TOOLKIT WP1 REPORT

Toolkit National Workshop:

Yangon, 11th January 2020

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PART 1 – TOOLKIT Project and Report's aims

PART 1 –TOOLKIT Project's aims

TOOLKIT is a multi-country Erasmus+ CBHE Project involving European, Myanmar, Laotian and Sri Lankan HEIs. Its main aim is supporting the enhancement and modernization of the internationalization strategies pursued by Asian universities, especially in building up an "Asian way" to internationalization.

The framing of more advanced and internationalized HEIs, in each of the Asian Countries involved, may contribute to amplify the cooperation on regional and global level, creating wealth and wellbeing.

This will happen through a mutual exchange of expertise, practices and models of internationalization, between Asia and Europe.

PART 1 –TOOLKIT Report's aims

Gather all relevant information about the current status of:

- Asian partner HEIs international strategies

- Mobility schemes

- Educational projects

- Fund and grants availability

PART 2 – Methodology

PART 2 –Methodology

This study was performed in three stages:

🟡 **FIRST STAGE**: Collection and analysis of relevant documents produced both by Ministries and by International Organisations

🟡 **SECOND STAGE:** Analysis of the information collected from the Asian partner Universities through a survey that was independently answered by each of them

🟡 **THIRD STAGE:** Questionnaires sent to different target groups:
- Asian HEIs external to the project Consortium (sample of 12 HEIs)
- Professors (sample of 70 professors)
- Students (sample of 208 students)

PART 3 – Report's Contents

The Report is divided in 3 main sections dedicated to the Internationalization in the HE of the three project Asian partner Countries:

- Laos
- Myanmar
- Sri Lanka

PART 3 – Report's contents

For each of the three Countries the following areas have been analysed:

- Higher Education System
- Internationalization Policies and Strategies
- Mobility and International Projects
- Challenges and needs

This work can be useful to overcome the present fragmentation of information on HE systems in the three Countries

HEIs in each country can use the results to present their systems to international partners

PART 4 – Higher Education System

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PART 4 – Higher Education System

Documents produced by Ministries and International Organizations have been used to collect data on the Higher Education System of each partner Country. In this **first stage** the analysis focused mainly on:

- Number of Higher Education Institutions

- Ministries of reference

- University governance structures and bodies

- Vision, Mission and Strategic plans

This work can be useful

- to identify common challenges
- to set guidelines for the development of strategies in HEIs
- to design common training paths for partners' staff
- to set common understanding of the main issues and challenges faced by partner HEIs

PART 5 – Internationalization Policies and strategies

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PART 5 – Internationalization Policies & Strategies

The evidence collected in the **second stage** through the surveys distributed to Asian partner HEIs showed that raising the international outlook of the countries' HEIs is an issue of utmost importance

For this reason Asian Partners HEIs are starting to include internationalization actions in their strategic plans. Foreseen actions are:

- Set up and implementation of International Relation Offices
- Creation of student's service centres in all HEIs
- Promotion of human resources development to meet regional and international education standards
- Improvement of learning quality
- Increase in internal and external cooperation

PART 6 – Mobility and International Projects

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PART 6 – Mobility and International Projects

The analysis focused on the number of mobility schemes and international projects currently in place. Data have been collected through the surveys distributed to Asian Partner HEIs and the questionnaires answered by the target groups during **the second and third stage** of the analysis.

Among the investigated aspects:

- Offices/human resources in charge of the management of such projects and mobility schemes
- Services offered to exchange students and staff
- International academic offer
- Source of funding
- Credit transfer system

PART 6 – Mobility and International Projects

The data will be used to

- Design training schemes in mobility management

- Support in designing IRO's services

- Support in developing mobility schemes

PART 7 – Myanmar HEIs: Challenges and Needs

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PART 7 – Myanmar HEIs: Challenges and Needs

1. Excessive bureaucratization
   - Need to address formal request for every issue of academic life (participation in joint research, in mobility programs, signing MOUs)
   - Need to act promptly in response to international proposals
   - Time spent by administrative and academic staff in reporting activities
2. Precariousness of International Relations Offices
   - Lack of dedicated staff with specific competences
   - Management roles performed by academic staff on top of their teaching and research duties
3. Insufficient budget and financial allocation
   - No financial autonomy
   - Difficulties in access and management of external funds
   - No full time appointments for key management roles

Students' survey results

1. Lack of information
2. Interest in mobility opportunities
3. Expected benefits:
   - Different teaching methods
   - Intercultural experience
   - Language, communication and soft skills improvement
4. Main issues: language and cultural aspects
5. Actions to improve internationalization:
   - Increasing the number of visiting professors and of international workshops
   - Improving foreign languages teaching
   - Increasing the number of mobility and scholarship schemes
   - Organising the information in a more friendly way

Professors' survey results

1. Importance of mobility programs for students:
   - Academic reasons
   - Development of soft skills
   - Personal development
   - Employability
2. Importance of mobility programs for academic staff:
   - Development of professional skills in teaching and research
   - Development of intercultural and language skills
   - Extension of social and professional networks
3. Participation in projects is considered one of the most important way to foster internationalization
4. Dissemination of results in the whole HE system in order to involve HEIs located in remote areas of the country

PART 8 – Conclusions

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PART 8 - Conclusions

Questionnaires' analysis and specific focus groups helped in identifying training needs, which have been used to design next steps of the project

- Modernizing International Strategies

- Project management

- Mobility schemes and management

PART 8 - Conclusions

Common constraints

- Lack of university autonomy

- Lack of ICT infrastructures

- Weak data management with limited file-sharing and websites

- Low level of competences in English as a foreign language and in ICT skills for teaching, research and administration

- Low levels of staffing in IROs

Thank you for your attention!

Contacts

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