



Co-funded by the  
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# **CHINLONE**

**Connecting Higher Education Institutions for a New  
Leadership on National Education**

**External Evaluation**

***WP1 (Identification of MM's National and Institutional  
Needs and Priorities) WP2 (Management Platform) and  
WP3 (Education Platform)***

## **Disclaimer**

This evaluation is supported and guided by the University of Uppsala and Bologna and presented by Barbara Lilliu. The report does not necessarily reflect the views and opinions of the European Commission.

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## List of Acronyms

ASEAN	Association of Southeast Asian Nations
CESR	Comprehensive Education Sector Review
CG	Coimbra Group
CSOs	Civil Society Organizations
EU	European Union
HE	Higher Education
HEIs	Higher Education Institutions
HES	Higher Education System
IROs	International Relation Offices
GoM	Government of Myanmar
IROs	International Relation Offices
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MM	Myanmar
PMC	Project Management Cycle
UNIBO	University of Bologna
WPs	Work Packages

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# EXECUTIVE SUMMARY

## I. Evaluation Purpose and Scope

CHINLONE is a three-year project (2017-2020) funded by the European Union in the context of the Erasmus+ (Capacity Building Key Action 2). Coordinated by the University of Bologna, the CHINLONE project is a partnership between the Universities of Uppsala and Granada in addition to the Universities of Yangon, Mandalay, Dagon, the Yezin Agricultural University, the Yangon University of Economics as well as the Ministry of Education (MoE) and the Coimbra Group (CG).

CHINLONE's general aim is to contribute to the **modernization and internationalization of Myanmar (MM)'s Higher Education System (HES), in order to facilitate the country's transition toward a knowledge economy**. Specific objectives focus on:

1. The modernization of MM's university management system and capability, especially in drafting academic programmatic documents according to innovative and internationally recognized Higher Education (HE) principles;
2. Reinforcement of capacity to design programs, teaching activities and produce innovative knowledge by local teaching staff;
3. Establishment or restructuring of International Relation Offices (IROs) in MM's partner universities;
4. Strengthening of collaborations between the European Union (EU) and MM's universities for the exchange of academic knowledge at different levels.

The external evaluation of the WPs 1, 2 and 3 of the CHINLONE project has the objective to review, from a learning perspective, the project's experience thus far and the achievement of the expected outcomes in relation to the above-mentioned WPs. Particularly, this evaluation considers the outcomes produced by the WPs, including the methodology to achieve them and the anticipated results initially planned in the project proposal.

In detail, the evaluation aims to determine the extent to which the following activity clusters have been effective in generating the expected results:

- I. Collection of information and data on MM's HES, and the needs and priorities of target groups, to better inform the roll out of WP 2, 3 & 4;
- II. Organization and delivery of conferences and seminars on quality assurance, governance and planning of international relations;
- III. Staff mobility to Europe and training on curriculum updates (on selected fields of study) and subsequent cascade trainings.

The evaluation process consisted of three phases:

1. The **inception/desk phase** (January/February 2020) entailed a review of the project's technical documentation and of the knowledge products elaborated.

2. The **data-gathering phase** (March/April 2020) entailed the testing and validation of the data collection tools and a series of direct consultations with key informants that have been involved in the project experience.
3. The **synthesis phase** (May 2020) entailed the analysis and consolidation of the information collected throughout the previous phases to formulate and share learning outcomes.

## II. Findings

The review of the project documentation, background information, and feedback from key informants shows the CHINLONE project to be **relevant** to target groups and country needs, and consistent with national and international strategies and policies. The project adequately takes into consideration the complexities linked to the context in which it operates and the gaps related to outdated infrastructure and management practices within MM's universities. The analysis of the intervention logic suggests that the project is well structured and relies on the sound formulation of specific objectives, which properly link concepts and ideas that are relevant to the attainment of the overall project goal.

CHINLONE's methodology has been generating important achievements that have the potential to be impactful for the long-term at multiple levels. It first focused on exposing target groups to new concepts and best practices, empowering them to address the challenges linked to the transformational process MM universities are undergoing through a participatory and practical approach. The evaluation results have found that the WP 1-3 have been **effective** in attaining their outcomes, from increasing knowledge and capacity of MM partners on basic standards and best practices governing European and International Universities to fostering the development of tailor-made tools to promote quality assurance and curriculum design, as well as maximizing the spillover effect through cascade trainings directed to peer academics in MM universities.

This evaluation aimed to analyze the extent to which WP 1-3 activities' results produced **early effects** rather than impact, which is premature to determine considering the project is still being implemented. A comprehensive analysis of the survey results showed that respondents mainly referred to a "change in perspective" that occurred after their attendance at conferences, workshops and mobility programs. This confirms new capacities and skills have been acquired and internalized, producing some changes at the personal-level, which constitutes the foundation for a broader systematic change within the universities.

In terms of potential **sustainability**, the project is working well towards local ownership and long-lasting effects that will go beyond its lifespan, fostering an enabling environment for MM universities to uphold international standards and cooperation at the highest level.

The managerial and organizational set-up can be considered **efficient**. The working relationship between project partners appears to be satisfactory and based on mutual respect and common goals. Implementation tasks and responsibilities are fairly assigned in reference to the different WPs main coordination with each partner. Several strategies and modalities are in place to guarantee transparency, from regular meetings to publishing every relevant document on the CHINLONE-dedicated website hosted by the

University of Bologna. Finally, the project can rely on a robust M&E methodology that ensures a smooth implementation.

## Recommendations

Based on the considerations elaborated in the findings sections, and to ensure consistency with the dynamics of change that have emerged, a list of recommendations encompassing strategic and operational aspects have been developed.

At the **strategic level** it is recommended to:

1) *Strengthen opportunities for partnership at the national level:*

The project has already set the basis for long-term cooperation with MM universities, authorities and peer organizations, such as the British Council. It would be important to continue working on this direction to improve networking, ensure better coordination and synergies in the country, and explore fundraising opportunities which also strengthens the project's sustainability.

2) *Develop advocacy and policy actions at the national level:*

This evaluation recommends considering the hypothesis to sustain a locally-generated advocacy action with the aim to highlight the importance of HE reform (as opposed to primary education to which authorities are currently focusing) to generate graduates ready for the labor market. The education reform process is progressing slowly for Higher Education Institutions (HEIs) and a well-structured advocacy action will increase local ownership while complementing CHINLONE's goals, maximizing future impact and guaranteeing long-lasting sustainability.

3) *Strengthening dissemination and outreach strategies at the international level*

The project should strengthen its outreach strategy on a wider level, in Europe and ASEAN countries for example, to better disseminate its outcomes and methodology. Based on CHINLONE's lessons-learned and knowledge developed on the complicated MM HES, the coordinator in cooperation with its partners should engage in a series of ad hoc and public events. This would generate debate and feedback on the project's experience, and enable project's partners to gain more recognition at the international level.

4) *Work with Ministry of Education and other key stakeholders towards the adoption of CHINLONE's tools and methodology nationwide*

Considering the very good feedback received by target groups on the tools developed by the project and its overall effectiveness, the evaluation would recommend working towards the adoption of these tools and methodologies nationwide. This will ease a replication of the CHINLONE's model and methodology in other universities and make sure that progress towards internationally recognized standards would be systemic and methodical for all the HEIs in the country.

At the **operational level**, it is recommended to:

1) *Increase the range of training offered to academic staff*

As was often highlighted during this evaluation, academic staff is in need/requesting

a wider range of trainings that focus on general skills. These skills include leadership skills, public speaking and communication. These skillsets should complement those already offered by the project, which will increase target groups' capacities to perform better as trainers for peer academics. This additional skillset offering should be taken into consideration for future initiatives.

## 2) *Strengthening the involvement of the Coimbra Group*

The Coimbra Group, with its extensive University network, could be playing a more effective and impactful role in disseminating the achievements and lessons-learned of the CHINLONE's project. The Coimbra Group could aid in: generating a debate within the European universities working in MM; playing a leadership role if and when urgent policy needs arise that need following up; organizing meetings with relevant institutions & stakeholders and pursuing advocacy actions at the European level.

# SECTION ONE: INTRODUCTION

## I. The Project

CHINLONE is a three-year project (2017-2020) funded by the European Union in the context of the Erasmus+ (Capacity Building Key Action 2). Coordinated by the University of Bologna, the CHINLONE project is a partnership between the Universities of Uppsala and Granada in addition to the Universities of Yangon, Mandalay, Dagon, the Yezin Agricultural University, the Yangon University of Economics as well as the Ministry of Education (MoE) and the Coimbra Group (CG). All the partner universities are co-responsible for the implementation of specific Work Packages (WPs) according to their expertise (international universities) and needs (Myanmar universities). As a coordinator, the University of Bologna guarantees overall supervision and adherence to the EU guidelines, standards and requirements.

CHINLONE's general aim is to contribute to the **modernization and internationalization of Myanmar (MM)'s Higher Education System (HES) in order to facilitate the country's transition toward a knowledge economy**. Specific objectives focus on:

- 1) The modernization of MM's university management system and capability, especially in drafting academic programmatic documents according to innovative and internationally recognized Higher Education (HE) principles;
- 2) Reinforcement of capacity to design programs, teaching activities and produce innovative knowledge by local teaching staff;
- 3) Establishment or restructuring of International Relation Offices (IROs) in MM's partner universities;
- 4) Strengthening of collaborations between the European Union (EU) and MM's universities for the exchange of academic knowledge at different levels.

The CHINLONE project involves a broad spectrum of activities that are encompassed in eight work packages interrelated with each other. Activities related to work packages 2 to 4 are also grouped under three thematic PLATFORMS that have been created to better address the needs of the target groups: academic leaders, teaching staff, and administrative staff. This structure is the result of needs assessments and baseline studies carried out by the project coordinator both at the proposal and preparatory phases (WP1).

The MANAGEMENT platform (WP2) was designed to target MM's academic leaders (rectors, deans, and heads of departments) through trainings on academic governance, such as the "Bologna process" experience.

The EDUCATIONAL Platform (WP3) encompasses three distinct task forces each focusing on the fields of: humanities and cultural heritage, economics of tourism, and agricultural sciences. Within this platform, staff mobility activities to Europe were envisaged, which aim to improve participant's skills in curriculum design, innovative teaching methods, and quality assurance processes with a student-centered approach.

Through the INTERNATIONAL RELATION platform (WP4), MM's universities International Relations Offices (IROs) were re-organized to foster a more international approach to

networking. Participants familiarized with different models of IR management, including the articulation of exchange programmes and mission statements for the establishing of the IROs.

A visual representation of the WPs 1-4 structure can be seen in the diagram below.



CHINLONE also includes several communication and dissemination activities (WPs 5 &6) designed to maximize the spread of project outcomes and results on national and international levels, including: updating CHINLONE's website and social network profiles; creating innovative promotional materials for MM universities; upgrading MM university websites; participating in international conferences with the objective of sharing the CHINLONE methodology with a wide range of stakeholders. Finally, WPs 7&8 relate respectively to the project's quality assurance and management.

Work Packages 1, 2 and 3 are the focus of this external evaluation study.

## II. Evaluation Purpose and Scope

The external evaluation of the WPs 1, 2 and 3 of the CHINLONE project has the objective to review, from a learning perspective, the project's experience thus far and the achievement of the expected outcomes in relation to the above-mentioned WPs. Particularly, this evaluation considers the outcomes produced by the WPs including the methodology to achieve them and the anticipated results initially planned in the project proposal.

In detail, the evaluation aims to determine the extent to which the following activity clusters have been effective in generating the expected results:

- I. Collection of information and data on MM's HES, and the needs and priorities of target groups and the national level, to better inform the roll out of WP 2, 3 &4;
- II. Organization and delivery of conferences and seminars on quality assurance, governance and planning of international relations;
- III. Staff mobility to Europe and training on curriculum updates (on selected fields of study) and subsequent cascade trainings.

## III. Methodology

### 3.1 Approach & Methodology

The evaluation employed a mix of quantitative and qualitative information, both primary and secondary, collected in the context of the preliminary desk phase and the following data-gathering phase (all the phases are detailed in the following paragraph).

The evaluation adopted a participatory approach, which included the views and contributions of the key actors involved whenever possible. The data gathering phase entailed direct consultations with the following key informant groups: project staff from the European Universities and Network; capacity-building beneficiaries, including those targeted by the staff mobility to Europe activity.

This evaluation formulated "evaluation questions" pertaining to the work-packages' outcomes and outputs based on the OECD-DAC key evaluation criteria: relevance, effectiveness, immediate and potential effects, cross-cutting issues, and potential sustainability. The evaluation grid encompassing these questions can be found in Annex I.

### 3.2 The Process

The evaluation process consisted of three phases.

- I. The **inception/desk phase** (January/February 2020) entailed a review of the project's technical documentation and of the knowledge products elaborated, which was instrumental to refining the external evaluation methodological approach, work plan and data collection tools. After an inception phase, during

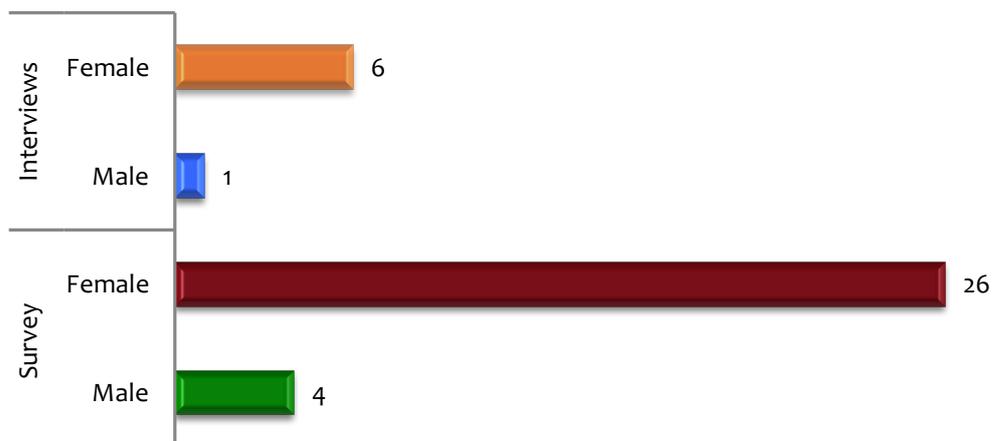
which the consultant established contact with the project staff and exchanged initial relevant information, the overall and refined methodology was agreed upon and the data collection tools were designed, including the use of a mixed data collection approach and sampling.

- II. The **data-gathering phase** (March/April 2020) entailed the testing and validation of the data collection tools and a series of direct consultations with key informant groups who have been involved in the project experience. The consultations were conducted remotely, through calls for qualitative data and the administration of a web-based survey for quantitative data. Upon the completion of the consultation process, the consultant provided the CHINLONE team with a briefing on preliminary findings to foster further reflection and feedback.
- III. The **synthesis phase** (May 2020) entailed the analysis and consolidation of the information collected throughout the previous phases to formulate and share learning outcomes. The information gathered was uploaded on Dedoose for the analysis based on thematic coding (grounded theory) and triangulation.

As a result of this process, the final report was drafted and finalized after incorporating the inputs of the project team.

#### *Data Collection Methods*

In order to gather the required data for the external evaluation, quantitative and qualitative data collection methods have been employed in correlation with the CHINLONE project’s constituencies. These were: (i) semi-structured and in-depth interviews with project staff, selected MMs beneficiaries (who travelled to Europe), and stakeholders; (ii) a web-based survey for MMs beneficiaries who have attended workshops, conferences and other activities in MM and/or in Europe. The link to the Google Form-based survey and relevant instructions were administered among 23 respondents and further disseminated through project staff and participants. Ultimately, 30 people provided feedback (87% of which female and 13% male) through the survey and 6 people (99% female) through in-depth interviews, as illustrated in the below graph. Additional information on the interviewed stakeholders can be found in Annex II.



**Figure I: The gender ratio of participants within this evaluation**

The survey asked for anonymous feedback from respondents. Data collected via the Google Form was then automatically imported into an Excel file and used for analysis utilizing Dedoose software. References from the survey and the interviews were organized into thematic codes and were progressively aggregated into parent codes reflecting the five evaluation criteria: relevance, effectiveness, efficiency, sustainability and impact.

The below chart illustrates the percentage of respondents who took part in this evaluation per partner university.

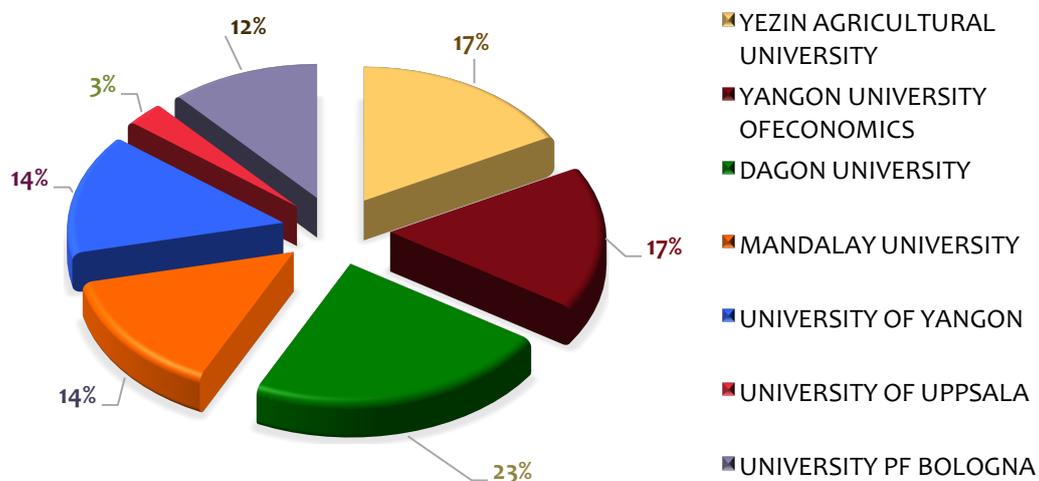


Figure II: % of participants per university

### Limitations

The evaluation did not identify any major issues with accessing information and documentation to develop the evaluation design matrix; however, a few limitations should be mentioned in relation to data collection.

The limited sample size, especially for the in-depth interviews, was due to the fact that the evaluation was carried out remotely during the COVID-19 pandemic. Target groups in MM, as well as in European countries, were staying at home in respect of governmental-imposed lockdowns. Some of professors/academic staff in MM are based in remote locations where internet connections were unavailable or unstable. It was therefore difficult to reach them or to organize focus group discussions.

An infographic depicting the overall evaluation timeline is detailed below.

# EVALUATION TIMELINE



## SECTION TWO: FINDINGS

### I. Context Overview & Relevance

In the past few years MM has been transitioning towards a parliamentary democracy following a long period of authoritarian military rule, with higher education positioned as a catalyst of and for change<sup>1</sup>.

Closed after the student unrest in 1988, the universities and colleges were reopened in 1999 but were relocated to different regions. The undergraduate programmes were moved to campuses away from urban centers to avoid further protests. State mandated-rotations in rural campuses for academic staff were introduced for career advancements and to guarantee that universities far away from urban centers were operational at any time. This, in addition to dispersing management across 13 ministries and international isolation, brought the quality of higher education to dramatically low levels. Reforming universities has therefore become a government priority since the country started to reopen after the 2010 elections.

As of 2011, the education system has undergone several reforms (including MM's national education law in 2014), which eventually led to the development of the National Education Strategic Plan (NESP) 2016-2021. The plan includes strategies around strengthening higher education governance and management capacity, improving the quality and relevance of higher education and expanding equitable access.

The government has put education at the heart of its reform agenda, recognizing education's potential for lifting the country out of poverty. More money is being channeled into the sector as officials seek to build a 21st century education system to help push MM into the ranks of the upper-middle-income nations by 2030. The overarching goal articulated by this comprehensive education sector reform (CESR) was an improvement in "systemic quality." This included employability—specifically by targeting and aligning curriculum with skills needed by an expanding private sector—and internationalization.

In the process of rebuilding the educational system, the MM government brought higher education back under the jurisdiction of the Ministry of Education (MoE). The MoE now coordinates most of the country's HEIs (134 out of 174). The ministry also offers increased clarity on the responsibilities and potential autonomy of tertiary institutions, as enabled through the amended national education law in 2015.

The reforms have stimulated a lot of discussion about the kind of development that is going to bring MM on par with other neighboring and more developed countries. Universities are seen as a key driver in this process and are under pressure to support the fast growing economy and increasing direct foreign investment in the country's different

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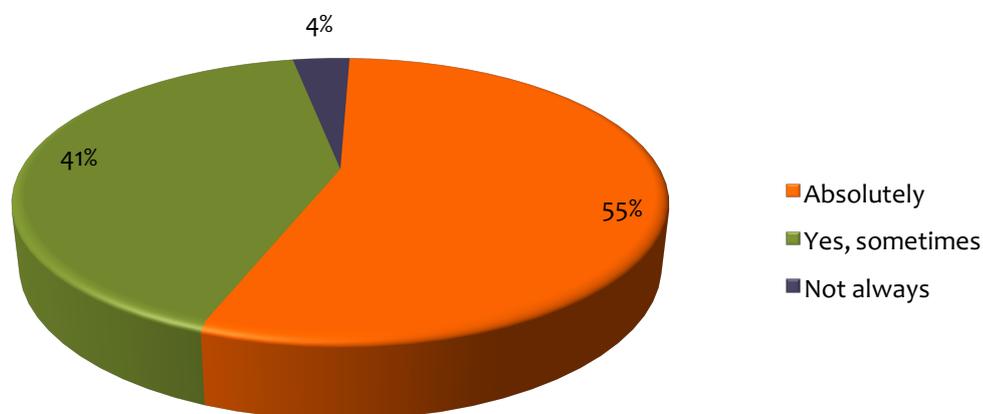
<sup>1</sup> Camille Kandiko Howson & Marie Lall: "Higher education reform in Myanmar: neoliberalism versus an inclusive developmental agenda", *Journal of Globalisation, Society and Education*, vol. 18, 2020-Issue 2

sectors. MM’s universities, therefore, are now charged with the responsibility of producing enough graduates with the required skills, knowledge and attitudes demanded by an economy increasingly connected to the global market, which evidence the need to reengineer themselves and their curriculum. Within the proposed institutional autonomy framework, universities would not only need human and financial resources, along with much needed infrastructure, but also to establish quality standards and assurance in line with ASEAN and international practices<sup>2</sup>.

The CHINLONE project has been sensibly operating within this context, addressing the needs of the MM’s HEIs by leveraging the experience of the European universities and adapting lessons-learned to the country’s specificities. The project aligns with the national policies on education, specifically the NESP goal on Higher Education<sup>3</sup>, as well as international policies such as the European Union’s Multi-Annual Indicative Programme 2014-2020, which indicates education as one of the priorities to be supported through strengthening teaching quality and curriculum updates that will generate “employment ready”<sup>4</sup> graduates.

The overall project design, including its intervention logic, is **relevant** to the country aforementioned needs and coherent. The results chain is comprehensive,<sup>5</sup> showing well-formulated and focused specific objectives and WPs which mirror the three interlinked components of the long-term framework for change: capacity building, knowledge management and strategic international networking.

The project also closely aligns to the needs and priorities of target groups whom, through the survey, confirmed that the project is responding to the needs of the HEIs and therefore continues to be relevant over time, as can be seen in the graph below.



**Figure III: Aggregated answer to the question: “Is the Project Responding to the Needs of the HEIs in Myanmar?”**

<sup>2</sup> Takao Kamibeppu & Roger Y. Chao Jr., “Higher Education and Myanmar’s Economic and democratic Development”, International Higher Education Journal, Number 88: Winter 2017, page 19-20

<sup>3</sup> Priorities/strategies set out by the NESP on higher education are: 1) Strengthen higher education governance and management capacity; 2) Improve the quality and relevance on higher education; 3) Expand equitable access to higher education.

<sup>4</sup> Multi-Annual Indicative Programme 2014-2020, page 7

<sup>5</sup> Please see the diagram on page 7.

The project proved capable of adapting to emerging needs by engaging in continuous adaptation and tuning of the WPs' activities (specifically WP2). This choice, methodologically appropriate, was also endorsed by the donor agency, even if the changes<sup>6</sup> to WP2 are not reflected in an officially revised and approved log frame but rather explained in the reporting documentation. Therefore, the practical implementation of the project slightly differs from the original proposal document, which was dictated by the choice to accommodate direct requests from target groups (gathered through the initial needs assessment) and to adapt to the changing context.

Finally, the project relies on sound and robust indicators and an M&E system that, through a combination of internal and external evaluations, encourages the identification of corrective or mitigation measures on a timely basis, and favours good governance.

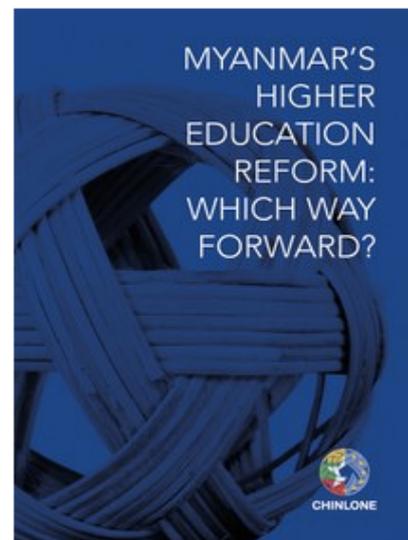
## II. Exploring Outcomes & Methodologies

### 2.1 Preparatory phase: collecting information and data (WP1)

The CHINLONE's WP1 consisted of several activities that aimed to gather relevant data and information on the status of the Higher Education System (HES) in MM. The WP also aimed to identify the needs and priorities of HEIs, target groups and other University and Ministry's prominent figures, specifically: rectors, deans, heads of departments, professors, researchers, students and administrative staff.

This WP was coordinated by the University of Bologna in cooperation with the MM partners. The WP entailed extensive field research that resulted in the following:

- *Educational Map*: an interactive map showing the location within MM of local universities and detailed information on each institution, such as: student populations, faculty, governance etc.<sup>7</sup>
- *Myanmar's Higher Education Reform: Which Way Forward?*: A report based on the information and feedback gathered during the field research. The report provides a clear and useful presentation of the HES in the country according to areas linked to project priorities (governance, teaching, research, international relations). The report also offers a set of policy recommendations useful for a variety of stakeholders both at national and international levels.



The outcomes of WP1, especially the report, were widely disseminated through public events and through the European university networks (including the Coimbra Group) to stakeholders working in the Education field both in MM and Europe. According to the feedback received by partner organizations,

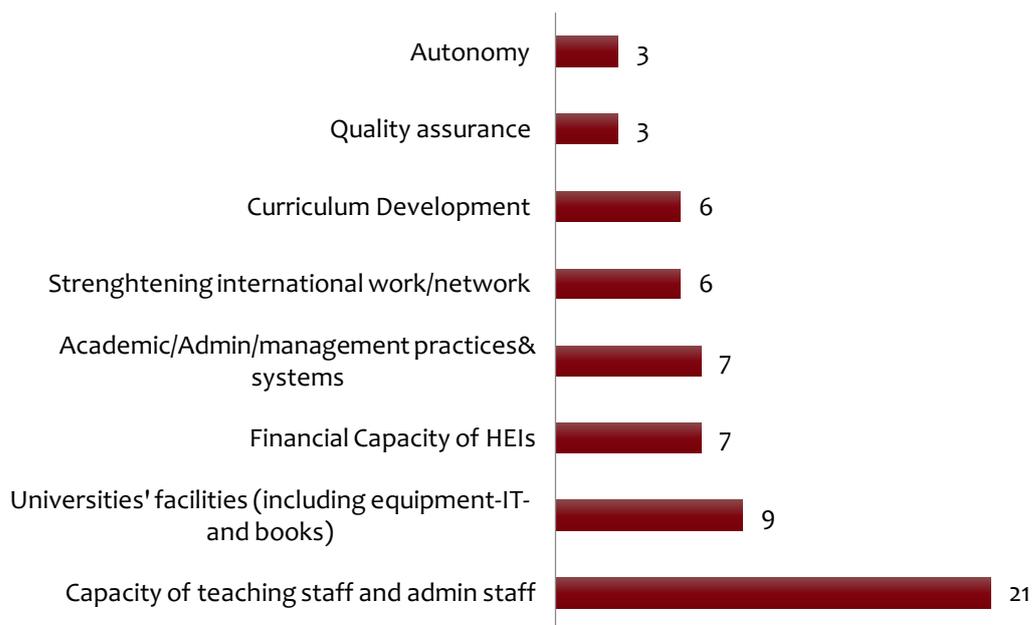
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<sup>6</sup> Please see a table highlighting the changes on WP2 activities on Annex II

<sup>7</sup> The map is available at: <https://site.unibo.it/chinlone/it/map>

this report constituted the first valid attempt to describe the complicated Myanmar HES and to identify its needs and priorities in a systematic way according to the current education reform’s guidelines. This is useful not only for local actors but also for foreign institutions/organizations and universities that would like to embark on future projects in the same field, as affirmed by one of the interviewees working for a European University: *“I have sent the report to all the people working with MM in my University. It is so good because it explains why the system it’s so complicated. I found it extremely valuable.”*

The findings of the field research carried out by the Bologna University set the basis upon which the activities of the WPs 2&3 were fine-tuned and re-organized. From the data collected during the research, two themes clearly emerged: 1) the necessity to increasingly focus on academic staff capacity building, and 2) the need to develop practical tools to strengthen management and quality of the academic offerings, rather than governance for statutory autonomy, as was planned at proposal stage. The same needs were also listed by the survey respondents when asked to list the three-main necessities of HEIs, as illustrated in the graph below, further confirming the themes that emerged from the research.



**Figure IV: List of Main Needs of MM's HEIs according to survey participants**

Hence, WP1 was clearly effective in achieving its objectives. Following a participatory methodology, a wide number of stakeholders were involved during the collection of information and data from MM Institutions (also including Ministries and NGOs) as well as in the dissemination phase of WP1 outcomes. This preparatory work constituted a solid basis for the activities related to WP2&3.

## 2.2 Management Platform (WP2)

To assess whether WP2 activities were effective, this evaluation starts by analyzing its approach and methodology. This WP was designed to strengthen the management capacity of the MM University leaders and to support the drafting of tools to facilitate and improve quality teaching and academic offerings.

The capacity-strengthening path, developed by the University of Bologna and its partners for WP2, envisaged several activities that were interlinked and consequential in supporting the transformational process through which MM universities are undergoing. This tailor-made approach consists of a combination of conferences, organized by the European partners, and subsequent workshops/trainings, organized by the MM partners, to elaborate and implement what was discussed during the conferences. The conferences were also a great opportunity to share concepts, project aims and results with local and state authorities, as well as get their strategic support for current activities and possible future cooperation.

Two out of four conferences and subsequent workshops were organized in MM and two in Europe. These were coordinated by the University of Bologna in cooperation with the other project partners, including the Coimbra Group that facilitated the trainer/facilitator's selection through its extensive network. The conferences examined several topics illustrating good practices and standards from European Universities, such as: the Bologna Process and the European Higher Education Area; European standards and guidelines for quality assurance and curriculum development.

From the survey carried out among the target groups of the project, it emerged that participants appreciated the way the capacity-building component was structured. Specifically, in reference to the conferences, almost 70% of respondents rated the usefulness of these public events between 4 and 5 (on a scale from 1 to 5, where 1 was defined as "not at all useful" and 5 as "very useful"), while only 22% gave a rating of 3 and 11% of 2, as shown in the below graph.

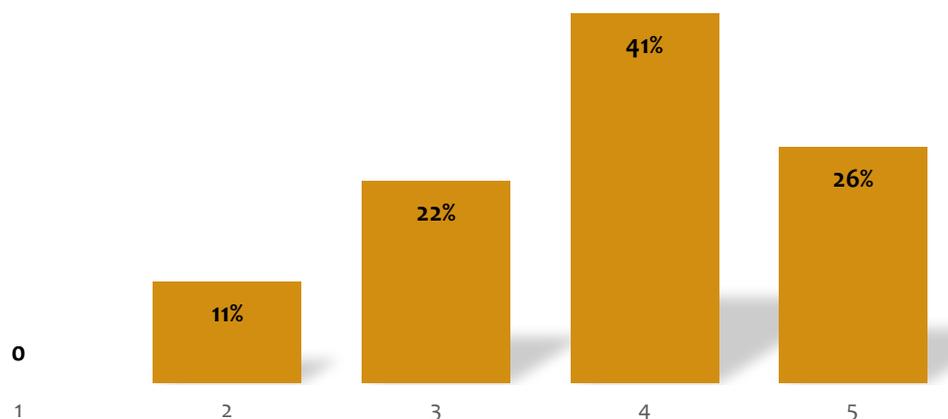
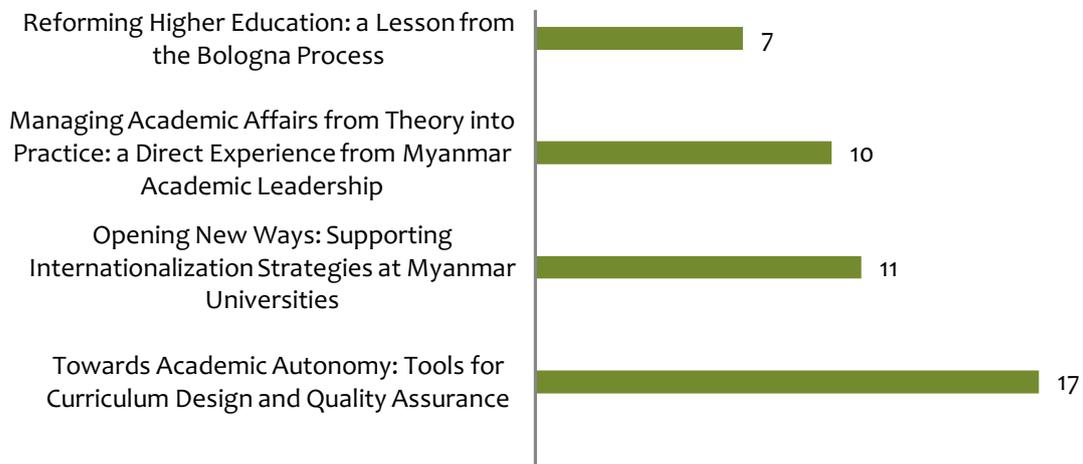


Figure V: Rating the conferences organized within WP2

The survey further sought to understand which of the four conferences was most useful for the participants and why. The majority selected the conference, "Towards Academic

Autonomy: Tools for Curriculum Design and Quality Assurance," which was organized in Granada, Spain, as the most useful conference. The next most-useful conferences were the conferences on internationalization strategies, academic leadership and the Bologna Process.

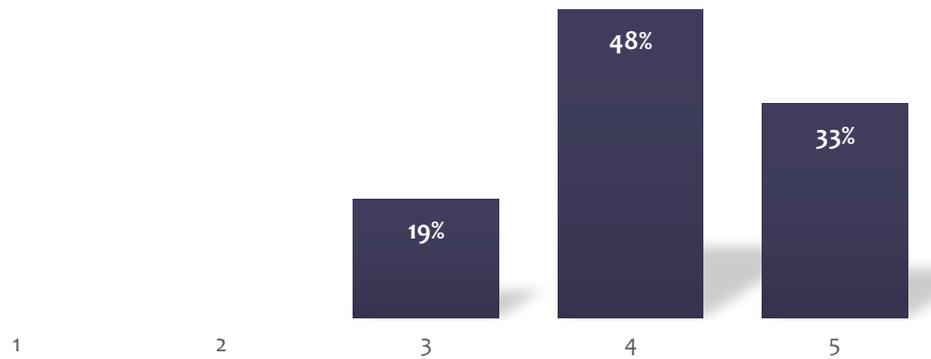


**Figure VI: Aggregated data illustrating which conferences respondents rated as “the most useful”**

The thematic coding analysis has highlighted that three main areas of acquired knowledge were indicated by the respondents to substantiate the above selection: (i) how to practically improve the curriculum design and use quality assurance tools; (ii) what Internationalization practices mean and how to apply it to MM universities; (iii) how to improve academic leadership.

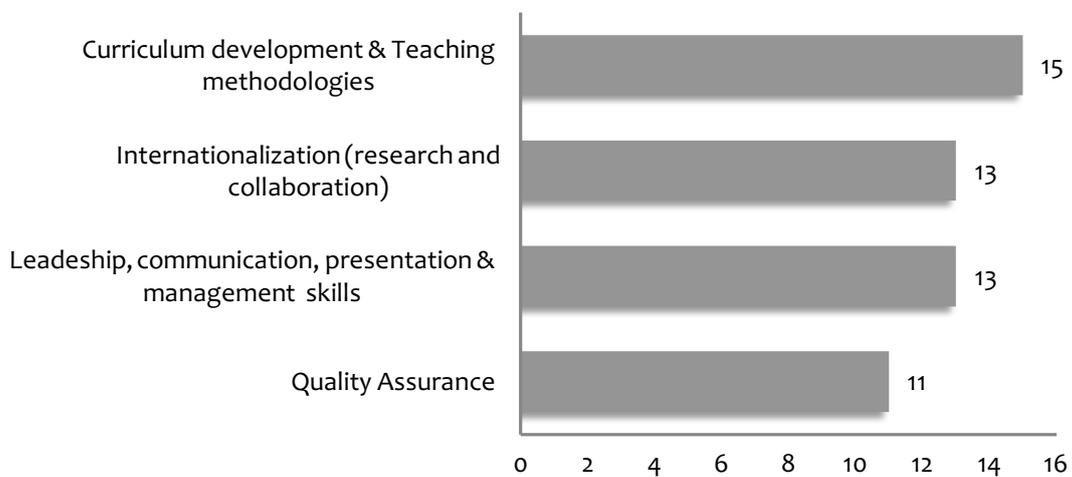
The workshops/trainings, usually organized the day after the conferences, aimed to facilitate the practical implementation of the concepts presented and discussed in the public events. Often through the creation of thematic working groups, practical tools were elaborated to facilitate the analysis of degree programmes and their quality monitoring based on the newly introduced concept of the “student-centered approach.” The partners also developed their own tools to manage and implement student-teacher quality assurance, which led to the first comprehensive quality assurance process launched in MM universities.

The triangulation of the data gathered by the evaluation evidenced a general satisfaction with the capacity building component that not only increased the technical knowledge of the target groups, but also fostered a change of perspective towards a critical thinking attitude. Of survey respondents, 100% claimed to have acquired new skills. The extensive preparation work to achieve this outcome emerged from the in-depth interviews conducted with the European partners. Some of the interviewees mentioned that the most interesting part for them has been working side by side with the MM partners to test the tools developed on the selected curricula (Humanities & Cultural Heritage, Tourism Economics, and Agrarian Sciences) and to witness the eagerness with which the new student-centered approach was adopted and integrated by most of the local faculty members.



**Figure VII: Data showing workshop ratings by survey respondents**

Besides the general rating of the workshops gathered through the survey (please see figure VII), which was generally positive, this evaluation further explored the most important skills and learnings that respondents acquired during the trainings. The results were in line with previous answers, as can be seen in the below graph. Additional skills were: communication & presentation skills, conflict resolution, drafting assessments and questionnaire for students as well as interpreting data, research and international cooperation with foreign universities.



**Figure VIII: List of skills acquired by respondents through Chinlone's capacity building**

All the mentioned skills reflect the nature of the workshops/trainings attended. The data confirms that the activity was effective in achieving its objectives. This is further reiterated when considering that the majority of the respondents affirmed to be using their new knowledge/skills in their daily work, adding many examples to support this claim. Examples mainly referred to changing teaching styles to incorporate the student-centered approach, or to revising curricula for undergraduates using the tools developed

during the project and sharing their knowledge with other colleagues and students. Some respondents also mentioned that the skills acquired through CHINLONE’s workshops are useful for research-related work. This is worth noting since MM academics at local universities are not as active in research, as Western universities would understand the term, as also pointed out in CHINLONE’s publication (WP1). There are multiple reasons for this, from the lack of infrastructure (both physical and digital) to the state-mandated job rotations every few years where academics are assigned to a new university anywhere in the country. This makes it challenging to develop a personal research portfolio and create a stable research team with doctoral students and colleagues. A way of improving the quality of research is often through collaboration with international universities, which is why the CHINLONE project also focuses on internationalization practices through the creation or strengthening of International Relation Offices (IROs). The graphs below show how the respondents have rated the importance of internalization practices for their universities (the first graph shows the aggregated general data on a scale from 1 to 5 expressed in %, whilst the second shows the data disaggregated by university).

*“Before attending this course, I taught the lessons included in the prescribed textbooks without considering the course objectives. Now, I have come to realize that whatever we teach, we should aim at achieving our learning goals and these should be set clearly in advance.”*

**A Professor from Mandalay University**

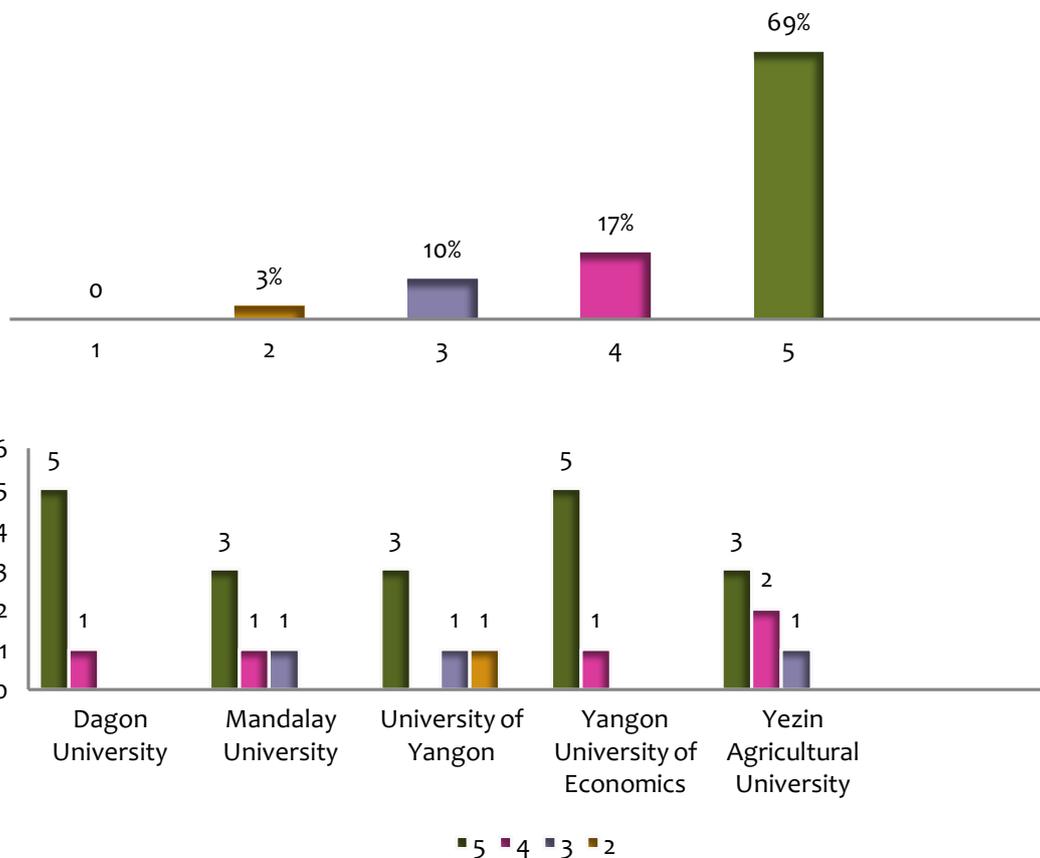


Figure IX: Aggregated and disaggregated data on the question: “How would you rate the importance of Networking and Internationalization strategies for your University?”

It is evident that the majority of respondents consider international networking and internationalization practices as very important, with few differences depending on the university. The project has fostered this progress by: (i) physically setting-up offices, providing the necessary equipment to have them fully operational; (II) facilitating a conducive environment towards international networking and internationalization practices by gaining the support of the Ministry of Education, Rectors and the Pro-Rectors Commission. However, the process towards having effective IROs is in its earliest stages and still demands notable consideration from different points of views. One of these is the statutory autonomy of the universities. Statutory autonomy would give the universities more freedom to use funds and increase their research capacities and international partnerships. Statutory autonomy has yet to be completed, similarly with other key advancements of the higher education reform process, due to stalling political support that is currently more in favor of supporting primary education.

To increase the effectiveness of the IROs, the project considered as a starting point the necessity of clarifying the basic meaning of internationalization practices. In fact, functional internationalization means not only sending students abroad for exchange programmes, but also being part of a global network that shares consolidated practices and standards. This essential message, as gathered from the triangulation of data, seems to have been passed on and hopefully, in time, all the universities will have dedicated staff to work solely on internationalization. To enhance sustainability and continuity towards this goal, the project for the time being secured participants from transfers for the next two years (as per the State policy) to prevent disruptions and enable the participants to continue their work on internationalization.

A substantial contribution made by the project towards internationalization was the update of the Universities' websites in English. This activity is part of WP5, which is not covered by this evaluation, but it is interlinked with the WPs under evaluation and was reported as one of the most important and practical outcomes by some of the interviewees and therefore worth mentioning. The English version of the universities' websites will increase and ease contact with international peer organizations seeking partnerships, as well as divulge information on course offerings and exchange programs possibilities, thereby potentially increasing the universities' reputations and reach.

The achievements of WP2 were summarized in a report that was printed and widely distributed. The report includes the methodology, activity descriptions and all templates for quality assurance and curriculum design developed during this phase. The publication could be potentially used as a manual for professors and other faculty members not directly involved in the project. This guarantees visibility for donors and peers universities, as well as sustainability because the report provides an opportunity for other universities to replicate CHINLONE's model.

As demonstrated above, the WP2 was effective in achieving its outcomes of increasing the knowledge and capacity of MM partners on basic standards and best practices governing European and international universities. The WP was also effective at developing tailor-made tools to promote quality assurance and curriculum design.

### 2.3 Education Platform (WP3)

Building on the outcomes of WP2, the Educational Platform's activities (WP3) focused on further developing the capacity of MM partners in designing and re-structuring degree courses according to the student-centered approach. Target groups participated in mobility programmes, organized by the European partners in their respective universities, to experience first-hand how courses are organized, to experience innovative teaching methodologies and to learn internationalization approaches based on the Bologna process principles. The follow-up activity consisted of a series of cascade trainings for peer academics involved in the restructuring of the pilot degree courses, selected by the project, that took place in MM.

This is the final step of the capacity building path developed by the project. This path, as mentioned above, consisted of public conferences open to wider audiences, workshop series and further capacity building through the mobility programmes, and cascade trainings organized by trained academics to increase the spillover effect.

One of the main methodological aspects considered by this evaluation was the creation of three task forces. These task forces were linked to the three selected fields of study chosen by the MM partners according to economic relevance for the country: i) humanities and cultural heritage; ii) economics of tourism; iii) agricultural sciences. A task force was established for every related field of study that included members from both MM and European universities, according to their field of expertise. Of survey respondents, 63% were involved in the task forces (see Figure X below for details on task force distribution). Additionally, most survey respondents (93%) affirmed that the division into three groups was effective and useful. When asked to further elaborate why the division was useful, respondents focused on the general value of the mobility experience, of knowledge and skills gained, and also on the general understanding of how European universities work. Several people also affirmed that it was important to share the experience and knowledge gained with colleagues and students. Very few respondents suggested that, in order to guarantee improved effectiveness, participants should be more active in the practical application of concepts acquired.

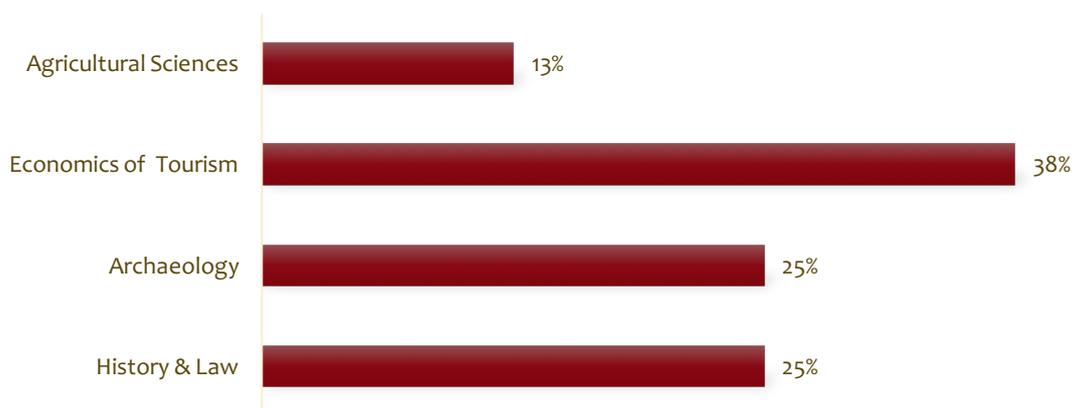


Figure X: Distribution of survey respondents per task force

### 2.3.1 Mobility at Uppsala University – History & Law and Archaeology task force

The mobility program at Uppsala took place between September and October 2019 and involved faculty members from the History & Law and Archaeology Task Force. The MM delegation attended seminars, introducing Uppsala University’s teaching methodologies and internationalization approaches, and attended meetings with teaching staff and students of the degree courses in History& Law and Archaeology. The survey respondents, as can be seen by the graph below, rated the experience positively: a majority of respondents rated the experience at a 4 and 5 (on a scale of 1 to 5, where 1 was “not useful” and 5 was “very useful”).

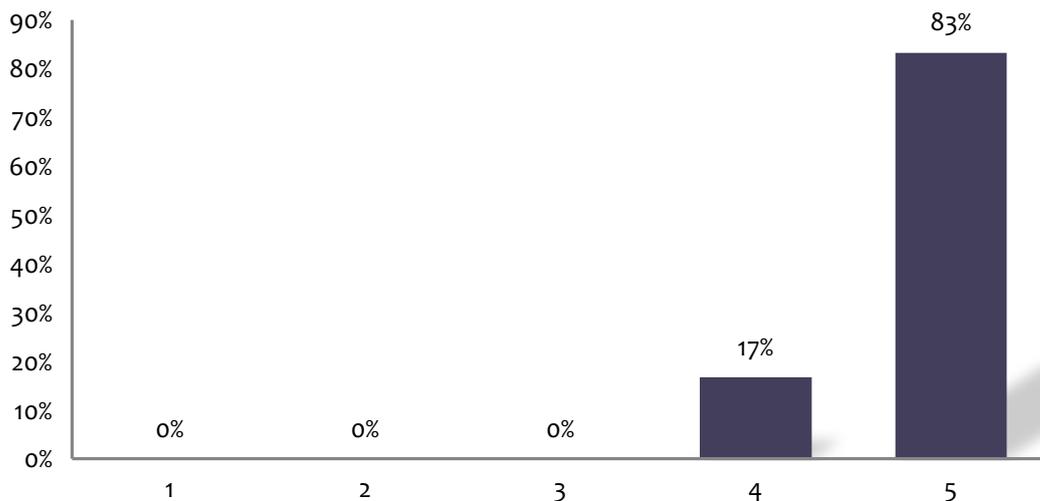


Figure XI: Survey respondents rating the mobility experience at Uppsala University

When asked to further explain their ratings, respondents illustrated that they were particularly impressed by the teaching methodologies employed by Uppsala University, especially regarding classroom involvement and participation, and the use of visual tools during lectures. One respondent specifically reported:

*“I got a lot of experience regarding teaching and research at the University of Uppsala. The teaching method is very different compared to MM Universities. They use video call teaching and power point presentations for all lectures and do not give lecture assignments notes to the students. Reference books are very important for all lectures. After deliver the lectures, lecturers and students can discuss openly. Their teaching method is to encourage critical and conceptual thinking on archaeological practice and research process. Higher seminar and panel debate systems are a good way for the academic. Research Methodology is very important for every subject. Before the CHINLONE project, we knew very little about modern practical methodology for research. CHINLONE provided an in-depth understanding of approaches to the collection, analysis and interpretation of archaeological data and support detailed study at the forefront of archaeological knowledge in areas relevant to the chosen topic of study.”*

The survey also investigated if participants felt that the mobility experience in Uppsala sufficiently prepared them for the cascade trainings they had to deliver once back in MM, and respondents’ responses were 100% positive.

The mobility experience was also essential and useful for academic staff at the University of Uppsala, specifically for the Department of Archaeology staff. The staff is considering future cooperation with the MM Universities, a welcomed and unexpected outcome of the CHINLONE project.

### 2.3.2 Mobility at University of Granada – Economics of Tourism Task Force

The mobility program at the University of Granada took place in October 2019 and involved faculty members from the Economics of Tourism Task Force. The exchange experience consisted of workshops and meetings with Granada faculty members on curricula design, teaching methodologies and internationalization. Furthermore, the participants discussed strategies and tips on how to re-structure the degree courses in the field of Economics of Tourism in MM. The participants' feedback on the experience was heterogeneous, as can be seen in the graph below, even if the majority rated the experience between 4 or 5.

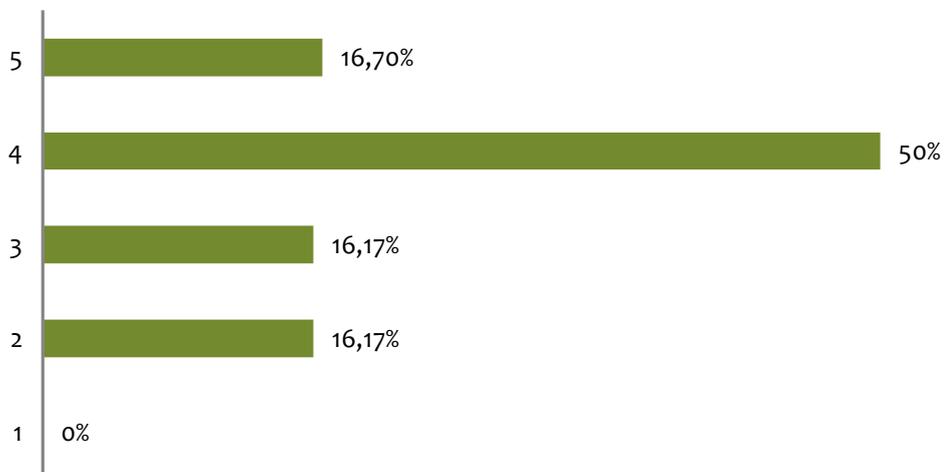


Figure XII: Survey respondent ratings of the mobility experience at the University of Granada

When asked to further explain what was useful during this exchange experience, respondents cited the meetings with the internationalization office because of the practical advice on establishing a functioning network with other international universities. However, some respondents raised criticisms with how the overall experience was organized. Some cited the experience was not organized in a systematic manner.

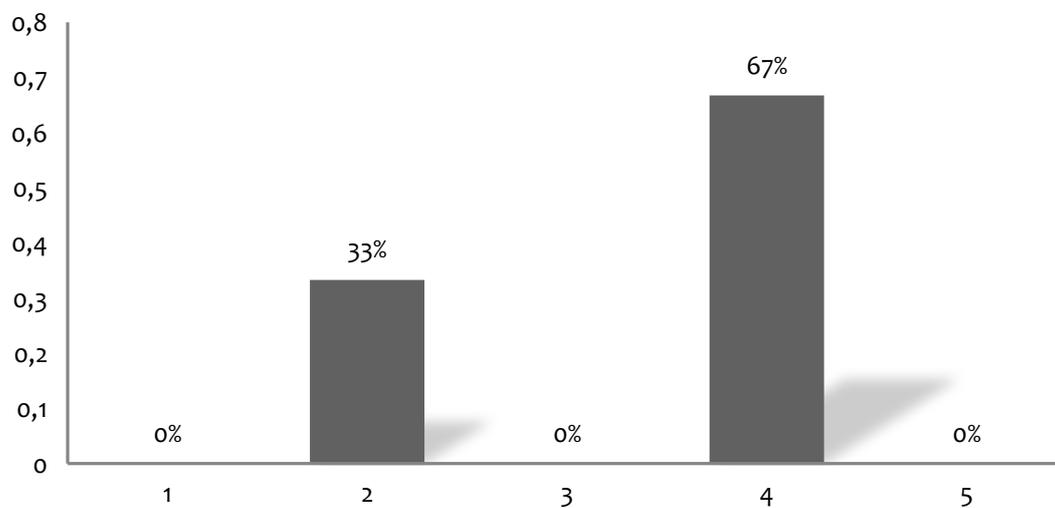
Participants cited that the mobility experience prepared them well for the cascade training, with a majority (80%) of positive responses.

### 2.3.4 Mobility at University of Bologna –Agricultural Sciences Task Force

The mobility program at the University of Bologna took place in October 2019 and involved faculty members from the Agricultural Science Task Force. The exchange, as occurred with the other mobility experiences, consisted of seminars and meetings on teaching methodologies and course structures in Agricultural Science. The MM delegation also met with the international relations division on international degree

programmes and visited the Agricultural and Food Science department. Participants also met with the Coordinator for PhD courses and attended some international agriculture classes. When asked to give general feedback on the experience, survey respondents rated the experience between 2 and 4, on a scale of 1 to 5 (it should be noted that the respondent pool, only 3 respondents, was very small compared to the total number of participants).

The most useful part of the experience, according to respondents, was the knowledge gained from the meetings with the International Relations division. All respondents (100%) gave positive feedback on the usefulness of the mobility experience as preparation for the cascade trainings.

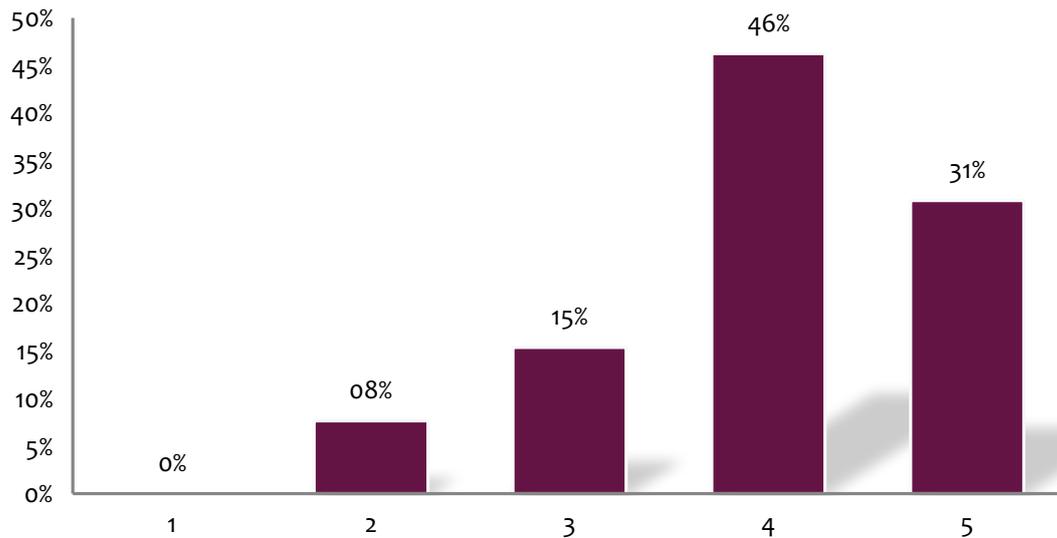


**Figure XIII: Survey respondent ratings of the mobility experience at the University of Bologna**

### 2.3.5 Cascade Trainings

The cascade trainings, organized after the mobility programs in Europe, aimed to foster a spillover effect into the MM universities. The cascade trainings focused on EU models of didactic management, innovative teaching methods and best practices in curricula design based on student learning outcomes. The cascade trainings targeted local academic staff involved in course restructuring. Trainings were organized at the University of Yangon, Dagon University and Yangon University of Economics.

The survey asked participants to rate the cascade training they had delivered and, as can be seen from below, the majority of them (77%) felt that the trainings went well. The majority of respondents rated the experience between 4 and 5; a few rated the experience between 2 and 3, and clarified in the comments section that the trainings could have been organized better.



**Figure XIV: Survey participant ratings of the cascade training they had delivered**

When asked to further elaborate on these ratings, respondents' answers varied from "the participants were very interested on the training" to "we can share the knowledge about programming from the CHINLONE project" and "we do not have classroom facilities, teaching aids, a lot of reference books and much experience from other universities". These few samples summarize the range of answers obtained from the survey that reiterated the general interest on the topic of didactic management, the importance of exchange experiences with international universities and the lack of infrastructure—which is a main issue in the MM universities.

Furthermore, the triangulation of data uncovered that one of the main areas of concern for this activity was that some participants felt they were not prepared enough to deliver the trainings. Interviewed cited a lack of specific skills, such as leadership skills or public speaking skills. Therefore, even if the project has already slightly attempted to tackle the development of these soft skills, there is room for improvement and this could be an area of interest on which the European partners could consider concentrating for future initiatives.

The survey further explored what respondents would improve on next time to deliver the trainings more effectively. The majority replied that they would: (i) need more time to answer questions; (ii) need to explain how practical interactions between teachers and students work in European universities; (iii) plan the whole training more effectively. Some, confirming what was reported above, affirmed that they would like to "improve more of their knowledge and skills for the next time".

Generally, WP3's strategic implementation choices were effective. The division into three task forces worked well to attain the WP outcome of training faculty members through mobility experiences and cascade trainings for course revision. The mobility experiences were successful and useful for MM participants; the majority praised the importance of the experience for their personal growth. The spillover effect was indeed achieved through the cascade trainings, however this activity presented some areas of concern to take into consideration for future initiatives.

As was the case for WP2, a report illustrating this WP’s main achievements and practical tools will be finalized, printed and distributed to a wide array of stakeholders.

### III. Reflections on Efficiency

This evaluation has addressed CHINLONE’s WP1-3 efficiency by looking specifically at the project’s managerial aspects and coordination mechanisms. Considering that the project is still being implemented, only some information is available. A more thorough assessment of the degree of efficiency that has been achieved by the project—e.g. whether or not the project is making the best use of its primary resources of time, finances and relationships—would be possible only at final evaluation stage.

The above sections have analyzed how the project managed to maintain relevance to the implementation context by operating effectively and consistently to address various needs as they emerged in the field. The working relationship between project partners appears to be satisfactory and based on mutual respect and common goals. Implementation tasks and responsibilities are fairly assigned (e.g. each WP’s main coordination is assigned to a correlating partner), which is particularly appreciated by partners given the project’s complexities. Furthermore, several strategies and modalities are in place to guarantee transparency, from regular meetings to publishing every relevant document on the CHINLONE-dedicated website hosted by the University of Bologna.

The survey explored some collaboration aspects by asking respondents to rate their working relationship and cooperation with the project coordinator, as illustrated below in figure XIV. Most respondents rated the cooperation positively (between 4 and 5 on a scale from 1 to 5). Respondents further explained that UNIBO fairly leads the project, is efficient in dealing with the partner universities and in organizing the activities—like conferences, meetings, workshops and training.

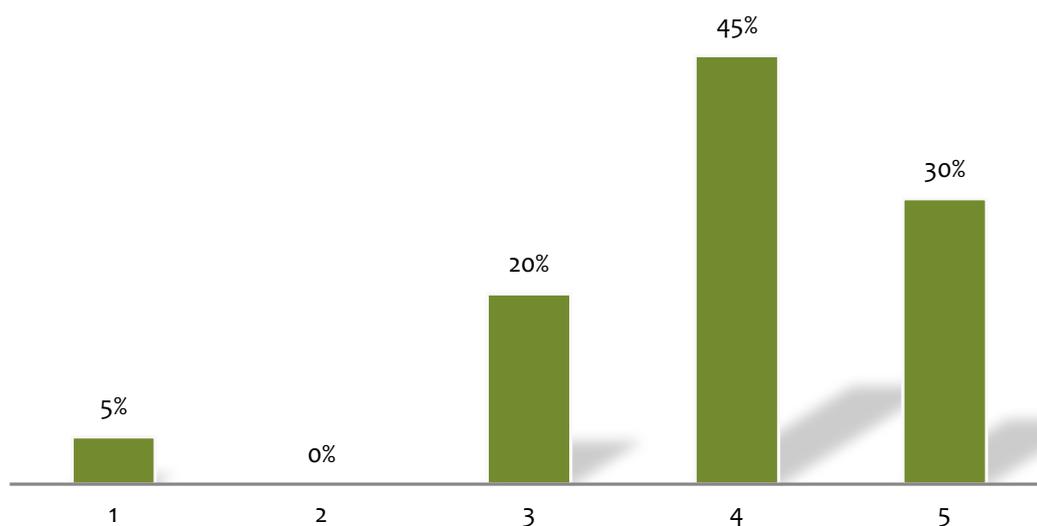


Figure XV: Survey respondent ratings of the cooperation with the University of Bologna

Respondents were also asked to rate their cooperation with the other European partners. Respondents positively rated the cooperation: 48% rated it with a 4; 37,5% with a 5; 12,5% with a 3 (on a scale of 1 to 5). Many positive comments referred to the help received during the mobility experience and to the relationships established with European colleagues.

It is safe to affirm that the project partners are satisfied by the participatory bottom-up approach employed by the project and often highlighted how their needs were taken into consideration to inform and adapt the activities.

Besides the cooperation amongst partners, the cooperation with the donor is respectable and courteous. Some bureaucratic challenges, related to the compensation of trainers selected through the Coimbra Group, were encountered at the beginning of the implementation period. The donor guidelines for Networks of Universities, such as the CG, that detail the use of staff costs changed between the submission and approval of the project proposal. According to the new guidelines, it was no longer possible to compensate selected trainers using the staff costs allocated for this specific purpose to the Coimbra Group. After various exchanges, a compromise was found with the donor which finally gave the permission to contract the trainers affiliated to the CG but only for few days work for *ad hoc* missions. The coordinator and the CG at the end contracted three trainers through this modality making sure that all the expenses related to this budget line were eligible according to the new guidelines. However, this limited the role of the CG. The CG is certainly using its extensive network to disseminate the project outcomes, but the CG could be more involved in the outreach activities—especially at the European level.

Due to the Covid-19 pandemic the project has had to suspend its activities in MM. The country experienced a lockdown in April and May. In the interim, online activities were carried out whenever possible, such as operational meetings. The digital divide between Europe and MM has, however, made it difficult for implementation to shift entirely to an online-mode. Moreover, there is still a lot of uncertainty on when semesters at the MM universities will resume, which complicates the identification of a detailed work plan for resuming the activities. The project coordinator is planning to ask for a 6 months no-cost extension, which will certainly favor the completion of the project implementation. Nevertheless, considering the actual lack of technological capacity—both generally in MM and specifically in the universities—it will be important to reshape the methodology accordingly, favoring a blended approach that includes both an online and physical presence to efficiently and effectively reach the project objectives.

## IV. Early Effects and Potential Sustainability

This project's approach employs strategies to support the reform of the HES in MM through enhancing local academics' capacities on didactic management, innovative teaching and quality assurance. This evaluation attempted to understand the early effects of this approach towards the attainment of the overall objective through exploring the consequences of engineering changes in MM's Higher Education Institutions, in attitudes toward a student-centered approach, and critical thinking and analysis.

It is rather early to define CHINLONE's long-term effects specifically, whether the progress to-date has produced intended or unintended changes, considering that the

project is still being implemented. However, some initial effects of the activities related to the WPs under consideration can already be identified.

A comprehensive analysis of the survey results showed that respondents mainly referred to a “change in perspective”, which occurred after their attendance in conferences, workshops and mobility programs. This confirms that new capacities and skills have been acquired and interiorized, producing some changes at the personal level. Furthermore, the change engineered by the project has been referred to as a “*mature change*” meaning that people are employing the new capacities in their daily jobs and using all the tools developed by the project to pursue some restructuring within their universities.

Evidently, a total shift from a content-based approach to a learning outcomes-based approach is a long process to achieve that demands more efforts and dedication over time and will surely go beyond CHINLONE’s lifespan. However, according to the data gathered through this evaluation participants have indicated that, since the beginning of the project, there have been some improvements in the academic offering at their universities, as can be seen below in the graph.

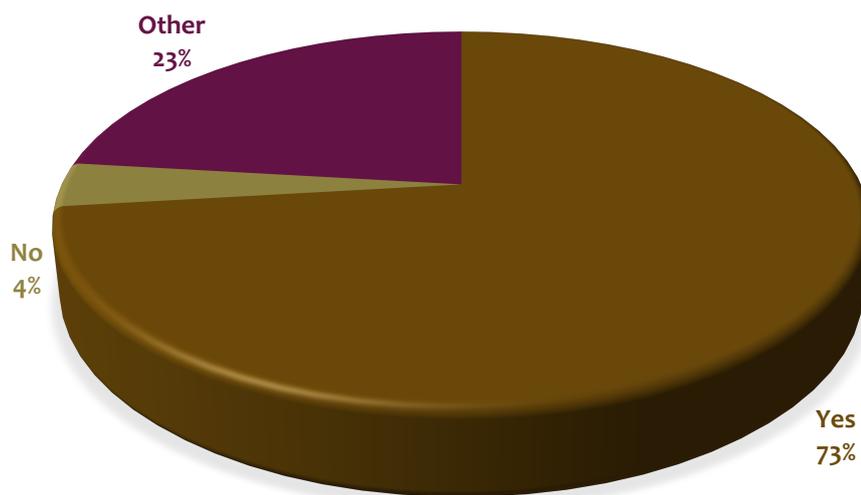


Figure XVI: Aggregated data on the question: "Has the academic offerings at your university improved since the beginning of the project?"

Skills generated at the personal level are a first and important step that will soon have positive, systemic repercussions at societal and political levels. In this sense, it is important to emphasize that the project strengthened its relationships with key authorities, particularly with the Ministry of Education—also a partner of the project- and of the Rector’s Committee—which refers Education Reform progress directly to the Parliament. This is another important step towards long lasting effects at the societal and political levels, and towards the project’s potential sustainability.



universities and peer organizations to ensure solid, local ownership and to generate consensus towards the adoption of CHINLONE’s methodologies on a larger scale, if not nation-wide.

## SECTION THREE: CONCLUSION & RECOMMENDATIONS

CHINLONE’s project strategy adequately takes into consideration the contextual complexities and interrelation of multiple levels of engagement, and is therefore **relevant** to the needs of the target group it addresses. CHINLONE adopted a bottom-up, participatory approach in supporting the transformational process of MM universities. The project has worked towards the re-structuring of HEIs academic offerings by enhancing local capacities of such institutions as a means to promote the modernization of degree courses and teaching methodologies to produce “labor market ready” graduates. In doing so the project intervention built on the idea of creating practical tools to demonstrate modernization and internationalization through practice.

Building on the confirmation that CHINLONE is highly relevant to the needs of the HEIs in MM, this evaluation’s results have found that the project, and specifically the WPs under consideration, has been **effective** in creating the conditions for academic staff to play an active role in contributing to the modernization processes within their own universities. These included enhancing individual capacities and fostering avenues that enable collective participation of relevant key actors in the MM education sector. The project has built momentum towards increasing focus on promoting academic staff leadership through the integration of a more streamlined approach to modernization and internalizations concepts and standards. **Early effects** of this approach are evident at individual levels, and are paving the way towards a solid **sustainability** that, however, requires more work and effort to be achieved.

Based on the considerations elaborated in the findings sections, and to ensure consistency with the dynamics of change that have emerged, a list of recommendations encompassing strategic and operational aspects has been developed.

At the **strategic level** it is recommended to:

5) *Strengthen opportunities for partnership at the national level:*

The project has already set the basis for long-term cooperation with MM universities, authorities and peer organizations, such as the British Council. It would be important to continue working on this direction to improve networking, ensure better coordination and synergies in the country, and explore fundraising opportunities which also strengthens the project’s sustainability.

6) *Develop advocacy and policy actions at the national level:*

This evaluation recommends considering the hypothesis to sustain a locally-generated advocacy action with the aim to highlight the importance of HE reform (as opposed to primary education to which authorities are currently focusing) to generate graduates ready for the labor market. The education reform process is progressing slowly for Higher Education Institutions (HEIs) and a well-structured

advocacy action will increase local ownership while complementing CHINLONE's goals, maximizing future impact and guaranteeing long-lasting sustainability.

7) *Strengthening dissemination and outreach strategies at the international level*

The project should strengthen its outreach strategy on a wider level, in Europe and ASEAN countries for example, to better disseminate its outcomes and methodology. Based on CHINLONE's lessons-learned and knowledge developed on the complicated MM HES, the coordinator in cooperation with its partners should engage in a series of ad hoc and public events. This would generate debate and feedback on the project's experience, and enable project's partners to gain more recognition at the international level.

8) *Work with Ministry of Education and other key stakeholders towards the adoption of CHINLONE's tools and methodology nationwide*

Considering the very good feedback received by target groups on the tools developed by the project and its overall effectiveness, the evaluation would recommend working towards the adoption of these tools and methodologies nationwide. This will ease a replication of the CHINLONE's model and methodology in other universities and make sure that progress towards internationally recognized standards would be systemic and methodical for all the HEIs in the country.

At the **operational level**, it is recommended to:

3) *Increase the range of training offered to academic staff*

As was often highlighted during this evaluation, academic staff is in need/requesting a wider range of trainings that focus on general skills. These skills include leadership skills, public speaking and communication. These skillsets should complement those already offered by the project, which will increase target groups' capacities to perform better as trainers for peer academics. This additional skillset offering should be taken into consideration for future initiatives.

4) *Strengthening the involvement of the Coimbra Group*

The Coimbra Group, with its extensive University network, could be playing a more effective and impactful role in disseminating the achievements and lessons-learned of the CHINLONE's project. The Coimbra Group could aid in: generating a debate within the European universities working in MM; playing a leadership role if and when urgent policy needs arise that need following up; organizing meetings with relevant institutions & stakeholders and pursuing advocacy actions at the European level.

# ANNEX I

## Evaluation Matrix/Grid

Questions	Sub –Questions	Measures or Indicators	Target or Standard	Baseline Data	Data Sources	Data Collection
<p>Q1: To what extent are the project (WP1-3) design is in line with national and international reference policies?</p> <p>Q2: To what extent the project is consistent with target group needs?</p>	<p>Which/what needs assessment(s) were used to define target group needs</p>	<ul style="list-style-type: none"> <li>Level of participation and interaction of the target groups in the design of activities</li> </ul>			<p>Feedback from partner universities’ staff (each university), target groups</p> <p>Project material</p>	<p>Interviews with key informants/</p> <p>Review of relevant material</p>

To what extent has capacity building expected outcomes been achieved?

<ul style="list-style-type: none"> <li>• To which extent have the skills of target groups been enhanced?</li> <li>• Extent to which the results differ from men and women?</li> <li>• To what extent were the target groups supported after the trainings (capacity building)?</li> </ul>	<ul style="list-style-type: none"> <li>• Level of skills/knowledge gained by the trainees (including gender analysis)</li> <li>• Level of confidence felt by the trainees to utilize the knowledge/skills gained (including gender analysis)</li> </ul>	<p>Project records, including self-appraisal forms (if any)/feedback of target population</p>	<p>Interviews/ Review of relevant material</p>
<ul style="list-style-type: none"> <li>• To what extent are target groups employing knowledge and skills from capacity building?</li> </ul>		<p>Project records/ Feedback of Uni staff, target groups/official records</p>	<p>Interviews/focus groups/Review of relevant material</p>

*To what extent have international HE standards been understood and employed to bring about change in MM's universities?*

- Number and type of changed policies at the universities
- Number of new curricula/syllabus
- Engagement of national Government representatives

*To what extent and how the acquired knowledge and synergic cooperation established by the project will be furthered by the target groups on the future?*

- What factors hinder or support the short and long-term sustainability of key WP1-3 outputs?

- Quality of teaching methodology
- Follow up mechanism from Unibo
- External/internal factor facilitating the policies change in the MM's universities

Project records/Feedback of FH staff and target population

Review of relevant material/  
Interviews and focus groups

*How sustainable are the outcomes achieved through the WP1-3's*

implementation?

*To which extent the implementation mechanisms and the use of the available resources facilitated the attainment of WP1-3 objectives?*

- How successful was UNIBO and its partners in implementing and managing WP1-3?

- Identification and use of implementation strategies (check and balances mechanism – SC and consortium assembly)

Project records/Feedback of FH Staff and project stakeholders

Review of relevant material/  
Interviews

*To what extent were cross-cutting issues such as gender equality and good governance mainstreamed through the implementation of the project?*

- Cross-cutting issues were integrated in the design and implementation of the WPs adequately

Project records/Feedback of FH Staff and project stakeholders

Review of relevant material/  
Interviews and focus groups

## ANNEX II

Blue text = Changes to WP2's log frame

2.1 MM's partners aware of the main principles of the 'Bologna Process'	2.1. MM's partners aware of the main principles of the 'Bologna Process'
2.2 MM's universities missions approved;	2.2. Management tools for curricula development and design
2.3 MM partners aware of different University governance models in EU	2.3. MM partners aware of different quality assurance models in EU
2.4 MM universities' Strategic Plans approved;	2.4. Management of University Quality Assurance
2.5 Effective networking between EU and MM HEIs;	2.5. Networking between EU and MM HEIs
2.6 MM universities' strategic plans and MOUs templates approved;	2.6. MM Universities' strategic plans and MoUs templates approved
2.7 WP outcomes shared with Rectors of MM's central and regional HEIs.	2.7. WP outcomes share with the Rectors of MM's central and regional HEIs