

# CHINLONE EDUCATIONAL PLATFORM: OUTCOMES



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# CHINLONE PROJECT



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CHINLONE (“Connecting Higher Education Institutions for a New Leadership on National Education”) is a project funded by the European Union, Erasmus+ Key Action 2 Capacity Building in Higher Education programme.

Its main aim is to support Myanmar Universities in reframing the national Higher Education System inscribed into a non-competitive environment where different institutions can work together for a shared goal.



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To achieve these goals, the project deals with the topics of governance, strategic planning and management, shaping 3 “platforms”:

1. MANAGEMENT PLATFORM;
2. EDUCATION PLATFORM;
3. INTERNATIONAL RELATIONS PLATFORM.

Within these platforms, international experts and stakeholders from both EU and MM provide peculiar training, organize workshops and introduce role-model learning opportunities.



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## WP 3 – EDUCATIONAL PLATFORM: AIMS

The main aim of this WP was the reformation and modernization of degree courses according to an approach based on students' learning outcomes. This shift from a content-based to a learning outcomes-based approach is expected to have significant impacts on teaching/assessment methods and on all the matters related to students' learning.

The starting point of this new process was represented by the selection of pilot fields of studies/curricula. The second step was the enhancement of MM partners' capacity in designing innovative degree programs by introducing them to 3 EU HE models of curricula structuring that stem from the same source – i.e. the Bologna Process principles.



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# WP 3 – EDUCATIONAL PLATFORM: ACTIVITIES



Activities		Personnel
No.	Title	
1	Identification of Task Forces members	Consortium Partners
2	Study Visits for <b>Humanities and Cultural Heritage</b> Education Platform	Consortium Partners
3	Study Visits for <b>Economics of Tourism</b> Education Platform	Consortium Partners
4	Study Visits for <b>Agricultural Sciences</b> Education Platform	Consortium Partners
5	Cascade trainings for spill-over effects of each Education Platform	MM partners
6	Reviewing and restructuring degree courses' curricula	MM partners



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# WP 3 – EDUCATIONAL PLATFORM: FACULTY MEMBERS DIVIDED IN TASK FORCES



- Identification of three pilot study fields to work on: Humanities and cultural heritage, Economics of tourism, Agricultural science.
- Identification of Task Forces comprising EU and MM Faculty Members:
  - **TASK FORCE in ECONOMICS OF TOURISM:** University of Yangon, Yangon University of Economics, University of Granada;
  - **TASK FORCE IN HUMANITIES and CULTURAL HERITAGE:** Dagon University, University of Mandalay, University of Yangon, Uppsala University, University of Bologna;
  - **TASK FORCE in AGRICULTURAL SCIENCE:** Yezin Agricultural University, University of Bologna.



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# WP 3 – EDUCATIONAL PLATFORM: MOBILITY AT EU UNIVERSITIES



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The MM Educational Platform Task Forces participated in mobility activities at EU Partner Universities.

The aim of the mobility periods in EU was:

- on one hand to enable MM Partner institutions to become **familiar** with curricula design, teaching methodologies and assessment methods from a student-centred perspective.
- on the other hand to evaluate how these approaches could be **applied** in the framework of innovative degree courses at their own institutions.



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# WP 3 – EDUCATIONAL PLATFORM: MOBILITY AT EU UNIVERSITIES



## EDUCATIONAL PLATFORM IN ECONOMICS OF TOURISM:

University of Granada, Spain:

- **Economics of Tourism:** 3 University of Yangon, 5 Yangon University of Economics.

## EDUCATIONAL PLATFORM FOR HUMANITIES AND CULTURAL HERITAGE:

Uppsala University, Sweden:

- **History and Law:** 1 University of Yangon, 2 Mandalay University, 1 Dagon University
- **Archaeology:** 2 Dagon University, 1 University of Yangon, 1 University of Mandalay

## EDUCATIONAL PLATFORM IN AGRICULTURAL SCIENCES:

University of Bologna, Italy:

- **Agricultural Science:** 5 Yezin Agricultural University.



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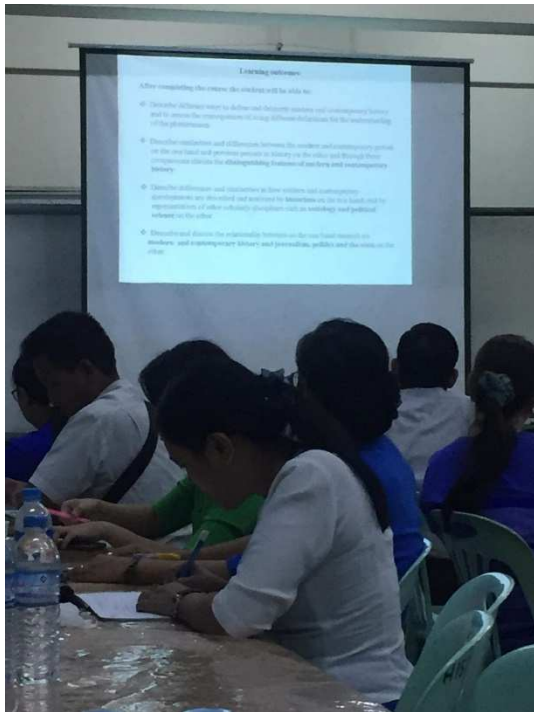


# WP 3 – EDUCATIONAL PLATFORM: MOBILITY AT EU UNIVERSITIES



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# WP 3 – EDUCATIONAL PLATFORM: CASCADE TRAININGS



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# WP 3 – EDUCATIONAL PLATFORM: CASCADE TRAININGS



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Once back in Myanmar Teaching staff of the Educational platform Task forces organized cascade trainings at their home Universities in order to share the new acquired models and discuss on the possible adoption for the re-designment of pilot degree courses.

Each cascade training involved more that 50 participants at each University.

More than 500 academic staff in total has been trained.



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# WP 3 – EDUCATIONAL PLATFORM: KEY RACCOMENDATIONS



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- A pilot phase engaging a larger number of institutions should be launched, so that HEIs may collaboratively conceive and implement a shared methodology and a set of tailor-made tools for curriculum design;
- Moving towards a model of institutional academic autonomy also means creating tools for institutional and personal accountability. For instance:

Implementing mandatory academic teaching staff training courses in curriculum and syllabus design, teaching methodologies, and assessment methods. The trainings' results and impact need to be evaluated.



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# WP 3 – EDUCATIONAL PLATFORM: KEY RACCOMENDATIONS



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- Curriculum design should be consistent and compliant with a quality assurance methodology, since degree programmes must be continuously assessed and updated.
- The quality assurance methodology should include students' feedbacks!
- Select the external stakeholders to involve in universities' activities by considering the main features of the degree programme to be implemented and the context in which students will act after graduating;
- Encourage the establishment and fruitful maintenance of the contacts with external stakeholders in order to facilitate the entrance of young graduates into the labor market.



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# Thank you for your attention

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