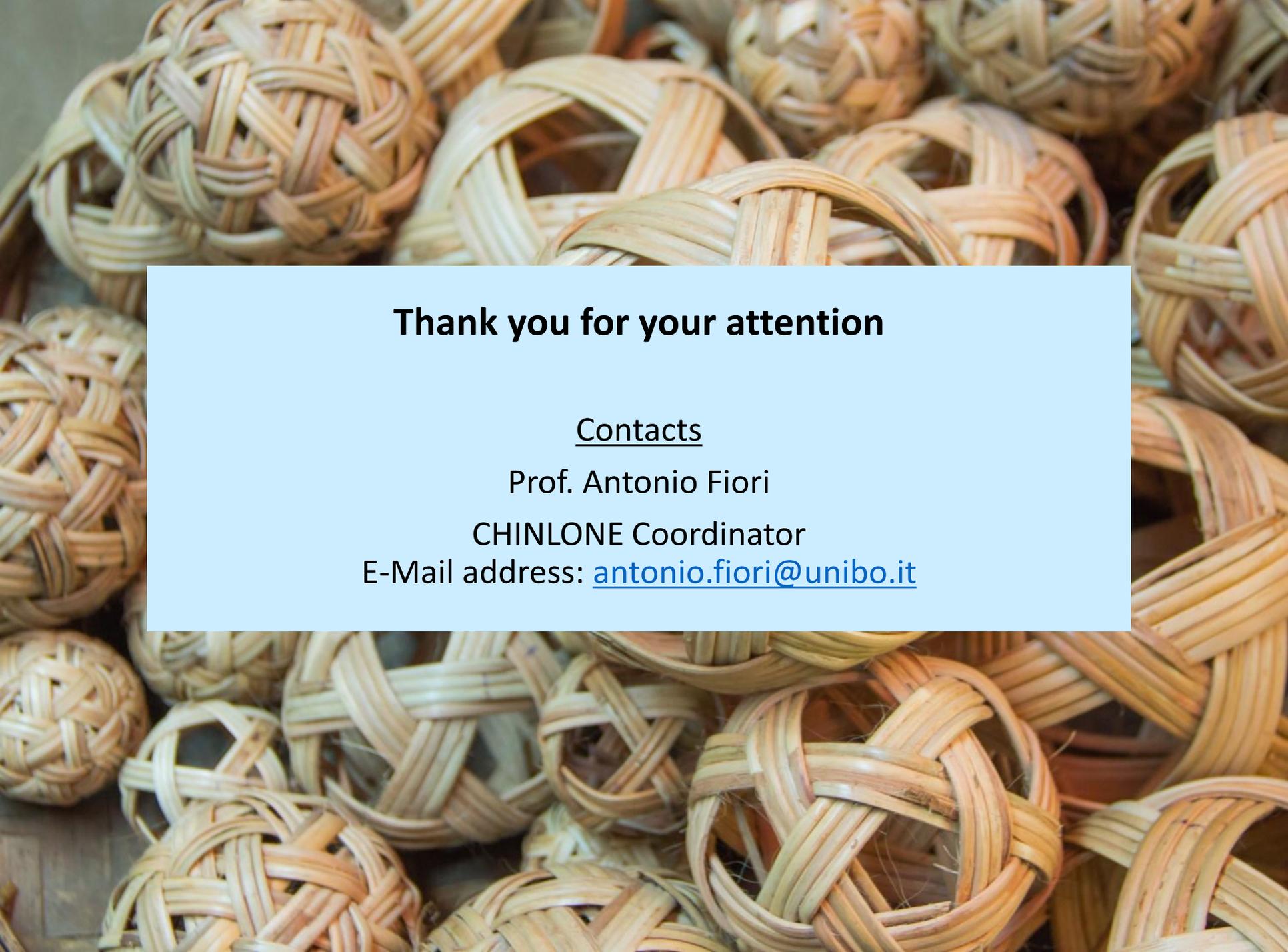
OUTCOMES



- Training opportunities and mobility towards Europe to 60 Myanmar academics; 22 training events in Myanmar; 7 international conferences attended by more than 500 Myanmar scholars.
- To foster internationalization activities, CHINLONE has provided equipment for 5 new International Relations Offices (IROs) and trained their staff thanks to an online tutorship program.
- The lesson learned were included in policy papers drafted by the Consortium (on the project website) that were discussed and shared with the Ministry, the National Education Policy Commission and the Rectors' Commute.

KEY POLICY SUGGESTIONS

- Drafting clear procedures of autonomy and of course transparency and accountability for the HEIs giving them a true procedural (at least) autonomy;
- Re-investing in the “teaching profession,” meaning empowering teachers with a clear and more de-centralized decision making process;
- Promoting the paradigm shift in the country’s “teaching and learning culture” towards a more inclusive model of education that not only considers the students’ needs as learners but also cultivates their critical thinking and related skills;
- 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.



Thank you for your attention

Contacts

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