

TOOLKIT WP1 REPORT

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PLAN OF THE PRESENTATION



- PART 1 – TOOLKIT Project and Report's aims
- PART 2 – Methodology
- PART 3 – The Report's Contents
- PART 4 – Higher Education System
- PART 5 – Internationalization Policies and Strategies
- PART 6 – Mobility and International Projects
- PART 7 – Lao HEIs: Challenges and Needs
- PART 8 – Conclusions





PART 1 – TOOLKIT Project and Report's aims

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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

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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 (1 Lao HEI)
 - Professors (sample of 71 Lao professors)
 - Students (sample of 100 Lao students)





PART 3 – Report's Contents

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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



PART 4 – Higher Education System



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

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 focuses 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 – Lao HEIs: Challenges and Needs

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PART 7 – Lao HEIs: Challenges and Needs



1. Management
 - Lack of a standardized system for planning, management and monitoring of Higher Education
2. Weak Quality Assurance, accreditation and credit systems
 - QA and accreditation systems are under development
 - No standardized credit system to allocate credits to subjects
 - Student transfer between Nazionale HEIs still very difficult
3. Insufficient funding
 - Inadequate salaries
 - Inadequate infrastructures
 - Reliance on funds from international cooperation
4. Low qualifications of academic staff
 - Difficulties in retaining qualified staff
 - Lack of English proficiency



Students' survey results

1. Awareness of and interest in mobility opportunities
2. Knowledge of at least 2 foreign languages (English and one among Thai/Chinese/Japanese/Korean)
3. Lack of information on credit recognition
4. Expected benefits:
 - Personal development (soft and intercultural skills)
 - Professional development (both for academic aspects and employability)
5. Main issues: language and cultural aspects
6. Actions to improve internationalization:
 - Modernizing teaching methods at home institution
 - Improving foreign languages teaching
 - Increasing the number of mobility programs and scholarship schemes

Professors' survey results

1. Actions to facilitate internationalization (ranked by importance):
 - Signing MOUs with international HEIs
 - Improve language skills of students and staff
 - Provide scholarships and information
2. Importance of mobility for students:
 - Mobility as a value in itself
3. Importance of mobility programs for academic staff:
 - Professional enhancement (teaching, research and language skills)
 - Extension of social and professional networks
4. Participation in projects is considered a way to get training opportunities and to modernize HEIs
5. Improvement of language proficiency and of infrastructures are considered enabling factors for internationalization



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



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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