



Capacity Building Workshop

Advancing Inclusion in International Higher Education in ASEAN

15 November – 17 December 2021

Summary of Participants' Action Plans

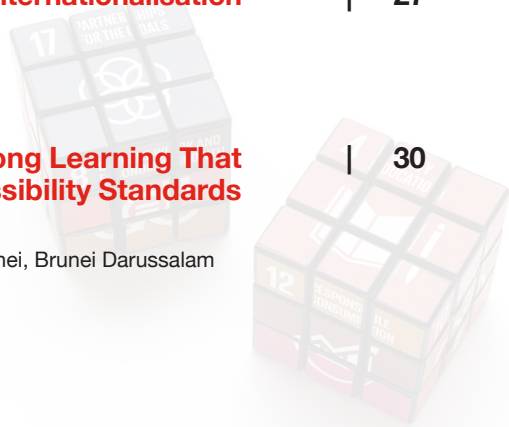


**ASIA-EUROPE
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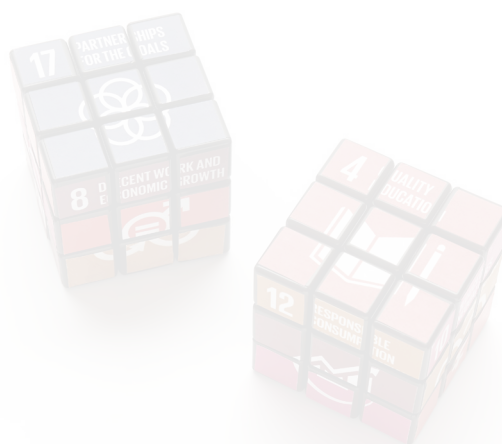
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Introduction to the Capacity Building Workshop Series on Advancing Inclusion in International Higher Education in ASEAN

Background

The Capacity Building Workshop Series on Advancing Inclusion in International Higher Education in ASEAN was a 5-week long workshop series, taking place online during November-December 2021. It has been co-organised by the [European Union Support to Higher Education in the ASEAN Region \(SHARE\) Programme](#) and the [Asia-Europe Foundation \(ASEF\)](#), as advancing equity, diversity, and inclusion in international activities of universities is a shared mission of the two organisations.

If there has been one unifying theme in the higher education contexts over the past 50 years, it is that of massification. However, while this massification of higher education has resulted in provision of access to a university-level education for millions more than would have pursued further study in previous generations, **the question of inclusion, alongside that of access, has persisted for many groups within Asian and European societies.**

Massification is, in effect, a double-edged sword and when addressed within what has traditionally been a more exclusive context of higher education and internationalisation, the question of inclusion becomes all the more subjective. While the number of students who do study abroad has more than doubled over the past 20 years (OECD, 2020) the prevailing **norm of exclusivity rather than inclusivity of such an 'internationalised university experience' is evident.**

The disruption and fragmentation **that the COVID-19 pandemic** has wrought on education systems globally has raised **renewed questions of access and inclusion in international education**, particularly as new digital modalities of delivery come to the fore and as new divides emerge. As societies in Asia and Europe begin to emerge from the grip of the pandemic, **the call to make international higher education activities more inclusive**, and thus beneficial and impactful for all - rather than only for a minority of students -, **becomes ever more forceful.**

The four key objectives of this workshop series were:

- **Increase knowledge** on the concept of inclusion in higher education internationalisation and tools to improve it
- **Facilitate exchange of good practices** among universities in ASEAN and the European Union

- Inspire participants **to take action in their home institutions**
- **Build a network of practitioners** sharing a joint mission to keep improving equity in international higher education

Learn more about the project [here](#).

Participants and Their Action Plans

There were **33 participants from the ten ASEAN countries** selected to participate in this 5-week long, tailor-made project. They were all representing ASEAN based organisations of higher learning and demonstrated exceptional dedication and drive to promote inclusion in their home universities.

Learn more about the participants' profile [here](#).

Throughout the project participants developed their action plans to advance inclusion in their work. Each week, speakers, experts and facilitators shared best practices specifically related to one segment of the future action plan:

Week 1 | Target Group and Value Proposition

Week 2 | Activities and Resources

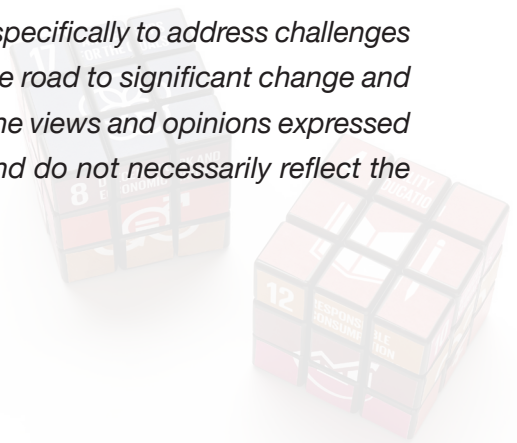
Week 3 | Stakeholders

Week 4 | Measuring Outcomes and Impact

Week 5 | Summary and presentation of action plans

You can read the brief summary of these action plans in this booklet below. We hope that they will be a source of inspiration for your work. In case you are interested in reaching out to any of the authors, do not hesitate to inquiry at E: arc@asef.org and ask for their contact details.

Please note that the action plans were designed by participants specifically to address challenges in their own work environment. They are just the first step on the road to significant change and their progress of implementation depends on several factors. The views and opinions expressed in the action plans are the sole responsibility by the authors and do not necessarily reflect the views of the Asia-Europe Foundation (ASEF) or EU-SHARE.





Short Description of Action Plans

Title of Action Plan**1 Student 1 Passport Signature Programme for B40s****Dr Zainab Mohd NOOR**

Director of the Department of
International Affairs, UiTM Global



Universiti Teknologi MARA (UiTM)



Malaysia

Introduction

As a mega university with over 180,000 students nationwide, Universiti Teknologi MARA (UiTM), like many other universities in Malaysia has laid out its Strategic Plan, (UiTM 2025), to be a globally renowned university. One of the indicators to support UiTM 2025 Blueprint is Internationalisation and Global Prominence. This project, 1Student,1Passport, is an initiative to include the B40s (Bottom 40 students whose parental household income are below RM 4,000) in student mobility programmes. The B40s is about 60% of the student population in UiTM that needed to also be part of the

student mobility experience, where students must experience at least one (1) international mobility programme throughout their studies in UiTM. The idea of the project was mooted in 2018 and was approved in the same year. The approval by the top management of UiTM came with a matching grant concept of funding, where UiTM will match the amount that the International Office proposed. Hence, the initial amount of the start-up funding was agreed by both parties that made the Student Mobility Fund a reality for inclusion of B40s in the internationalisation agenda of UiTM.

The main value proposition is the inclusion of B40s in experiencing internationalisation that would add value to their overall student experience at UiTM. In addition, it is about widening access to those who can't afford financially. The more B40s participate in the programme, the better the chances of them being employed upon graduation. Hence, they are the direct recipients and beneficiary of a future global workforce, equipped with international competencies.

Stakeholder Groups and Stakeholders Relationship

Working with multiple stakeholders will lead to better trust and support for the programme. The inputs from the multiple stakeholders will serve as good governance the coordination of the student mobility fund. The main stakeholders were internal, the top management of UiTM, followed by the Student Affairs Unit, Deans of Faculties and Rectors of Branch Campuses and the Council of Student Leaders. We partnered closely with the Student Affairs Unit that has all the necessary data of B40s in UiTM for verification of eligibility based on parental monthly income. The most immediate was the International Exco of the Student Leaders Council that serve as the 'bridge' to facilitate the activities and programmes for mobility. The main stakeholder is the Deputy Vice Chancellor of Student Affairs who served as the chair in the monthly meeting for approval of student mobility funds and main challenge is with the Bursary, to support the project's long-term ROI.

Main Activities

The key activities to fulfil the value proposition of this project would be the following: reporting of the expenses to the top management on funds have been allocated and ROI, creating the database of B40 students to easily disseminate the call for sponsorships, semesterly meetings with Council of Student Leaders to review participation of B40s and the main stakeholder. In this project, B40 students are the direct recipients of the programme.

A communication plan is an important element to ensure clarity of purpose of the project. Therefore, communication with stakeholders must be established through quarterly reports, data cleaning and updating. The communication plan for this project must be comprehensive and strategic in nature. Elements of inclusion must send the right message to the stakeholders. In addition, sensitivities to communication barriers and exclusivity need to be addressed. Communication channels must be open wide for a smoother flow of feedback for continuous improvements.

Resources and Project Success

The success of this project depends heavily on the allocation and availability of resources. All aspects of resources must be included such as:

- Physical: A designated office to cater to their queries, applications, and other matters for the funding.
- Human: A very important element is the people aspect. Administrative personnel

and key personnel like the Bursary, Office of Students Affairs and the International Office must synergize to serve the B40s.

- Financial: Can be difficult if the Bursary is not able to align to the vision of the project.
- Intellectual: Intellectual support must be visible and rendered as to assist the B40s in terms of training, capacity building and personal development programmes. Therefore, well-trained staff is needed to ensure the success of the programme.

“ The main value proposition is the inclusion of B40s in experiencing internationalisation that would add value to their overall student experience at UiTM. In addition, it is about widening access to those who can't afford financially. The more B40s participates in the programme, the better the chances of them being employed upon graduation

Constraints, Outcomes, and Impact

This project will need to include all elements of time, policy, culture, and structures, as there are many dependencies. The project has a target and constantly being monitored in terms of numbers and outcome, be it short or long term. The challenges can be addressed based on people, process, and technology. The desired outcomes for students and other stakeholders are clearly crafted in the objectives of the project and the impact of this programme includes tangible or non-tangible. Some impact and ROI can be short-term and intangible impact could realise between 3-5 yrs. Initial output in terms of numbers can be easily generated to measure the immediate ROI. Direct measures such as numbers of B40 students can be documented easily.

The call for action is to think of a mechanism to measure the overall objectives, outcome, and impact. Closing the loop must be done for both direct and indirect measures. Hence, a white paper or a policy review paper should be published to share the future of inclusion through creative funding mechanism like the Student Mobility Fund for 1S1P.

Conclusion

This project has attempted to include the B40s in the internationalisation activities of UiTM, supported by a creative funding model that will sustain for the next decade. Given the adequate resources, support and funding, this project could be a model to be considered as a good practice in other institutions of higher learning.

Title of Action Plan**Action Plan for an Inclusive Curriculum
of the Education Programme at the Faculty of Education****Prof Nannaphat SAENGHONG**

Vice-Chair of Programme in Education



Chiang Mai University



Thailand

The project aims to increase the inclusiveness of the curriculum of the Education Programme at Faculty of Education (FoE), Chiang Mai University (CMU) by transforming it to be more inclusive of international students and increase international mobility activities. As a graduate programme, it offers three specialisations: multicultural education, development education, and educational psychology and counselling. In recent years, the programme has admitted international students with and without Thai language proficiency, even though the curriculum is in Thai and was originally designed for domestic

students. Additionally, the curriculum is less accommodation international students and provides limited opportunities for inbound and outbound international mobility.

The target group of this project are the members of the Programme's Committee, Thai and international students, and support staff. The plan's objective is to foster a global perspective in all students and to ensure that international students are recognized as a target group of the curriculum. Simultaneously, it aims to communicate to target groups and stakeholders values such as acceptance,

inclusion, and global awareness. It will, however, be unable to accomplish this goal without significant and ongoing participation from stakeholders who contribute knowledge, experiences, and resources.

“The plan’s objective is to foster a global perspective in all students and that our graduate students will contribute to the national and international movement to advance inclusion, diversity, and internationalisation in education at all levels.

Stakeholders include the Programme’s Committee, the Associate Dean of the Graduate Student Division at FoE, the Associate Dean for International Relations at FoE, and the department’s support staff. To strengthen the action plan, the programme will collaborate with on- and off-campus partners such as the Student Development Division, the university’s Division of International Relations, local communities, affiliated foreign universities, and international institutions that promote inclusivity and intentionality in higher education.

The action plan consists of the following key actions:

Jan 2022:

The programme’s committees will meet for the first time to discuss the plan.

Feb 2022:

The programme’s committee will hold its second meeting to identify stakeholder groups, foster linkages, and establish strategies for stakeholder involvement.

Jan-Mar 2022:

Three workshops will be held on inclusion, international mobility, and developing an inclusive curriculum.

Apr- May 2022:

Curriculum reform process

Jun-Dec 2022:

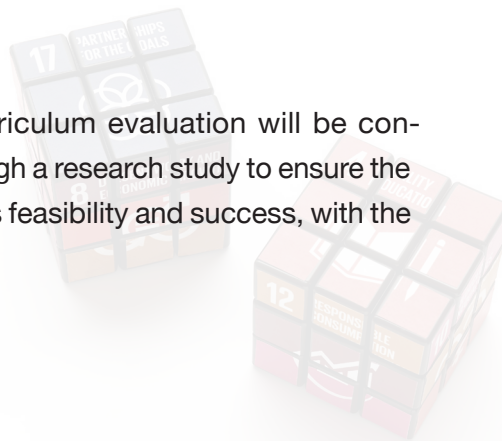
Obtain approval from Chiang Mai University for the new curriculum and conducting some inclusive and international activities in the interim.

Jan 2023:

Adoption of an inclusive curriculum.

Jun 2023:

The first curriculum evaluation will be conducted through a research study to ensure the programme’s feasibility and success, with the



results disseminated through a seminar with programme committees and stakeholders, as well as through publications.

The project anticipates that as a result of establishing and implementing an inclusive curriculum, an inclusive culture will emerge as the fundamen-

tal identity of the programme, faculty members, and institution. Furthermore, the project is built on the hope and assumption that an inclusive curriculum would ensure our graduate students contributing to the national and international movement to advance inclusion, diversity, and internationalisation in education at all levels.



Title of Action Plan

ASEAN Universities Exchange Programme



Mr Calvin Wee Jian YONG



Co-Founder



The Young SEAKers



Singapore

Personal Details

I am Calvin, Co-Founder of The Young SEAKers (TYS). TYS is a non-profit organisation (NPO) that brings together vibrant, competent ASEAN youths leaders who are passionate about advancing the ASEAN-China region. TYS is the first and only Southeast-Asia based NPO with a China and ASEAN angle. TYS offers a calendar of holistic and experiential programmes, such as intercultural exchange opportunities and learning journeys, to maximise members' cross-border competencies. We are currently in all 10 ASEAN countries and China.

The project aims to inspire ASEAN students to enhance their

- 1) Understanding of their own country
- 2) Understanding of their neighbours
- 3) Understanding how to create synergies between their country and the countries in the region

Currently, there is a lack of understanding and interest of university students towards the region. This leads to a lack of talents who are culturally competent across the various countries in the region. Through The Young

SEAkErs, I have been curating programmes such as industry immersion programmes, workshops and webinars which serve as a platform for these students to mingle and learn more about each other, setting the stage for future collaboration and lasting friendships.

“Currently, there is a lack of understanding and interest of ASEAN university students towards the region. Together with ASEAN University Network (AUN), we hope to create an ASEAN exchange programme where students in ASEAN universities can take part and increase their understanding of their own country, their neighbourhoods and synergies among them.

TYS has signed Memorandum of Understandings (MOUs) with National University of Singapore as well as De La Salle University to further increase its impact at the university level. Moving forward, we hope to partner with one university in each ASEAN country, thereby forming a regional network of universities

that are interested to enable their students to become ASEAN-ready talents. Together with ASEAN University Network (AUN), we hope to create an ASEAN exchange programme where students in ASEAN universities can take part.

This programme will comprise of 3 universities, one university from the ASEAN chairman of the year, one university from Singapore and one university from the ASEAN chairman for next year. 3-5 participants will be chosen from each of these 3 countries involved in that year. Participants will spend one month in each country, taking modules. At the end of the programme, the participants will receive a certificate of participation endorsed by AUN and the 3 participating universities, all modules taken will go towards clearing the requirements in the participants' respective universities.

Through this, students and universities will benefit from the cross learning and sharing their experiences from various ASEAN countries. Ultimately, it is expected that the participants will form strong bonds of friendship and understanding through this programme and better appreciate the importance of the ASEAN region.

In my opinion, the key resources required to turn this project into a reality is the monetary support to form a working group to plan, liaise and execute the project. I also anticipate requiring monetary resources to provide scholarships and bursaries to students who are chosen but are unable to afford the expenses to travel and live in the other ASEAN countries.

The constraints include finding a common time frame of teaching period in all 3 countries chosen. The other constraint might be to find a university which is able to host the participants and conduct the courses in English.

If this programme is successful, this will be a win-win for both universities and students. For the universities, they will be able to showcase themselves to other students in ASEAN and showcase the culture and economy of the country as well. For the participants, they will have the invaluable opportunity to learn about different cultures, history, and current affairs.

For the alumni of this programme, they should be further empowered and expected to work on some self-initiated projects. This will help them to remain in touch and use the knowledge and understanding they have gained during the programme for a greater cause, sharing the importance of ASEAN to their peers and encouraging them to explore other ASEAN countries as well.

With more understanding of the nuances within each country, this will lead to more meaningful civic engagement and capacity building across the 10 ASEAN countries



Title of Action Plan**Buddy System Programme - Internationalisation at Home
at Universiti Teknologi Brunei****Ms Nur Hidayati Nur GHADOR**

International Relations Coordinator



Universiti Teknologi Brunei



Brunei Darussalam

Description

Universiti Teknologi Brunei (UTB) is a young university. Therefore, the number of international students in UTB is relatively small, and they are considered the minority in the University. UTB does not yet have its own International Office. Currently, the Student Affairs Office, Corporate Communications Office (CCO) (International), and the Student Council are working concurrently to cater to international students' needs. CCO International have formed the UTB Global Buddy Union. Since the union is still new, we are still looking into enhancing our knowledge of such a buddy system.

Objective of the Programme

The objectives of the programme are as follows:

- To enhance cultural awareness between the host universities and international students.
- Should there be a mutual understanding and awareness of different cultures, internationalisation can be assisted at participating universities. The programme is expected to be based on mutual respect and cultural sensitivity despite the differences in religious beliefs.
- To ensure international students are welcome in the community.

Once incoming students arrive to the university, they are no longer stranger to

the community. Hence, local students need to know how to communicate with them in order to welcome them and make them feel respected.

- To gather global buddy's association from different universities to exchange views, opinions, ways to improve.

Different universities have their different ways to manage the global buddies programme. Therefore, by exchanging views and perspectives, each university can learn from one another how to improve global buddy's operation and system.

“ We are looking into enhancing our knowledge of buddy systems and gather buddy associations from different universities to exchange views, opinions to further improve internationalisation at home practices.

Stakeholder Groups

There are a few stakeholders targeted in this programme, they are:

- Global Buddy Union

They are the main focus in this programme as it is initiated to improve their members' capability to become mentors and buddies for potential international students. Global

Buddies Unions from different universities can be also involved, as they need to share and exchange their experiences in handling international students and improving internationalisation at home practices at each university.

- Student Affairs Office

They need to support their students in participating in this programme. Perhaps, each university appoints one staff as a speaker for the programmes. The speakers will share how their roles can help international students transition their life on campus and advise global buddies on ways to improve their services.

- International Office

International Office can be involved to create awareness and enhance the importance of internationalisation within universities. Students need to understand the wider view on how everyone has different roles in enhancing internationalisation at home.

Activities

- Cultural Exchange

An activity performed by each university to introduce their culture.

- Language Exchange Session

In this session, several games are created to entice language learning. The language session can cover the essential words that can start a conversation with new international students.

- Mentor to Mentor Session

During these sessions participants are allocated into different groups, and they will share their own experience in handling

international students, such as their highlights, achievements, challenges, etc.

- **Speakers' Sharing Session**

Speakers from the university management are essential in this programme as they get to share knowledge and experience on management level and the importance of implementing internationalisation at home.

- **Global Buddies Union background presentation**

Each Global Buddies Union from different universities will have the chance to present as a group and share their union background with the rest of the participants to get new views on how other universities manage international students.



Title of Action Plan**Curricular Pathways: Internationalisation Opportunities for All Students**

**Mr Henry ENCABO**

Director of Quality Assurance Division



University of Southeastern Philippines



Philippines

My motivation for this workshop is to learn „How we might improve my university’s processes to promote inclusiveness and wider participation in our university’s internationalisation programme”. My action plan is developed around the improvements we could make in our curriculum design process.

My proposition is that a tweak, or change in our process, would bring sustainable changes in the curriculum, its modalities, and in general, the internationalisation efforts for the academic programmes.

For me, the curriculum and its modalities are the windows and doors and pathways to inclusion in internationalisation. This idea is centred on organizing stakeholders (the student beneficiaries, academic leaders, and foreign partners) to brainstorm and design a process that will help re-engineer the design and modalities of our curricular programmes. The process should bring changes, such as having courses with internationalisation components and support mechanisms for all students in the different modalities and pathways they may take in the internationalisation programme.



This idea is centred on organizing stakeholders (the student beneficiaries, academic leaders, and foreign partners) to brainstorm and design a process that will help re-engineer the design and modalities of our curricular programmes.

This action plan will involve consultation with students & academic leaders and gathering them together with other partners for a collaborative workshop in the "Process design

and development". After which, approval will have to seek consistent with the procedures that the university has put in place to control for changes. If approved, one big challenge here is to communicate the ideas, concepts, and processes to the university community to adapt and use. Hopefully, the process will help increase the participation in our internationalisation efforts (such as having more inbound and outbound students and foreign university & industry linkages). I also hope that it will bring more participation from socially disadvantaged groups and students' overall satisfaction in their internationalisation experiences. In the long term, we hope to produce students who have a global mindset and wider understanding, appreciation, and respect of differences among cultures and peoples.

Title of Action Plan**Double I Project – Mining Inclusive and International Minds Through Minecraft****Dr Hui Min LOW**

Associate Professor, Special Education
Programme, School of Educational Studies



Universiti Sains Malaysia



Malaysia

Instilling and cultivating positive beliefs and attitudes towards inclusive and internationalisation is fundamental to advancing inclusive and internationalisation efforts in higher education. 'Double I Project' is a cross-national, cross-institutional project aims to create natural and social-friendly opportunities of knowledge mobilization among members of higher education community, on topics related to inclusion and internationalisation, powered by the Minecraft online gaming activities. Minecraft is a sandbox video game developed by the Swedish video game developer Mojang Studios. In Minecraft, players explore a blocky, procedurally generated 3D world with virtually

infinite terrain, and players may discover and extract raw materials, craft tools and items, and build structures or earthworks, such as 'inclusive and internationalised virtual higher education campuses' in case of this project.

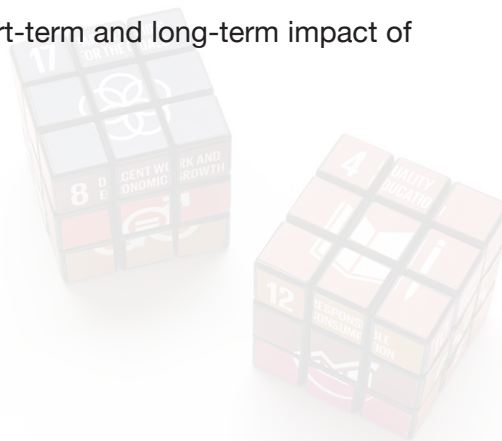
The project will be opened to higher education students (and/or staff) from different fields, universities, and backgrounds. Each team will be 5-6 persons, which include a mix of students (and/or staff) with different nationalities, different universities, different areas of studies, different gender, different ethnicities, and a student/staff with disabilities (has to satisfy at least 3 of these criteria). Upon registering as

“Double I Project’ is a cross-national, cross-institutional project aims to create natural and social-friendly opportunities of knowledge mobilization among members of higher education community, on topics related to inclusion and internationalisation, powered by the Minecraft online gaming activities.

a team, they will be given a Minecraft course (if needed) and then, a short course about internationalisation and inclusion, which include virtual tours of different universities which implement active inclusion and internationalisation initiatives. Then, they will have to prepare and participate in a Minecraft Tournament - which is to build a new virtual university in Minecraft Java which integrates and promotes internationalisation and inclusion.

The new virtual university will have to include at least a library, a lecture hall, a meeting room, a sport centre, a cafeteria, and a residential college. Each team will be given a set of internationalisation and inclusion criteria to refer to when they are creating the virtual university, and judging will be made based on these criteria. The winning team of this tournament will receive an opportunity to visit an overseas university for a real internationalised and inclusive experience. Through this proposed project, it is hoped that the student and staff members from the higher education community get equitable exposure about internationalisation and inclusion, and more important, opportunities to reflect, brainstorm, create, and communicate about the potential ways and possibilities of integrating these ideologies in their everyday activities in the higher education environments. The resources required for this project include (1) computer facilities in the campus and stable internet connections, (2) online meeting facilities, (3) related-field academicians as project advisers and judges, and (4) video documentation team from the university.

Suitable measures and indexes of inclusion and internationalisation will be used to measure the short-term and long-term impact of this project.



Title of Action Plan**Effective and Smart Working Internationalisation Activities @HU****Prof May Thwe AYE**

Member of the Core Team
of the International Cooperation Office



Hinthada University



Myanmar

Introduction to inclusion of internationalisation at Hinthada University

In higher education, we face two main challenges. First, while we may be motivated to increase internationalisation and global engagement, in many countries isolationist and nationalist trends result in a disconnect between local and global. Second, while credit and degree mobility are increasing globally, this opportunity reaches only some selected students, leaving 99 percent of the world's student population behind. An inclusive approach must address the issue that current

internationalisation policies and practices leave out the great majority of students. Internationalisation for all should be the starting point for institutional strategies, reflecting an awareness that all students must be engaged in this agenda to prepare for their future lives as citizens and as professionals. The main challenges to participate in internationalisation activities at HU are lack of scholarships, language barrier, financial support, and technical support. This action plan intends to make a step towards the development of a more inclusive internationalisation strategy.

Stakeholder Groups

Internal stakeholders- Ministry of Education, Rector, Students, Staff, IT department

External stakeholders- International Universities, International Organization Government and Non-government organization (NGO) and Industry

Stakeholder Relationships

Relationships have already established under the Department of Higher Education, Ministry of Education.

Regular meeting (Hybrid) or website development showing recent internationalisation activities and intended of internationalisation activities of university are needed to engage new stakeholders.

“ Internationalisation for all should be the starting point for institutional strategies, reflecting an awareness that all students must be engaged in this agenda to prepare for their future lives as citizens and as professionals.”

Communication Processes

Internal Communication: Email, Videoconference, Telephone call

External Communication: University website, social media (LinkedIn, Facebook etc.-

Value Proposition (Co-creation of authentic value for all parties)

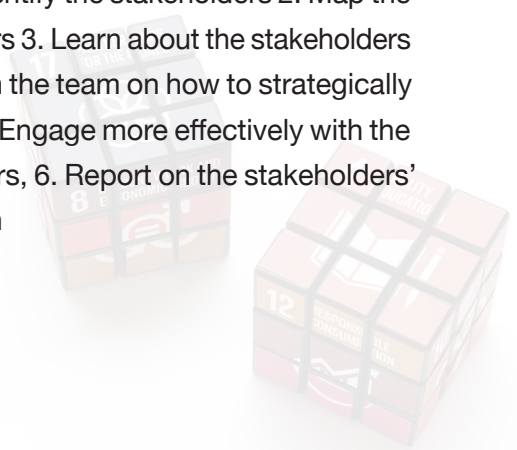
- Create a more international and inclusive environment at HU
- Increase international exchange (outgoing) among teachers and technical-administrative staff
- Establish an effective organisation for security issues linked to internationalisation
- Promote sustainable internationalisation

Target Group

Students/ Faculty members

Activities

- Mobility and exchanges for students and teachers, teaching and research collaboration, academic standards and quality, research projects, co-operation and development assistance, curriculum development
- The activities needed to create collaborations and relationships with stakeholders / target group 1. Identify the stakeholders 2. Map the stakeholders 3. Learn about the stakeholders ,4. Plan with the team on how to strategically proceed 5. Engage more effectively with the stakeholders, 6. Report on the stakeholders' information



Resources

International Students, Physical, Social, Financial, Intellectual (Experts/Professional/ Experienced leader for internationalisation)

Constraints

The boundaries are related to time, policy, culture, structures. Increased awareness is needed on Mission and vision statements, strategic plans, goals specifically including internationalisation, study abroad programmes, curriculum integration, academic and research

programme linkage with international universities for double and joint degree programmes.

Outcomes and Impact

Study Abroad programmes, recruiting international students and the internationalisation of faculty will be effectively implemented.

Timeline and Milestone

2022 then continue-



Title of Action Plan

Enhancing Global Competency and Gaining Insight into the Internationalisation at Home for PSU students



Ms Jiratha BUNYAYUWA



International Affairs Officer



Prince of Songkla University



Thailand

Description

Prince of Songkla University's (PSU) current Internationalisation at Home (IaH) policy attempts to cover all aspects of international nature, including research, teaching, and the daily life of students. PSU's IaH initiative will be carried out with the aim of providing the vast majority of students with opportunities to get exposed to internationalisation and upskill/reskill in order to strengthen their international

and global competency through projects and learning materials.

Stakeholder Groups

The proposed action plan affects the following groups: University Administration, Academic Affairs, International Affairs, and Student Affairs, International student association, to foster the global competency of PSU students.

Stakeholder Relationships

- Partner universities and network institutes: to cooperate in the implementation of internationalisation activities and networking
- Ministry of Higher Education, Science, Research and Innovation, Thailand: provide budget

“ This Internationalisation at Home (IaH) initiative will aim at providing the vast majority of students with opportunities to get exposed to internationalisation and upskill/reskill in order to strengthen their international and global competency through projects and learning materials.

Value Proposition

- To acknowledge the importance of focusing on internationalisation at home, to drive effective results for the university and foster the global competency of students.
- To enable PSU staff and students to gain insight into the Internationalisation at Home concept and enhance internationalisation both reskill and upskill through projects and learning materials.

Activities

- Conduct an online learning course under the “Global Competency MOOC project”: Arts of Communication, Career Trends in a Post-COVID-19 World, Global Design Thinking, Cybersecurity in daily life, Leadership skill, Cultural diversity, Cultural sharing
- Organize language courses project with partner universities or network institutes under the “Language opportunity coalition”: English Language, Chinese language, Indonesia language, Korea language, Japanese language
- Provision of project activities supporting Internationalisation at Home: Young Global Affairs and Corporate Communication (GACC)’s project, Read to Learn project, Keep falling in love with yourself project

Resources

MOOC online platform; Partner universities and network institutes; Central budget grants from the government, Ministry of Higher Education, Science, Research and Innovation, Thailand; Professional lecturers in various fields.

Target Group

PSU students; Communication Processes; Integration and infusion of a global competency skill or intercultural dimension into teaching, research, project and service through a combination of a wide range of activities, policies and learning materials.

Constraints

The Covid-19 situation; Students are not interested in self-improvement due to the insecure perspective beyond the old ways of thinking; Lack of financial opportunities.

Outcomes and Impact

To produce graduates who are knowledgeable about their professions, possess life skill, competent to compete in international job market.

Key Performance Indicator

Percentage of students successfully employed or self-employed; Level of satisfaction of employers; Percentage of graduates who work outside the country.



Title of Action Plan

Enhancement of a Learning Management System for Lifelong Learning That is Inclusive and Accessible in Accordance with Web Accessibility Standards



Mr Yusma Bahrin Dato YUSOF



Education Officer,
Centre for Innovative Teaching and Learning (CiTL)



Politeknik Brunei



Brunei Darussalam

Politeknik Brunei was established in January 2012. A total of thirty (30) Diploma programmes are being offered at Politeknik Brunei in five (5) schools: School of Business; School of Information and Communication Technology; School of Science and Engineering; School of Health Sciences and School of Petrochemical.

In 2020, Politeknik Brunei established the Centre of Excellence for Lifelong Learning (CELL). In the following year, it was renamed to

Lifelong Learning and Training (LLT) under the purview of the Centre for Innovative Teaching and Learning to provide support for learners looking for specific skills training in order to develop their career opportunities, in pursuing continuing education as well as for those who are looking to reskill or upgrade their skills.

This action plan is to enhance the lifelong learning management system that is inclusive and accessible in accordance with web

accessibility guidelines standards. The action plan will create a fully accessible and usable Lifelong Learning and Training Learning Management System for all users regardless of ability. The Lifelong Learning and Training platform will be in accordance with web accessibility guidelines (WCAG) 2.1 standards and any assessments will fulfil the standards set by Politeknik Brunei's Quality Management Division according to the ISO 9001:2015 standard. Credit and non-credit bearing courses will be included in the Lifelong Learning and Training platform to cater for both local and international participants. The platform will be used for face-to-face training, online and blended learning. Through the courses in the platform, course participants will acquire international insights and knowledge, as well as develop their 21st century skills and prepare them for the global marketplace. The platform will also provide access to higher education through the credit bearing courses.

The internal stakeholder groups are the Senior Management, IT Division, Finance Division, Head of Schools or Divisions, Centre for Innovative Teaching and Learning, ASSIS (Academic Support Services Initiatives for Students and Staff), Local and international students, Centre for Student Development and Innovation, Student Affairs Division, Local and International Staff, General public and Companies. These stakeholders are interlinked through Decision making, Software and Hardware, Collaboration or Partnership, Funding, Staff training, Infrastructure, Student and staff volunteers. New stakeholders

can be engaged through meetings and contacting them either formally or informally. The established relationships are with the Lifelong Learning Centre, Ministry of Education, Centre for Innovative Teaching and Learning, Politeknik Brunei, Lifelong Learning and Training, Politeknik Brunei, Manpower Industry Steering Committee (MISC) Construction and relationship to be established is with the Manpower Planning and Employment Council (MPEC), Prime Minister's Office.

The value proposition for this project is to have an inclusive platform for quality education in a supportive teaching and learning environment. The value it has for the stakeholders and target groups is to provide guidance and training to those in need. The training needed is on the Lifelong Learning and Training platform for the support staff and the teaching staff. Other training needs are on handling students with different abilities and/or awareness programmes. This project is aimed to provide inclusiveness to all students/participants of different abilities.

The target groups are students, general public, international participants, companies and stakeholders. The direct beneficiaries of this action are the staff members who can learn how to create content that conforms to the standards set by the web content accessibility guidelines. This way, participants will be able to access the site with their assistive technological devices regardless of their abilities. e.g. the use of screen readers. The resources available to fulfil the action plan

“The desired outcome for students and other stakeholders is to have a fully accessible and usable Lifelong Learning and Training Learning Management System for all users regardless of ability in accordance with the standards set by the web content accessibility guidelines (WCAG) 2.1.

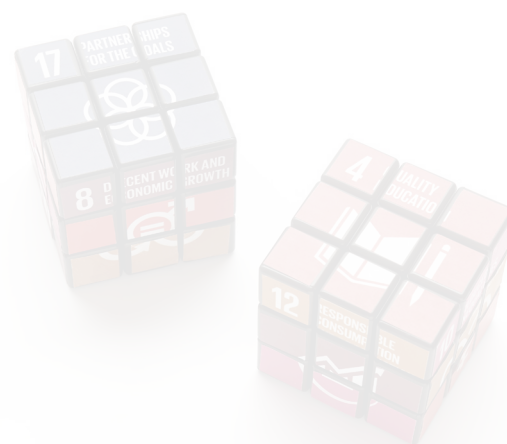
and the value proposition are the lab, training room, facilitator/trainer, Lifelong Learning and Training Learning Management System and Administrator.

The challenges for this project are the human resource, retraining on the use of the platform if needed, time, funding; to ensure hardware and software is up to date and it also requires monitoring and testing and continuous improvement in response to the user and the wider technical environment.

The desired outcome for students and other stakeholders is to have a fully accessible and usable Lifelong Learning and Training Learning Management System for all users regardless of ability in accordance with the standards set by the web content accessibility guidelines (WCAG) 2.1. The platform aims to increase employability and reduce unemployment rates through reskilling and upskilling to prepare learners for the global marketplace and provide access to higher education through the credit bearing courses.

There are two measuring impacts using a mixed method: quantitative and qualitative. The quantitative measuring impact is the number of participants registering to the courses, the number of participants who are employed after completing the courses, the number of participants applying for the SkillsPlus funding, the number of courses (general, IT, business, etc), and the number of participants completing the course.

The qualitative measures are participants submitting their experience with the platform and the courses and getting feedback from the participants after a certain number of years.



Title of Action Plan**Extending Inclusivity at Paragon International University in General and Within the International Programme specifically****Ms Tracy WILCOX**

Director of the Office of International Cooperation



Paragon International University



Cambodia

Inclusion and equity are key terms for the 2020's and apply to all areas of life and work. Their importance within the education sector is paramount. Any institution which does not put these ideas at the centre of their policies, risks finding itself outdated. The massification of education has led to an increased divide between the international opportunities available to those from a financially comfortable background and those available to students from a disadvantaged background. The ARC8 Outlook Report 2030 on Diversity and Inclusion in Higher Education (ASEF 2021) concluded

that exclusivity rather than inclusivity is still the general rule.

In view of this, I propose an action plan that achieves both improved inclusivity at Paragon International University in general, but also within the international programme specifically. Although I have been unable to find data regarding the financial background of students, it is clear from interactions with them that most students at Paragon International University come from a middle class, financially stable background. The university's application form

has a question regarding disabilities, but the Registrar's Office informed me that we currently don't have any students with a disability.

In terms of improving inclusivity, addressing these two areas seems to be the most urgent. The number of students wishing to study abroad is considerably higher than the number of options available to them. Conducive to expanding the international programme to include disadvantaged students, there is a need to improve equity and inclusivity within the institution as a whole. With this in mind, I hope to find a solution using two intersecting solutions.

Firstly, I propose approaching relevant NGOs to find suitable candidates for scholarships, and, secondly, promoting online international connections.

Paragon International University is a private institution with around 1,000 students, and it focuses on STEM subjects. To achieve the objective of increasing inclusivity and equity within the university, it is essential that the needs of students from disadvantaged backgrounds or students with a disability are met. Paragon already offers a large number of scholarships, but these are usually offered based on exam results, science projects and other competitions. Some of these scholarships could be redistributed and targeted towards disadvantaged students or students with a disability. I propose that we work with small, local, well-established NGOs to help us find suitable candidates for the scholarships. I have already approached Sunrise Cambodia,

an organisation that helps some of the most vulnerable children in the country, and the Cambodian Children's Fund, which assists children living on Steung Meanchey's garbage dump in this regard. Both organisations are committed to improving the children's futures through education. The NGOs stakeholder role would be as a partnership, while the university would help to further the NGOs educational work, the NGOs could assist the university through training and advice. They could raise awareness of the students' different and specific needs through staff training and student focus groups. This would benefit all students and staff at Paragon.U but would also help the university to benefit the community in Phnom Penh.

The real value proposition of this initiative is that it would not only improve the university's standing nationally and internationally, but that it would benefit the community. Within Phnom Penh, the educational options at university level are increasing for students with disadvantaged backgrounds as NGOs increase the options for scholarships within the community. As there is little welfare available from the state, the role of NGOs is crucial to alleviate the pressures on disadvantaged families and communities. By offering scholarships to disadvantaged students, the gains would go back into building the communities that they have come from. The Cambodian Children's Fund states that 'the only way to provide lasting, generational change, is to ensure that whole families are lifted from poverty' (CCF, 2021). One way that they achieve this through increasing educational opportunities. Whilst



Conducive to expanding the international programme to include disadvantaged students, there is a need to improve equity and inclusivity within the institution as a whole. With this in mind, I hope to find a solution using two intersecting solutions. The real value proposition of this initiative is that it would not only improve the university's standing nationally and internationally, but that it would benefit the community.

offering places to disadvantaged students or students with a disability is a benefit for both the university and the community, that opportunity could be wasted if the needs of those students are not taken into consideration. The NGOs would also have a consultancy role, helping to establish the special requirements that these students may have and to assist the university in implementing strategies to overcome these issues.

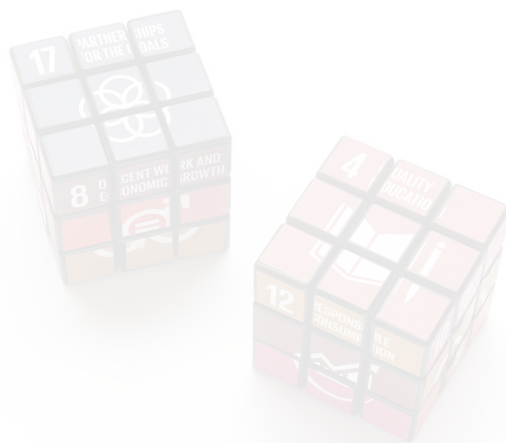
The plan is for the international programme at Paragon.U to become more inclusive and

equitable. According to the IAU's 5th Global survey (Marinoni, 2020), only 5% of students get the chance to engage in international mobility. There are high costs involved with physical international mobility, and even when there are scholarships covering registration and tutorial fees, usually flight costs, visas and living expenses are not covered. This can put the opportunity beyond the reach of many Khmer students. NGOs are often reluctant for the vulnerable young people they work with to travel abroad alone. However, the pandemic has shown that we work internationally online and get excellent results from it. Working with partner universities in online initiatives could help to build confidence in students, allowing them to make friends with students at universities abroad and allowing them to meet their lecturers and tutors prior to travelling. Shared online assignments and projects could develop international connections while still studying within the students' home country. Improved connections with universities abroad could build confidence and help students to overcome culture shock when they do have the chance to study in other countries. These international linkages could lead to further opportunities within an academic setting, but also when the student is looking for internships or work abroad.

In summary, there is a need to improve inclusivity and equity at Paragon International University as a whole and build that inclusivity into the international programme. Firstly, I intend to reach out to well-established and respected NGOs to facilitate the inclusion of

disadvantaged students and students with disabilities onto the university's graduate and post-graduate courses. I also hope to improve the chances of all students to have cross-

cultural connections with universities within the ASEAN region. This could make it easier for students to engage in international studies through physical exchanges at a later date.



Title of Action Plan**GloCal: Inclusive Internationalisation at Home**

**Dr Mee Jay DOMINGO**

Director of External Linkages and Partnerships



Mariano Marcos State University



Philippines

Envisioned to become a premier Philippines University by 2028, the Mariano Marcos State University (MMSU) is doing its best in establishing internationalisation programmes that are inclusive and equitable. For four years now, our university has been sending and receiving students across borders, believing that this could promote global competencies and understanding among students. It sounds promising to some but disheartening to others. In fact, the institutions' current internationalisation landscape promotes the notion that

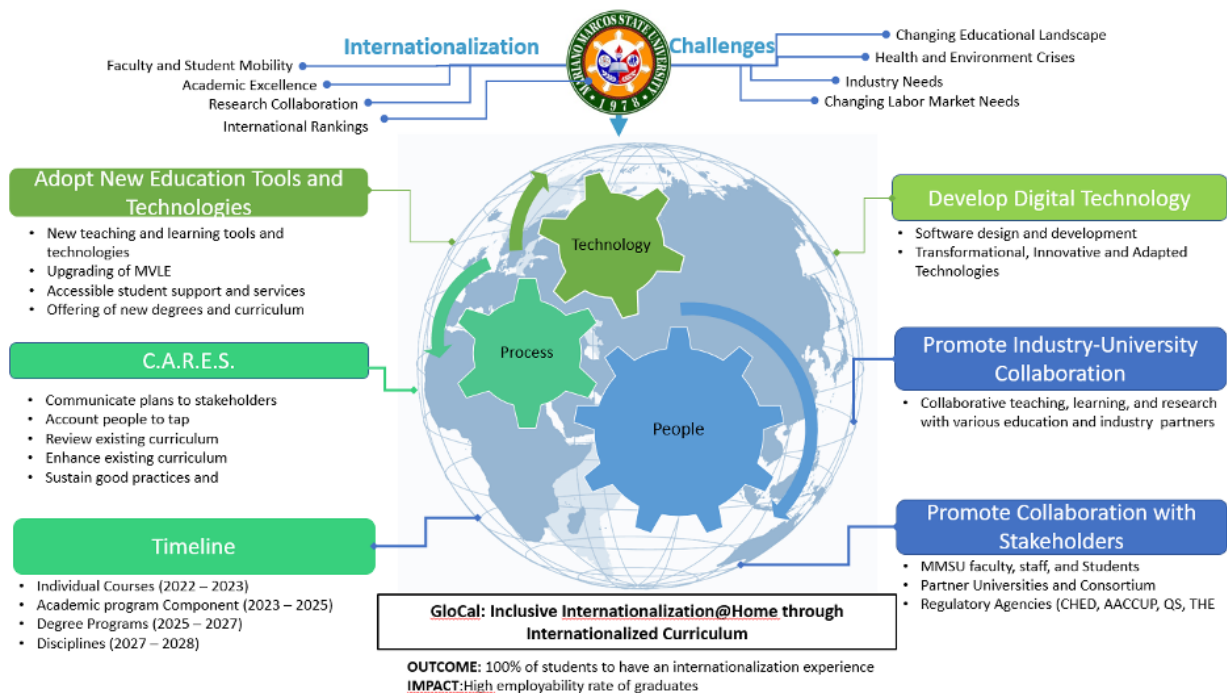
internationalisation is selective, only for the intelligent, only for the elitist.

And the notion has to be stopped. The beauty of internationalisation is for everyone to see. Its benefits are for all to experience. The impact of internationalisation is for everyone to experience.

Internationalizing the curriculum is the answer. Students need not leave their families to experience an international education through

this initiative. Internationalisation does not just happen overseas. It can happen at our universities, our homes.

My action plan is titled GloCal: Inclusive Internationalisation at Home through internationalizing the curriculum. The framework below shows the interplay of factors needed in carrying out the activity.



The project is anchored on the demands of internationalisation: faculty and student mobility, academic excellence, research collaboration, and international rankings. Side by side with these demands are the challenges that our university is currently facing in the context of internationalisation. These challenges include but are not limited to the changing of the educational landscape, health and environmental crisis, industry needs, and changing labor market needs.

With all these demands and challenges, the PPT (People, Process, Technology) Model is a good fit to address such. Firstly, identifying the

primary drivers of an initiative is of paramount importance. Secondly, it is essential to establish a system that presents clear steps in doing things. Lastly, tools need to be adapted and adopted to make the system work.

P is for people. It is necessary to ensure collaboration among all the drivers of the programme. Meeting among educational institutions and industry partners shall be done to ensure that the curriculum is aligned to the demands of the labour market and the universality of its content. Moreover, MMSU faculty, staff, and students shall also meet to guarantee their participation in the project.

“The beauty of internationalisation is for everyone to see. Its benefits and impact are for all to experience. Internationalizing the curriculum is the answer, as internationalisation does not just happen overseas. It can happen at our universities, our homes.

Regulatory agencies, such as the Commission on Higher Education, shall be consulted to ensure quality.

P is for Process. The acronym CARES outlines the direction of the plan. C is communicate. To get the stakeholder's (people) commitment, they must know the ins and outs of the plan. Hence, I will meet them and discuss the rationale and the potential benefits of my action plan. I need to convince them that my initiative is practical and feasible. A is for Account. Account those who will take roles in the project. It is necessary to identify the right person in the team. As they say, the success of any undertaking is the right composition of the team. R is for review. Together, the stakeholders shall review the current status of the curricular offerings of the university. E is for Enhance. Results of the review shall be

used as bases in enhancing the curriculum and in improving the systems that are essential in the project. Lastly, S is for Sustain. This could be done by periodically monitoring, evaluating, and enhancing the internationalized curriculum so that they become relevant over time.

In general, the plan of internationalizing the curriculum shall be done in four phases for seven years. Phase 1 is for the internationalisation of the individual courses (2022-2023); Phase II is for the academic programme (2023 – 2025); Phase III is for degree programmes (2025 – 2027), and Phase IV is for the disciplines (2027 -2028).

T is for Technology. In the context of the industrial revolution and in the university's attempt to become global, enhancing its technological resources is a need. Hence, the programme includes the adoption and development of new education tools and technologies needed for the implementation of the programme.

When all these are done, the internationalisation programme of the university will become inclusive as all the students will be allowed to experience internationalisation at home. And with the quality of education that they will be receiving, the high employability of graduates is guaranteed. Then and only then we could claim our faithfulness to our vision – MMSU as a Premier Philippine University by 2028, a university that develops virtuous human capital and sustainable innovations in a knowledge-driven global economy.

Title of Action Plan

Inclusive Internationalisation for Targeted Students at YUFL in the Digital World**Prof Chaw Chaw SEIN**

Pro-Rector (Dean of Social Science)



Yangon University of Foreign Languages



Myanmar

Description

The aim of this project is to focus on existing ethnic students at Yangon University of Foreign Languages (YUFL) to accessible internationalisation. Myanmar has more than 135 ethnics living in seven Regions and seven States. In 2020/21 Academic Year, there are altogether 3,862 students enrolled at YUFL. Among them, 292 students are from three ethnics areas, 31 from Rakhine, 144 from Mon and 27 from Karen state. This data shows that YUFL has already composed of ethnic students. In 2021, the Ministry of Education

has issued National Education Strategic Plan (NESP) (2021-2030) in which inclusiveness is given as top pillar. In line with this NESP and to empower ethnic students to have international mobilization, this project is proposed to be implemented as follows.

Stakeholder group and stakeholder relationship

- In this proposed action plan, the key stakeholders will be categorized into three circles: inner circle, higher circle, and outer circle.

- The inner circle consists of University Administrative Board, Student Affairs Department and this circle is the key to select the targeted students.
- The higher circle which includes Higher Education Department and Ministry of Education is the key decision-makers for permission, approval of the project and source of funding. Formal relations between inner and higher circle stakeholders have been already existed because the University is a public university. In addition, it is necessary to communicate with the General Administration Departments of States (Rakhine, Mon, and Karen state authority) in order to disseminate the information and effective implementation.
- As the University is trying to upgrade the teaching and learning environment with digital platform, the University will also contact with University Alumni who are the outer circle for their support to have speed internet and some devices for students. However, it is necessary to reengage with University Alumni which has been silence since political changes in Myanmar.

Targeted groups

Targeted groups will be the existing students (who are from ethnic background and from rural area) at the YUFL.

Communication process

To communicate with the above-mentioned groups, it is planned to have online virtual meeting or online workshop.

Value proposition

The value proposition is to create more cohesiveness and more engagement of ethnic students and prioritise the disadvantaged students to have access to internationalisation.

Key activities

Several key activities will be implemented during the project. In detail activities can be seen in the timeline.

Resources

Human and financial resources will be required to fulfil the action plan.

Constraints

There may be time constraints in implementing the project due to political changes because the University is yet open. As political constraint, challenges might come from within the students (who do not want to continue their study in this political challenges)

Timeline of activities in 2022/23 Academic Year

2022 Feb

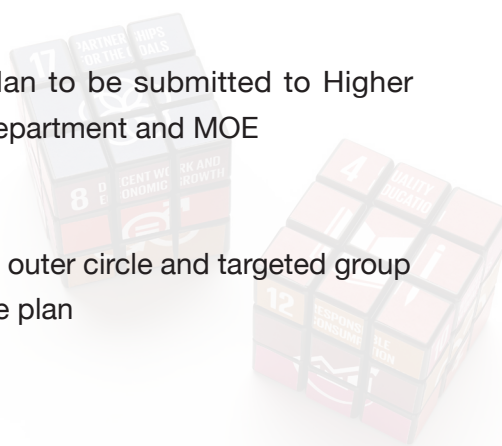
Inner circle stakeholders meeting to explain the project

2022 Mar

Approved Plan to be submitted to Higher Education Department and MOE

2022 May

Meeting with outer circle and targeted group to explain the plan



“ **The aim of this project is to focus on ethnic students at Yangon University of Foreign Languages (YUFL) and enable them to access internationalisation activities. This goal is in line with the National Education Strategic Plan (2021-2030) in which inclusiveness is a top pillar.**

2022 July

When students are back to campus, will explain them about action plan and NESP

2022 Sep

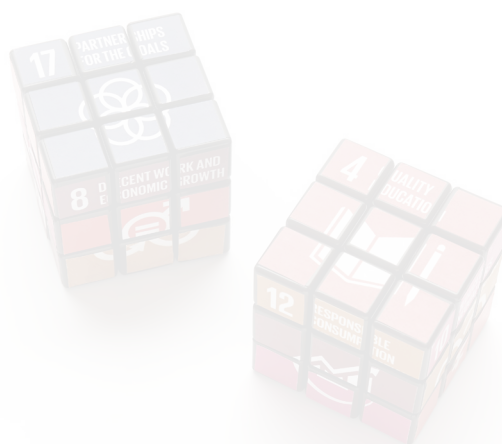
Train students to have better language skills (one month)

2022 Dec

Student selection (maximum 5) in coming academic year

Outcomes

- Existing ethnic students at YUFL who cannot compete with urban students will be able to get access to internationalisation.
- Existing ethnic students can have cohesiveness with YUFL Alumni
- Meet the National Education Strategic Plan (2021-2030)



Title of Action Plan**International Days at Xavier University****Dr Shiella C. BALBUTIN**

Director, Office of International
Cooperation and Networking



Xavier University



Philippines

Context

The Office of International Cooperation and Networking (OICN) of Xavier University was established in 2008. Its main function is to manage all initiatives and activities of the university that pertain to internationalisation. Although it has been around for more than ten years, its potential has not been fully maximized.

Inclusion

The action plan takes inspiration from the

quote, “inclusion in international activities is a comprehensive process of strategically planning, concretely designing and taking targeted measures to ensure that all actors in higher education can have access, can concretely take part and enjoy the full benefits of internationalisation activities” (Delap & Ferencz, 2021). In the university’s context, inclusion pertains to providing information on internationalisation, which will include all members of the target groups.

Goal

The action plan aims to promote greater awareness on internationalisation within the university community and to foster inclusion in the process. It aims to fill-in the perceived knowledge or information gap resulting to low participant turn-outs in international events or activities. Moreover, we see the same people taking part in international projects (i.e., those funded by Erasmus Plus) or in international collaborative research projects.

Action Plan

A survey on the target group's level of awareness on internationalisation activities and on the existence of OICN (selected

representative samples from each group) will be conducted to validate the perceived knowledge or information gap. The event "International Days at XU" will be conducted to address this knowledge or information gap. This will be a 3-day event which will have the following activities:

- Online forum to showcase the various international projects and engagements of the university. Coordinators of the different international projects will be invited to present.
- The "Alumni Talks" will feature faculty, staff or students who have undergone international exchange programmes.
- "Global Village" will be the platform of our current international students to participate and to present the cultures and traditions of their countries.
- "Intercultural communication" webinar series will be done virtually, or in person if the situation continues to improve. After the events, a survey will be conducted to generate the target groups' feedback and interest to actively participate in future internationalisation activities.
- Conduct survey on the number of participants per event; keep track on those who expressed interest to participate in future events; develop a follow-up mechanism.
- Propose to institutionalize the international days as an annual event; organize follow-up activities.
- Conduct focus groups and interviews to explore the impact of the events.

The action plan aims to promote greater awareness on internationalisation within the university community and to foster inclusion in the process. It aims to fill-in the perceived knowledge or information gap resulting to low participant turn-outs in international events or activities.

Target Groups

The target groups of the action plan are the key players in the university who have major stakes in formulating policies and implementing internationalisation initiatives – they are the board of trustees, the university president, the vice presidents for higher education; administration; mission and ministry; and social development; college deans, programme coordinators, department chairs, faculty, staff, and students.

Outcomes and Impact

The activities mentioned above are meant to increase the target groups' levels of awareness on internationalisation in the university, which

will hopefully translate to better participation and to more pro-active engagement with the events related to internationalisation. Specifically, these are the desired outcomes and impact of the action plan:

- Knowledge/Information Sharing – to fill in the perceived information or knowledge gap on internationalisation in general and the case of XU in particular.
- Relationship-building – to introduce or re-introduce OICN as the unit that facilitates internationalisation initiatives in the university
- Community Engagement – for the community to “appreciate” the significance of internationalisation in the university.



Title of Action Plan**Inclusive Internationalisation @ BU & Beyond****Dr Panadda UNYAPHO**

Director, International Affairs Office



Bangkok University



Thailand

Background

Established almost 60 years ago, BU is a private university located in Bangkok, with over 27,000 students at the undergraduate and graduate degree levels. Courses are offered in Thai and English. The University has established and maintained collaborative relationship with institutions from countries in Africa, Asia, Australia, Europe, North America, and South America. Collaborations between Bangkok University and these international institutions cover various areas such as exchange of students and faculty, study

visits, research collaboration, exchange of information, academic publications, and teaching materials, as well as promotion of cultural and sports activities.

Value(d) Propositions

Titled Inclusive Internationalisation @ BU & Beyond, the value proposition of this action plan is twofold: first, to increase students' awareness of global learning opportunities and, second, to enhance meaningful international experience of all students. This action plan stemmed a disconnect in terms of the visibility

of the internationalisation on campus and beyond. While being recognized among peers in the international networks and partners as rather active, the view from within is somewhat different. As there is always room for improvement, this action plan involves all stakeholders, going forward.

“ The value proposition of this action plan is twofold: first, to increase students' awareness of global learning opportunities and, second, to enhance meaningful international experience of all students.

Stakeholders

This action plan covers all relevant stakeholders, namely, internal stakeholders (students of the Thai and English programmes, faculty representatives, administrators, and alumni), and external stakeholders (international networks, alliances and employers), and identifies communication channels and processes in order to directly engage with each group of the stakeholders and to clearly communicate the objectives and plans to each group.

Target Group

A meeting calendar/timeline will be set up and, as the plans are implemented, the internal

stakeholders and external stakeholders will be connected. The key targets are current students in all Thai and English Programmes who will receive available information directly from the international affairs office representatives, via meetings and information sessions to provide information on global learning opportunities and to increase their awareness on available opportunities and gather/identify any specific requirements they may need. As time is of the essence, first meetings with target students of all disciplines are to be organized, starting in January 2022, via online platforms.

Resources

In order to meet specific needs or requirements of the target students, this action plan identifies what resources are needed to complete the objectives highlighted in the twofold value propositions. Specifically, annual budget shall be allocated for the internationalisation activities and external resources from affiliated institutions and alliances shall be identified such as available scholarships, study visit grants, mobility opportunities. Another key resource includes institutional policy, specifically, clear, and shared goal/strategy which depicts the institutional commitment to further enhance the students' meaningful international experience and global learning opportunities during the student journey. Hopefully, with clear and shared goal/strategy at the institutional level, any challenges involving people, culture, policy, and structures shall be managed.

Desired Outcomes and Impact

In order to gauge whether the objectives of this action plan are met, a pre and post

survey will be developed and used to measure the desired outcomes and impact, including interviews with the target students, at the end of the year 2022. It shall be interesting to see how the students reflect on or make meaning of their participation in/exploration of their

global learning opportunities and international experience. The timeline for this action plan covers a one-year period, starting in January 2022 and concluding in December 2022.

The thinking process continues.



Title of Action Plan**International Partnership Capacity Building Workshops at Universitas Indonesia****Ms Tara FERAKANITA**

International Partnership Officer,
International Office



Universitas Indonesia



Indonesia

Since the International Office at Universitas Indonesia (UI) has been established in 2000, internationalisation has always been identified with students and lecturers. Either students or lecturers always get special part to enhance internationalisation within the university. Somehow, it posed a threat to inclusivity of internationalisation itself.

In fact, only a very few international partnerships officers and managers were offered a chance to develop their skills. Training, scholar-

ship, mobility opportunities mostly focused on lecturers. The key point in inclusion in internationalisation is that people are predisposition to go abroad by personality (we proved that) and such trait is hard to change (but not impossible). Internationalisation efforts cannot only focus on students and lecturers but also on the quality of professional practitioners who play a very important role in support services for internationalisation. With a strong belief in the crucial role of internationalisation in impacting global governance, I, as international



Internationalisation efforts cannot only focus on students and lecturers but also on the quality of professional practitioners who play a very important role in support services for internationalisation. I would like to create capacity building opportunities for international partnership officers and managers in all faculties at UI.

partnership officer, have a special interest in the professionalization of educators and practitioners.

With the limited training and development offered at the University of Indonesia to each individual who supports the internationalisation of the institution, I would like to create capacity building opportunities for international partnership officers and managers in all faculties at UI. At the bigger scale, hopefully in the next couple of years it can happen not only in UI, but also in all universities in Indonesia. The Action Plan will demonstrate ambition, commitment, and achievements across the faculties, universities, and ministries in integrating agent equality in policy outcomes of internationalisation. At the same time, UI is

always trying to become one of the leading research universities or academic institutions in the world. As a research university, efforts to achieve the highest achievement in terms of discovery, development and diffusion of knowledge regionally and globally are always carried out. Such action would also contribute to the realization of the relevant goals of the 8 (eight) Key Performance Indicators of Universities that have been established by the Ministry of Education.

The first thing I need to do is consult the UI Board Management (Head of International Office, University Secretary, Vice Rector and Rector) about this plan. This action plan requires validation or permission from them, too. I also need to promote the plan to The Indonesian Ministry of Research, Technology and Higher Education. This programme is planned to use a matching fund scheme from the Ministry. Matching Fund is a tangible form of support from the Ministry of Education and Culture of the Republic of Indonesia for the creation of collaboration and strategic synergy between Insan Dikti (higher education institutions) and industry. With a total allocation of Rp250 billion, Matching Fund is one of the added values of collaboration between two parties through the Kedaireka platform.

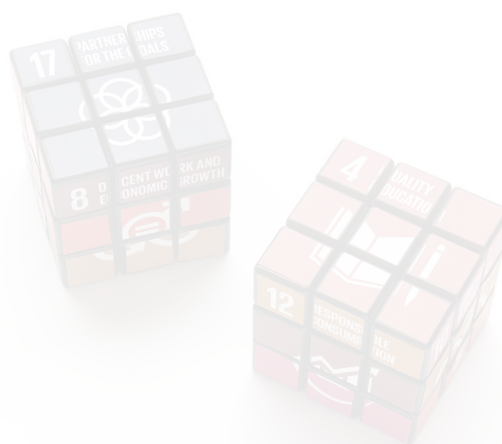
The key activities include a mentorship programme for International Partnership Officers/Managers, Leadership Development and Focus Group Discussions, sharing good examples on the activities and resources from partners whi-

ch can be implemented in UI's global strategic plan. Despite the pandemics, this workshop is expected to be realized in a high-quality virtual programme. High quality virtual experience of capacity building can help to inform and augment internationalisation moving forward.

To create a dynamic, ongoing exchange with stakeholders it needs longer assessment (qualitative and quantitative measurement). One of the challenges that need to be considered is the funding. Announcement of Matching Fund from the Ministry starts from July (not January). This will have a significant impact on UI's annual budget timeline. Therefore, further discussion is needed between UI and

the relevant Ministries. Universitas Indonesia might be able to collaborate with ASEF as well, and provide similar capacity building workshops, such as the one on Advancing Inclusion in International Higher Education in ASEAN.

In taking forward this commitment, I am pleased to convey to all international partnership officers/managers, UI board management and partners the International Partnership Capacity Building Action Plan. It will be essential for us all to implement it fully so that through the action in the world of work we help to make a difference in tackling the multiple challenges that our world faces today.



Title of Action Plan**International Teacher Professionalisation in the New Normal - Pedagogical Capacity Building for Faculty Members at Hue University of Education**

**Mr Anh Tuan HOANG**

Human Resource Manager,
Office for Organization and Administration



Hue University of Education



Viet Nam

Stakeholder groups

The action is addressing the members of the university, including the faculty members, leaders, and managers at Hue University of Education. Besides, the university partners in Asia and Europe are also involved in supporting the courses in terms of pedagogical capacities. The international financial funds are key to support the development of education and human capital.

Stakeholder Relationships

In order to operate smoothly the capacity building project, it is necessary to establish the strong relationship between internal and external stakeholder. The Relationship in the network of ASEF members and participants will improve the effectiveness of the project step by step. In addition, in order to start our engine of the project, it is essential to create the cooperation agreement among Hue

University of Education and new universities partners in Asian and European countries as well as new financial aid partners so that we will be able to conduct the project together.

Target Group

This project is concentrating on developing the capacities of faculty members at Hue University of Education to respond to the crisis of COVID-19 pandemic affecting on the teaching and learning. By participating in the project, faculty members will learn from their colleagues, the academic partners could be sharing their experience in teaching processes. Consequently, they will establish an international community of good practice to together solve the global issue.

“The main outcome of the project is the enhanced pedagogical capacities of faculty members at Hue University of Education in the New Normal. Furthermore, the project will increase resilience of schools and change the 21st century skills in learning and teaching towards 22nd century.

Value Proposition

The project determines the core values in community learning and practice and shares good practices. It is also reinforcing community responsibility in order to overcome the crisis. Thus, it will improve the teacher profession in the New Normal with the COVID-19 pandemic and disruptive technology.

Activities

The main activities of the capacity building project include: Online learning using the flipped classroom model; Online group discussion; Field trips; Individual conferencing for final reports; MOU of programme (meetings, signing); Programme feedback and completing report.

Resources

The essential resources for conducting the projects as below

- Physical: transportation, accommodation, learning resources
- Human: organization committee members, coordinator, trainers
- Financial: transportation, accommodation, training fee, learning resources, IT hardware and software
- Intellectual: IT infrastructure

Communication Processes

Multi-media and IT infrastructure will play an important role in the success of the project. There are several ways to disseminate the messages and create a dynamic, ongoing exchange with stakeholders including using

social networks and academic networking; to create a vision shared partnerships; to improve multicultural skills of faculty members; and to support Hue University of Education and faculty members' financial capacity to participate the project.

Constraints:

Potential hurdles could be the GMT time management, financial limitation as well as Faculty members' motivation.

Outcomes and Impact

The main outcome of the project is the enhanced pedagogical capacities of faculty members at Hue University of Education in the New Normal. Furthermore, it will have a positive impact on stakeholders' connectivity towards resilience of schoolings for the better future generations and change the 21st skills in learning and teaching towards 22nd century.



Title of Action Plan**Internationalization (IZN) and Internationalisation at Home (IaH)
Think Tank Learning Center****Ms Warunee KAEWBUNRUANG**

Administrative officer in charge of the student and staff mobility programme from the Global Relations Division



Mae Fah Luang University



Thailand

Background

Since 1998, Mae Fah Luang University (MFU), named in honor of HRH the Princess Srinagarindra, is a public autonomous university approved by the Royal Thai Government. Serving as an education hub of the Greater Mekong Subregion, MFU provides cutting-edge and essential 15 schools at the bachelor's, master's, and doctoral levels with 3 clusters in Health Science, Science and Technology, Humanities and Social Sciences disciplines.

As the international learning environment is our priority, MFU uses English as a medium of

instruction and also promotes the use of Chinese and other ASEAN languages among its students. Furthermore, the University acts as a bridge connecting professors and students from 40 countries including ASEAN countries and nearly every continent in the world. With a full intention to develop the quality of teaching, academic and research excellence with its partners, the University has built 149 agreements with 27 countries and 10 networks around the world in several fields.

Action Plan Description

Internationalization (IZN) is a key element in

today's higher education trends and landscape. For Southeast Asia, the ability of Higher Education Institutions (HEIs) to manage different aspects of internationalization, to respond to a more multicultural and international environment, and to produce skilled graduates equipped with globalized and intercultural mindset are of major concerns as the realities of regional community and economy approach.

With the long-term aim, internationalization will create qualified human resources with cross-cultural experience and international competency. Moreover, the importance of establishing a supporting tool in promoting the harmonization process is increasing. International Relations Offices (IROs) of HEIs are crucial actors in facilitating the effective flow of

students, academics and administrative staff in the region. So the Internationalization (IZN) and Internationalization at Home (IaH) Think Tank Learning Center will be a useful tool to provide a place or platform where ideas can be developed freely and independently, and also raise awareness on important issues among the International Relations Offices (IROs).

Stakeholder Groups:

- Internal stakeholder: International Relations Offices (IROs) of Thai Universities and the Ministry of Higher Education, Science, Research and Innovation (MHESI), Thailand
- External stakeholder: International Relations Offices (IROs) of the International Universities

Stakeholder Relationships

- Thai and International Universities to cooperate in the implementation of internationalization activities and networking
- The Ministry of Higher Education, Science, Research and Innovation (MHESI), Thailand to facilitate the networking and provide budget

Value Proposition

- Helping to bridge the gap between the internationalization knowledge and practice
- To share, discuss the trends and changes in higher education in the context of internationalization
- To share practices, challenges, experiences, and lesson learned regarding the internationalization

“Internationalization (IZN) and Internationalization at Home (IaH) Think Tank Learning Center will be a useful tool to provide a place or platform where ideas can be developed freely and independently, and also raise awareness on important issues among the International Relations Offices (IROs).”

Activities

- Organize a Seminar, Webinar, Forum or setting up a workshop among IROs to share a good practices, challenges, experiences, and lesson learned regarding the internationalization
- Share a good practices and tacit knowledge of the internationalization through website or social media

Resources:

- International Relations Offices (IROs)
- Thai and International Universities

Communication Processes:

- Set up a working group then promote and share a good practice or tacit knowledge through an online platform (website, social

media and podcast) for exchange or sharing an IZN and IaH idea, knowledge and best practice.

Target Group:

- International Relations Offices (IROs)

Constraints:

- Formulation and Implementation of Internationalization Policies and Strategies of each universities

Outcomes and Impact:

- To provide a platform for sharing a good practices and tacit knowledge of the internationalization through website or social media among the International Relations Offices (IROs)



Title of Action Plan**Internationalisation at Home: Post- Pandemic****Ms Nuraderrah HASNUL HAFIDZAN**

International Student Exchange Coordinator



Universiti Kebangsaan Malaysia



Malaysia

Background

Universiti Kebangsaan Malaysia (UKM), also known as The National University of Malaysia was established on May 18, 1970, and it is one of Malaysia's public research universities. As a comprehensive university, UKM consists of 15 well-established faculties and 12 research-based institutes offering a wide variety of programs. In line with its tagline "Inspiring Futures, Nurturing Possibilities", the University successfully attracts international students by offering 49 international programs. To foster internationalisation engagement with

international counterparts, UKM today has established various network engagements and partnerships with international universities and associations across the globe. UKM via our International Relations Centre (UKM Global) is amenable to discussing reciprocal arrangements for the exchange of students and faculty, study visits, research and academic collaboration, exchange of information, as well as promotion of cultural and sports activities.

Introduction

The global pandemic Covid-19 changed the geo-

graphical map and borders all over the world in 2020. As physical travel was abruptly stopped for several months to curb the spread of the pandemic, every single interaction across the world gradually adapted the virtual mode to keep everything going. Education is also affected by the pandemic and therefore, universities must find the tune of our education style from the traditional face-to-face to the adoption of electronics and online learning approaches. From the higher education scene, one of the most affected areas of internationalisation effort would be international student mobility - physical student mobility programs were halted and there was a sudden shift to synchronized virtual learning modality given the travel restrictions. However, fast forward 2022, it is readily apparent that the Covid-19 pandemic is a 'blessing in disguise' as the shift from physical to virtual exchange proves more inclusive in internationalisation for all members of the University community – but mainly the students.

Objectives

The objectives of this action plan are to:

- Create awareness of the importance of internationalisation at an Institutional level
- Enhance inclusivity in internationalisation by the implementation of Internationalisation at Home (IaH) measures within our university community.

Action Plan

In line with our university's internationalisation approach, I believe that Internationalisation at Home (IaH) covers all aspects of international

nature within the University community, and it is the key in creating awareness of internationalisation benefits, as well as to upskill and reskill students' global competency through various collaborative learning activities, intercultural learning encounters, international webinar series, meetings, and projects via virtual platforms. The IaH would create a window of opportunities for global learning at home as it opens the possibility of 'border crossing' within the university community which previously involved only the privileged few, who have the financial means to mobile.

Main Activities

The key activities to fulfil the value proposition of this initiative would be the following:

- Developing and enriching virtual semester exchange programs, virtual internships, virtual research attachments, virtual summer programs
- Virtual gathering with students from partner universities with subjects on Malaysia, local heritage, and intercultural learning
- The International Student Association under UKM Global – the UKMbassadors introduces Malaysia and our rich culture by inviting international students on a virtual forum for students from UKM and partner universities to interact, discuss and carry out debates on several subjects such as intercultural communication, communication competence, avoiding cultural stereotypes, among others - bringing internationalisation home
- Collaborative Online International Learning (COIL) with current and potential international

partner universities that involve university faculty co-teaching with international faculty to deliver online courses

- Hosting international webinars (Global Talk Series Webinars) where invited panellists are among partners around the world – a virtual platform to ‘touch base’ with fellow partners
- Engaging with current and potential partners from all over the world (Meetings with partners and embassies) to enhance the collaboration – virtual exchange, research

Stakeholder Groups and Stakeholders Relationship

Collaboration with multiple internal stakeholders is important to build better trust and strengthen support for the continuity of this internationalisation effort. The main stakeholders involve the top management of UKM - the Vice-Chancellor of the university

“ Every actor in the Institution, in this case, UKM, must work in tandem to move forward with the internationalisation effort especially IaH to create awareness and more opportunities for everyone to enjoy the benefits of the internationalisation activities.

and Deputy Vice-Chancellor of Academics and International Affairs followed by the Faculties, University Administration, International Office (UKM Global), the International Student Association under UKM Global – the UKMbassadors, the UKM Student Council and fellow UKM students. We partnered closely with our international counterparts to flourish more collaborations, especially the international students although via virtual means. On the other hand, the International Associations served as the ‘bridge’ to facilitate some of the activities and programs for mobility we had with international partner universities.

Value Proposition

Every actor in the Institution, in this case, UKM, must work in tandem to move forward with the internationalisation effort especially IaH to create awareness and more opportunities for everyone to enjoy the benefits of the internationalisation activities. By embracing the new norm, this action plan is foreseen to gain more participation and active engagement amongst university members with the events related to internationalisation as virtual learning platforms prove to be more accessible and inclusive – especially to those that are physically and financially challenged.

Resources

The essential resources to execute the action plans are as below:

- Physical: transportation, accommodation, learning resources
- Financial: training fee, learning resources, IT hardware and software

- Human resources: Top management, administrative personnel, faculties, intellectuals, and students)
- Infrastructure: Technological infrastructure

Outcomes, and Impact

- Boost participation and gain more support from the university community to advance in the inclusivity in the internationalisation effort
- Cost-effective for teaching and learning for teaching staff and students as well as working personnel.
- Enhance international knowledge exchange, building capacity and dissemination of knowledge
- Promote cultural and intercultural understanding from global perspectives
- Close the generational gap and digital divide

Constraints

In the case of our university, some hurdles highlighted along the way would be having to

work across global time zones, language barrier, poor technological infrastructure mainly the internet service, online fatigue, communication and digital gap, the need to make learning and its content more interactive and interesting without tiring the students as well as getting and keeping University members' motivation.

Conclusion

UKM aspires to include all aspects of the University community in the internationalisation effort of the university. As such, with adequate support, resources, and infrastructure, internationalisation for all (availability and accessibility of benefits) would be a wide culture that needs to begin at home - at the University. With the benefits, IaH has to offer - promoting knowledge sharing, developing areas of excellence, brand positioning of higher learning institutions at a local and international level, and creating added value, we presume that the shifts the Covid-19 pandemic has caused might be here to stay.



Title of Action Plan**MARIAN Exposure Club – Preparing Student for Global Engagement****Dr Clara GONZALES**

Head of the Admissions and External
Relations Office



Saint Mary's University



Philippines

Background

Saint Mary's University (SMU) is a private provincial school that is around 7-8 hours away from the capital city of Manila in the Philippines. Founded in 1928, SMU is now 93 years old. SMU is quite well known in the province, but its geographical location is also one reason why internationalisation is not yet in full swing.

SMU has various linkages, and in the past years, we had mobility exchanges in the form of international internships in Asia and the US, faculty exchanges, transnational education programmes, and research ventures. However,

I noticed that almost the same people are actually participating in these global linkages. So, I guess the problem is not the kind or number of activities or potential activities that may be conducted on internationalisation, but the motivation or drive coming from our students, faculty, and staff to be involved in these undertakings. The very low participation may be attributed to the notion that internationalisation is costly (although partly true), requires so much time and effort (which is also somewhat true), and lack of preparation for global exposures. These are the challenges that I tried to address in my Action Plan.

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I plan to organize a student club at Saint Mary's University to prepare students for global engagements. I will call it Marian Global Exposure Club, inspired by our patron saint, Mother Mary. We have outlined our partnership interests around academic exchanges, research, and extension collaborations for the next five years in our strategic plan. The

club will conduct trainings to prepare students for global engagements.

Since SMU is located in the province, the concept of internationalisation is not popular among our students because of mobility expenses, connectivity, and lack of awareness about the benefits of internationalisation.

The Marian Global Exposure Club will provide a venue where students come together and learn about different opportunities in store for them related to internationalisation. In that case, it will ignite a spark of interest among our students. The club may tackle topics such as intercultural communication, communication competence, avoiding cultural stereotypes, among others.

Stakeholders Group and Stakeholders Relationship

To make this a success, I need to consult with different stakeholders, like our Alumni, for their support, our current partners with whom we have a Memorandum of Understanding, and our international affiliates. SMU can work closely with them to fully implement our activities. Within SMU, I will also consult with the Student Affairs and Services because it is the one in charge of student organizations, Alumni Affairs Office, and seek the approval of the Advisory Board of SMU.

Since I envision this as a continuing activity in SMU, communication with stakeholders must be done periodically and consistently to ensure a good relationship.

Value Proposition and Activities

Through this action plan, our target group shall be provided with the much-needed push and confidence to take up the challenge of internationalisation. When internationalisation initiatives benefit more students, and no one is left behind, this means that inclusion is working in internationalisation.

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As initial activities, I intend to convene a core student group with members who already had international exposures; and organize training and workshops for all students on intercultural communication, avoiding stereotyping, increasing cultural sensitivity and communication competence. We can invite facilitators from our existing partners and international affiliates. Once these students are prepared, they can now fully participate in global opportunities and mobility programmes

such as ASEAN competitions, summer camps, cultural immersion, internships abroad, collaborative learning.

Resources

We need the administration's financial support, because there will be costs, though we also try to look for sponsors and volunteers to work with us.

Target Group

The students will be the main target group, though we also plan to replicate this among teachers and staff.

Constraints

The first constraint is time management as our students are loaded academically. Our curriculum here in the Philippines is a bit packed, wherein students begin their class at 7:30 am, and they end at 5 or 6 in the evening. More so, for a private institution like SMU, institutional subjects are added to the student's curriculum.

Through this student organization, students will learn that internationalisation is for everyone and that there are activities that they can join to prepare them for global relations. They can be empowered and become confident in getting out of their comfort zones and engaging with the world, thus promoting inclusion in internationalisation. I plan to start this in August 2022 for the 2022/23 Academic Year, though we can begin planning in January 2022 as we usher in our second semester. This plan is just the initial step; long-term goals include involving teachers and staff, seeking our alumni's support, and networking with other local and international universities and organizations.

Title of Action Plan**Partnership Capacity Development for Inclusiveness into Internationalisation at Paññāsāstra University of Cambodia, Battambang Campus****Mr Veasna CHAN**

Vice-Director

Paññāsāstrā University of Cambodia,
Battambang Campus

Cambodia

Background and Relevance of Action

Paññāsāstra University of Cambodia, Battambang Campus (PUIC) is a private university located in the Northwest of Cambodia. For more than two decades, the enrolment of students has been increasing, pursuing higher education, that shows the positive perspectives among policy makers, academics, students, businesspeople, and citizens for social and economic development.

Internationalisation is particularly necessary to interconnect knowledge, technology, science, democracy, culture, and social development.

As stated in PUC's vision, the key ideas to promote inclusiveness in internationalisation are the followings: (a) a world at peace where non-violent means used to solve the conflicts beginning with individuals, societies, and extending to the community of world leaders

in the context of international cooperation; (b) those in government and in its positions of authority exercise their duties responsively with compassion to defend and protect the people they serve, especially the poor, elderly, destitute, needy women, children and youths; (c) the educated people empowered to participate and contribute more fully in the life of society.

A project entitled “Partnership Capacity Development for Inclusiveness into Internationalisation at Paññāsāstra University of Cambodia, Battambang Campus (PCII)” will help the students from vulnerable and marginal families getting equal chance to study at higher education level, with the opportunity to gain international experience in the region and the world. Capacity development in partnership of inclusive internationalisation will be implemented with blend and flexible approaches including policy and strategic development; seeking the policy support from both national and sub-national levels; building the capacity of staff, students, communities, and local authorities on inclusive internationalisation in Higher Education; strengthening as partnership and cooperation with local and international partners; and raising fund to support the project mainstreams. This project; thus, will raise comprehensively the students and relevant people’s understanding on Lifelong Learning and Sustainable Development.

Value Proposition

The value proposition defines the uniqueness of cultural work of organization that contributes

to achieve a common goal of projection. In this project, five values are proposed:

- **Sharing:** knowledge based on higher education institutes on inclusive internationalisation among staff, faculties, students, communities, and relevant people
- **Confidence:** belief in actions that we do together for people capacity and skills in higher education,
- **Integrity:** consistently holds in duties and responsibilities
- **Security:** ensure the effectiveness and efficiency on result-based achievement, and
- **Peace:** promote the spiritual in peace on behalf of humankind based on Non-violence principles

Main Goals and Objectives

The overall goal is to promote sustainable growth, contribute to economic prosperity and extension of academic horizon, institution building, reputational profile and status by enhancing of quality and international academic standard. Objectives are to:

- (1) promote economic growth and competitiveness, labour market, financial incentives, and national educational demand; and
- (2) promote intercultural understanding and intercultural competence, national cultural identity, citizenship development, and social and community development.

Target Groups and Beneficiaries

The target groups are involved in this project include the Ministry of Education; Ministry of Foreign Affairs and International Cooperation; Ministry of Vocational Training and Labour; and

NGOs working in Inclusive Internationalisation Higher Education; international universities; and PUC Board of Trustees (a senior officer from Public Administration, a shareholder, a NGOs representative, an Enterprise representative, and a student representative).

“The project will help the students from vulnerable and marginal families getting equal chance to study at higher education level, with the opportunity to gain international experience in the region and the world.

The beneficiaries are to attract the policy makers of MOE to support internationalisation programme of the university; increase the role of university leaders and managers on inclusive internationalisation in higher education for making policy, strategy, and extra curriculum on internationalisation ; increase the knowledge and capacity of staff on international academic programmes; increase the academic staff's skills and experience on internationalisation through project; and increase the students'

knowledge, skills, and experience based internationalisation programmes connecting with education, culture, economy, international relations, engineering and innovation.

Activities

- Create a specific policy and programme supporting PUII through collecting the inputs from relevant people
- Recruit and assign the existing key persons to work on PUII (Projection, Budgeting, Implementation, Monitoring and Evaluation)
- Conduct feasibility research on Inclusive Internationalisation in Higher Education by sampling local and international universities
- Communicate with prospectus stakeholders and existing stakeholders to follow up on PUII
- Organize awareness campaign/events on PUII
- Prepare international-exchange programmes activities and virtual course programme among management team, faculties, staff, and students

Outcomes

- An official guideline on Inclusive Internationalisation in Higher Education for staff, teachers, and students
- Two Memorandums of Understanding/Agreements signed with international stakeholders in a year
- Five staff and teachers offered a chance to join international exchanging programme in a year
- Twenty students selected to join international exchanging programme in year

- Three joint virtual course programmes conducted for students in a year

Impact

- Increased participation and support from PUCBB management team, staff, faculties, students, and relevant stakeholders to promote the inclusive internationalisation activities
- Economic cost savings for staff, teachers, and students on teaching and learning abroad
- Promoted the academic freedom among policy makers, managers, teachers, students, and communities through internationalisation for lifelong learning of humankind



Title of Action Plan**Promoting Access to Global Education****Mr Saw Than Min HTUN**

Programme Manager,
Community Leadership and Research Institute



Thabyay Education Foundation



Myanmar

Now, Myanmar finds itself at a turning point in its history following the military coup on 1 February 2021, after a decade of relatively open society. The coup has created unpredictable political future in the country and arguably reversed a decade-long democratic transition in the country and it has forced a more uncertain and repressive environment upon the people with all kinds of daily restrictions and unprecedented disruption to education at all levels. In Myanmar, access to higher education is often very exclusive, particularly for overseas

higher education. For many students, especially those who are from marginalized backgrounds, they often feel that overseas higher education is out of reach, and they don't even dare to dream of furthering their education abroad. At the Community Leadership & Research Institute, an institution of higher learning affiliated with Thabyay Education Foundation (TEF), though our students are often from marginalized backgrounds (Myanmar National Only) and a number of them have graduated from ethnic education systems which are not

recognized by any government. We continue to encourage and provide necessary guidance and support for our students to further their education including overseas higher education regardless of their educational and socio-economic backgrounds. From 2022 onward, we are planning to integrate the Academic Advising and Study Abroad Support and Access to Global Education Scholarship for our students into our programme activities to promote access to global education for our students. This initiative is partly inspired and fuelled by different ideas and discussions during the Capacity Building Workshop: Advancing Inclusion in International Higher Education in ASEAN.

Stakeholder Groups

Our CLRI programme team, faculty members and students themselves are major stakeholders for this initiative. The Centre for Academic Advising and University Preparation (CAAUP) of TEF will be our major partner and its twenty years of experiences and expertise in the field will be very significant for our students in accessing global education. CAAUP is a network of expertise in the education sector and works with partner universities and institutions around the world to facilitate access to scholarships for the underprivileged people and communities. CAAUP collaborates and builds partnership with universities abroad to benefit underprivileged people and communities with access to scholarships. Moreover, we will also work with TEF's Alumni Unit for our M&E processes. As all of the stakeholder units involved in the initiative are

under the different units of TEF, we have been supporting each other and we expect the implementation process will be effective and smooth. In addition to our planned curriculum and programme activities at CLRI, we will introduce the following activities for students during the 2022-2023 academic years.

Academic Advising and Study Abroad

Support by CAAUP given the current political situations in the country, access to higher education is highly uncertain in the near future. In promoting access to global education for our students, CLRI will collaborate with the Centre for Academic Advising and University Preparation to provide our students with access to Academic Advising, Pre-academic Preparation for University Study abroad, Overseas University Application, and Scholarship Support. Through our collaboration, CLRI strongly believes that our students will tremendously benefit from the experience and expertise of the CAAUP in academic advising and coaching for university study abroad for the past two decades. Our students will have access to continuous individual/group coaching and mentoring sessions in which they can obtain close guidance and support from the CAAUP team to choose subjects and university options and prepare for their scholarship applications.

Access to Global Education (Scholarship Programme)

We understand that academic advising and coaching alone is insufficient for our students to have access to global education as the

education attainment of our students from the different ethnic education systems in Myanmar is not recognized by any government and many of our students cannot afford to cover

“Thabyay Education Foundation (TEF) students are often come from marginalized backgrounds in Myanmar and a number of them have graduated from ethnic education systems which are not recognized by any government. From 2022 onward, we are planning to integrate the Academic Advising and Study Abroad Support and Access to Global Education Scholarship for our students into our programme activities to promote access to global education for our students.

preparation and exam fees for international tests such as GED, and IELTS or TOEFL which are required for overseas university admissions. To address issues of the lack of recognition of certification and increase access for our students to global education, CLRI plans to provide financial support for our students to prepare and take official examinations for the GED, and IELTS or TOEFL through our Access to Global Education Scholarship Programme from 2022. For each academic year, 5 scholarships for the preparations and exam fees of the GED and 10 scholarships for the preparation and exam fees of the IELTS or TOEFL will be available for our students at CLRI. The scholarships are opened for current students and alumni of CLRI only.

Value Proposition

We strongly believe that rights-based approach to higher education should be applied to create a more equitable access to global education. This is significant as marginalized populations are often excluded from access to global education simply because they cannot afford to necessary services and preparations for global education and their education attainment is not recognized.

Resources

CLRI, launched in 2021, is a three-year project of training young critical leaders in Myanmar.



For the 2022-2023 academic years, CLRI has planned to allocate needed budgets for 5 scholarships for the preparation and exam fees for GED and 10 scholarships for IELTS or TOEFL respectively for each application opening. There will be three application openings for the scholarships for Year I, II, and III students. Since this initiative is an integral part of our programme, we will manage and utilize both financial and human resources of CLRI in carry out this initiative and effectively collaborating with other stakeholders.

Target Group (beneficiaries)

This initiative only targets our CLRI students. In partnership with community partners throughout the country, potential students will be recruited to join CLRI through online application process and interviews.

The criteria for the student recruitment are outlined below:

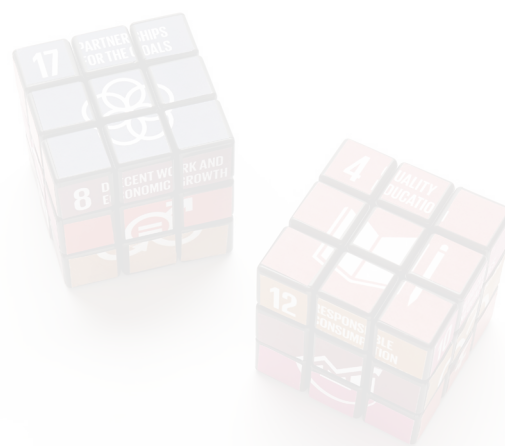
- Age between 20-28 years' old
- 1-2 years' experience in community-related work

- Pre-intermediate English Level for writing and communication
- Bachelor's Degree preferred (ethnic education/final year university education accepted)
- Demonstrated academic potential and social commitment (essay required)

Outcomes and Impact

Youth from marginalized backgrounds have increased access to further education (global education) to achieve their academic goal, contributing to sustainable and inclusive development in Myanmar. CLRI will closely work with our TEF's Alumni Unit to measure and evaluate the outcomes and impact of this initiative in accordance with our CLRI M&E plan. Timeline & Milestones Through the academic years, our students will have access to continuous individual/group coaching and mentoring sessions from CAAUP. The three tentative scholarship application openings are as follows:

- July 2022(for the 1st cohort students)
- April 2023 (for the 2nd cohort students)
- August 2023 (for the 3rd cohort students)



Title of Action Plan

Recognize, Involve, and Act: Advancing Inclusion in the University**Dr Noel Christian MORATILLA**

Deputy Director, Office of International Linkages;
Faculty at the Asian Centre



University of the Philippines



Philippines

Advancing inclusion in internationalisation should begin with recognizing those groups that have been left behind. This is followed by efforts towards the involvement of stakeholders, primarily the international relations officers (mostly from university's internationalisation office), the student groups, and the cause-/advocacy-oriented groups within and outside the university. The major policy-making body of the university – i.e., its Board of Regents – also has an important role to play to ensure that inclusion is enshrined in university policies and rules.

The internationalisation office has constantly been working closely with the stakeholders, particularly the Board of Regents, the faculty, and students, to ensure the success of its programmes. However, inclusion is not given as much priority as it should be receiving because the internationalisation policies, including those pertaining to the approval of applications to the mobility programmes, are largely merit-based. Therefore, there should be clear institutional paradigms that impress upon international officers and other stakeholders the importance of inclusivity. Certain changes in the

instruments for selecting internationalisation programme applicants have to be affected so as to include representatives of these groups. It is also here where advocacy-oriented individuals and groups working on inclusivity and diversity can play a key role in developing greater awareness of traditionally excluded groups through symposia and other platforms. As in institutions considered as 'models' of inclusivity, the university may even have to ensure, ultimately, that a certain percentage of approved applications to the internationalisation programmes come from traditionally forgotten and excluded segments.

Inclusion is not given as much priority as it should be receiving because the internationalisation policies, including those pertaining to the approval of applications to the mobility programmes, are largely merit-based. Therefore, there should be clear institutional paradigms that impress upon international officers and other stakeholders the importance of inclusivity.

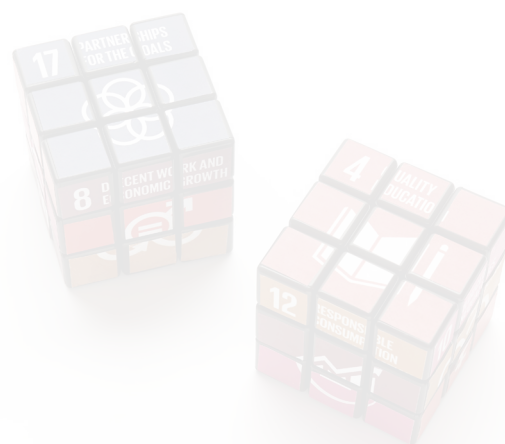
Integrating inclusion into the university's internationalisation programmes, suffice it to say, presupposes inequalities. As a crucial step, there should be a thorough review of the university's – and its constituent units' – policies with respect to inclusivity or lack thereof. Secondly, there should be a survey of students that, on the basis of the cultural and identity markers cited earlier, may be considered as belonging to disadvantaged groups. Such students include the financially disadvantaged, members of cultural communities, fisher folk and farmers, adult learners, and persons with disabilities.

Inclusivity in internationalisation should necessarily involve developing a greater appreciation of the university's internationalisation programmes among such groups. Parenthetically, there are students who, on account of their handicaps (financial, physical, etc.) may see internationalisation as a less important concern than earning a degree and finding a job eventually. On enjoining disadvantaged groups to participate in internationalisation programmes, forums and similar gatherings should be held. One such gathering may involve an alumnus/alumna of one of the university's internationalisation programmes, who can identify with the target group (e.g., a disabled student who has been able to spend her/his externship outside the country.) Overall, the event should be supervised by the international relations officers under the auspices of the internationalisation office, but the assistance

of other stakeholders should likewise be solicited. The student government, for instance, can help in disseminating crucial information to disadvantaged individuals and segments within the student population.

Both quantitative and qualitative approaches can be employed in assessing the impact of the aforesaid activities on ensuring inclusion in the context of internationalisation. The most logical measurement tool is of course determining the number of participants in the

internationalisation programmes who come from traditionally marginal groups, but it should be complemented by actual statements from the same individuals. One may be able to glean from such statements if the participants, notwithstanding their internalized inferiority, feel empowered by having benefited from the internationalisation programmes. This empowerment, it is hoped, will be collective and contribute towards effacing boundaries erected by neglect, prejudice, aggression, and inequality.



Title of Action Plan**Re-examining and Re-shaping Student Activities as
'Internationalisation at Home' Opportunities****Ms Syreeta Jun SEARLE**

Senior Assistant Manager,
Inclusion & Integration, Student Affairs Office



Nanyang Technological University



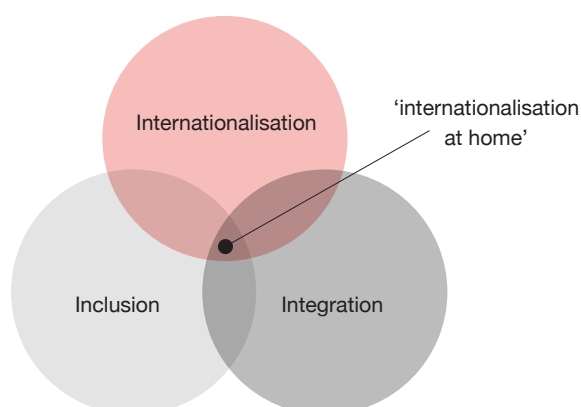
Singapore

Although there are clear efforts to promote inclusion and internationalisation within many institutions, the concepts of 'inclusion', 'integration' and 'internationalisation' are often discussed and addressed separately. For example, an 'inclusive' activity may refer to an initiative that includes and empowers students with disabilities, an 'integration' activity may refer to an activity that aims to integrate international students into the university environment and local community, and an 'internationalisation' initiative may refer to a mobility programme for 'local' students.

This tendency to think of inclusion, integration, and internationalisation separately and categorise students for tailored support often prevents us from thinking more holistically in terms of inclusiveness within internationalisation. Ultimately, inclusive practices promoting the participation of all students should be part and parcel of internationalisation efforts and strategies.

'Internationalisation at home' — which has been defined as the 'purposeful integration of international and intercultural dimensions into

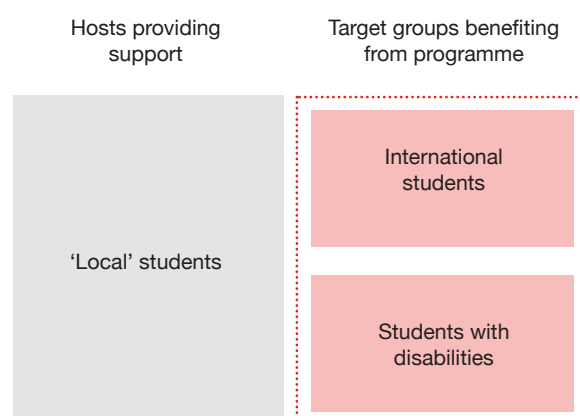
the formal and informal curriculum for all students within domestic learning environments' (Beelen & Jones, 2015) — is considered a key practice to help advance inclusion in internationalisation. While the gradual resumption of overseas mobility programmes should be celebrated and welcomed, not all students have the opportunity or means to participate in outbound programmes. We should therefore continue to focus on 'internationalisation at home' by consciously providing a range of targeted opportunities to allow all students to develop a global perspective and value diversity and inclusion.



One way this can be achieved is by re-examining and re-shaping current student activities to enhance their potential as internationalisation opportunities and ensure equitable access through measures to include all students within the university community. Such measures may include (1) purposefully broadening the target groups for current activities; and (2) strengthening and enhancing student-driven activities to broaden reach and increase scale. As an example of how these measures can be applied, this write-up will focus on enhancing

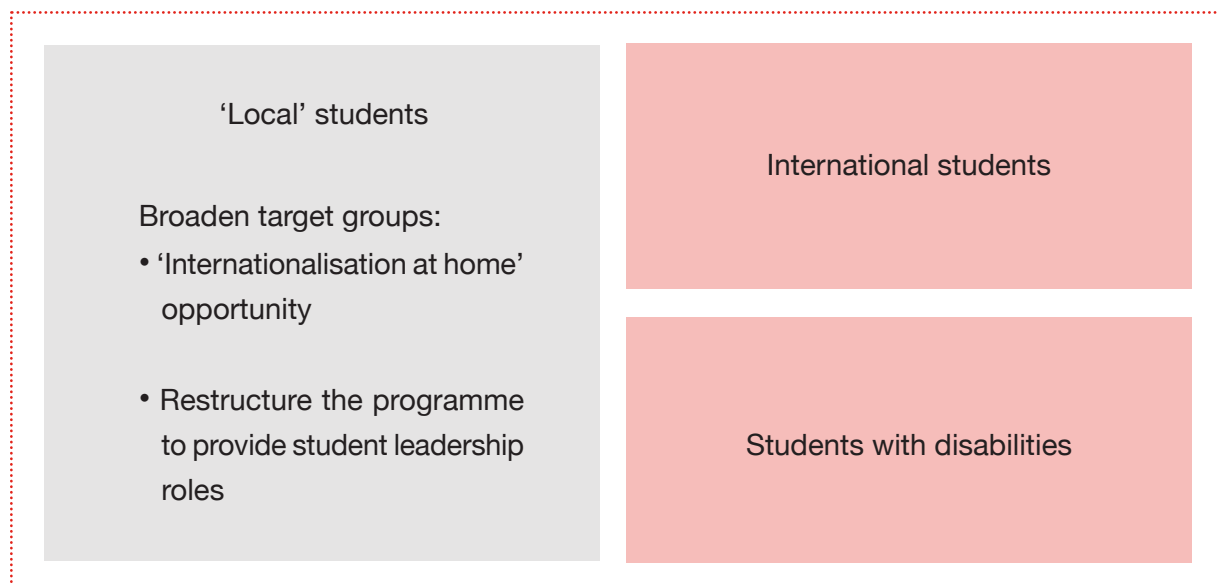
and expanding the reach of an existing semester-long university buddy programme to provide greater 'internationalisation at home' opportunities for students. The aim is to intentionally broaden the target groups and enhance the structure and engagement-level to increase the quality and scale of the programme.

The existing buddy programme pairs incoming international students and students with disabilities/special needs with 'host' students (of all backgrounds).



The host students provide helpful information and insights regarding the university and Singapore, to support new students with their transition. While the programme has historically focused on the benefits it provides the 'buddies' (i.e., international students as well as students with disabilities/special needs), the programme can be re-examined and further strengthened to more clearly articulate the internationalisation opportunities it provides all students involved, including 'local' host students.

Target groups benefiting from programme



The programme is currently known to international students and students with disabilities/special needs who register for the programme. However, as recruitment of host students is sporadic, there is limited awareness of the programme among 'local' students. Increasing awareness of the programme as an internationalisation opportunity for 'local' students will involve clarifying the learning outcomes for host students internally, before clearly communicating this information through enhanced publicity during recruitment and on the intranet/website. The information should also be clearly communicated to other stakeholders including relevant student clubs and various departments/offices to ensure greater awareness of the programme across the university and to ultimately create an ecosystem in which

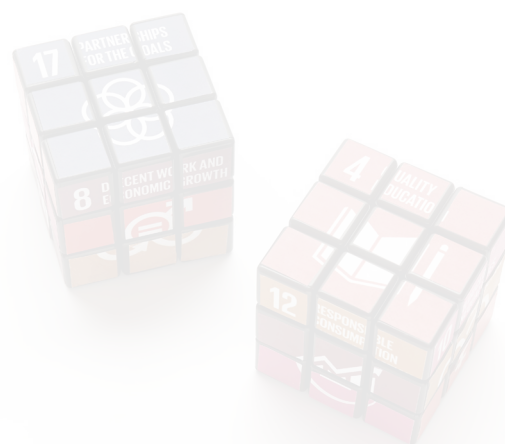
the programme thrives. Working closely with other stakeholders also reduces a duplication of efforts and resources across the university and potential conflicts between competing programmes. Involving external funding bodies would also likely benefit the programme.

Internationalisation opportunities for students in the programme can be reinforced by enhancing meaningful engagement between participants through regular, facilitated activities and group initiatives. The programme is currently managed by staff members and largely relies on host students to initiate contact with their buddies. Re-structuring to appoint student leaders who are involved in planning regular activities to facilitate purposeful, consistent engagement among participants

This tendency to think of inclusion, integration and internationalisation separately and categorise students for tailored support often prevents us from thinking more holistically in terms of inclusiveness within internationalisation. Ultimately, inclusive practices promoting the participation of all students should be part and parcel of internationalisation efforts and strategies.

can help drive the programme's potential for internationalisation. This will not only ensure students are further engaged as key stakeholders but will also allow the programme to be scaled up to involve a greater number of students. The benefits that come with the changes include enhanced engagement of various target groups, greater learning opportunities for all participants, and an increase in participant numbers. Possible options to measure impact include

- (1) pre-/post-participation surveys assessing participant's understanding, skills and attitudes related to diversity, inclusion and internationalisation;
- (2) focus groups to gain in-depth qualitative data; and
- (3) monitoring participant numbers (total as well as breakdown by specific sub-sets) in the overall programme as well as in organised activities to ensure consistent, sustainable levels of involvement among students.



Title of Action Plan

Strategies for Inclusive Pedagogy and Universal Design for Learning at Syarif Hidayatullah State Islamic University



Ms Lisma Dyawati FUAIDA



Board Member of Centre for Students
with Special Needs



Syarif Hidayatullah State Islamic University (UIN)



Jakarta, Indonesia

This project will use inclusive pedagogy and the Universal Design for Learning framework to harness student diversity for learning at Syarif Hidayatullah State Islamic University of Jakarta. Inclusive Pedagogy is an approach that aims to make learning as accessible and welcoming to all students as possible.

Universal Design for Learning (UDL) encourages educators to provide:

- (1) multiple means of engagement—the 'Why' of learning;
- (2) multiple means of representation—the 'What' of learning; and

- (3) multiple means of action and expression—the 'How' of learning.

The pilot project will be implemented in a selected undergraduate study programme at the university.

This action plan will target lecturers teaching undergraduate students at the selected study programme. They will be trained for inclusive pedagogy and Universal Design for Learning. Students with a wide range of characteristics (in terms of nationality, ethnicity, communication style, and cultural context, as well as

ability, socio-economic circumstance, gender, and educational background) will maximise the learning from the lecturers applying UDL principles to all aspects of instruction (e.g., delivery methods, physical spaces, information resources, technology, personal interactions, assessments).

A group of stakeholders of the university need to be consulted to implement this plan. The international office, the disability service unit (Centre for Students with Special Needs/CSSN), the student service centre, and the career office. In addition, validation or permission is also required from the university quality assurance office. A consultation will also be held with inclusive pedagogy and UDL experts to help lecturers design and apply UDL principles and other university practitioners who have already implemented inclusive pedagogy. The

university partners will provide a benchmark of implemented inclusive pedagogy and UDL.

Inclusive pedagogy and UDL will create value of belonging and make classes more engaging and accessible for all. The feelings of belonging promote student engagement and learning. This value will be fulfilled by doing some training activities for lecturers.

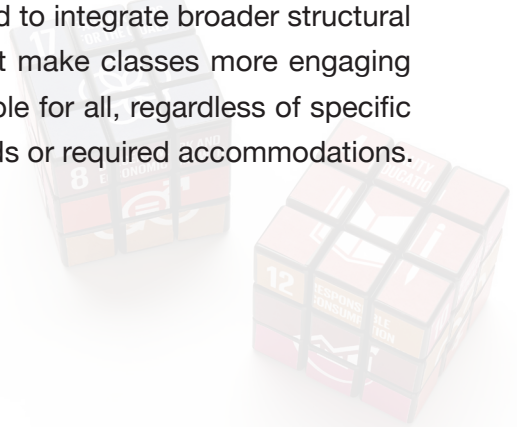
The training is developed for lecturers to:

- learn about the environment, especially students' prior educational contexts;
- signal confidence in the potential of each student;
- be explicit about expectations and strategies for success;
- use varied teaching techniques and formats;
- practice inclusive assessment techniques;
- avoid projecting professional goals and learning preferences on study;
- represent diversity in syllabi and course content;
- and recognize power.

The goal of the actions is:

to diverse higher education settings to foster student belonging and learning, to promote culturally diverse and international learning contexts, and to integrate broader structural changes that make classes more engaging and accessible for all, regardless of specific student needs or required accommodations.

This action plan will target lecturers teaching undergraduate students at the selected study programme. They will be trained for inclusive pedagogy and Universal Design for Learning.



Title of Action Plan**Strategy for the Successful Implementation of the Interprofessional Education (IPE) and Interprofessional Collaboration (IPC) Project at 4 Public Universities in Laos****Dr Agustinus Hermino SUPERMA**

Project Manager, International Consultant,

Lancang Mekong Cooperation Project,
Department of Higher Education

Ministry of Education and Sports



Lao PDR

Description

The Interprofessional Education (IPE) and Interprofessional Collaboration (IPC) project is a project that aims to design a curriculum at the university level in 4 Public Universities in Laos, these are: National University of Laos (NUOL), Champassack University (CU), Savanakheth University (SKU), and Souphanavong University (SU). It will involve collaboration between lecturers, students, government, society, and the industrial sector,

in a case-based learning that builds on real life problems in the local community. This project is very important for higher education in Laos because it prepares Laotian youth, both currently in college and when they graduate, to be able to compete globally in the 4 meanings of soft skills, namely: communication, leadership, responsibility, and ethics. The compulsory subject in the first phase of the IPE IPC curriculum is leadership and collaboration, which will begin for new

students for the 2021/22 Academic Year in the next even semester, so that in the current odd semester, the university level is preparing a responsible team, and the consultant team giving appropriate trainings. All students who enter in the 2021/22 Academic Year will be actively involved and support each other among team members regardless of gender, ethnic origin, and the specifics of students.

Project Objective

Several objectives are: 1) Develop the Interprofessional Education (IPE) and Interprofessional Collaboration (IPC) Curriculum

“ This project aims to design a curriculum at the university level in four public universities in Laos. The curriculum puts case-based learning in the focus, that builds on real life problems of the local community. This project is very important to enable Laotian youth to acquire soft skills in communication, leadership, responsibility, and ethics and compete globally.

include with the Learning Product; 2) Training on how to develop curriculum, textbooks and other instructional materials for the courses offered; 3) Training on how to organize and/or conduct in-service training programmes for their own faculty as well as the lectures and appropriate educational staff in the universities and the Department of Higher Education; 4) Training on how to collaborate with other institutes of higher learning inside and outside of the country to develop new knowledge and innovations in different related fields/subjects.

Expected Outcome

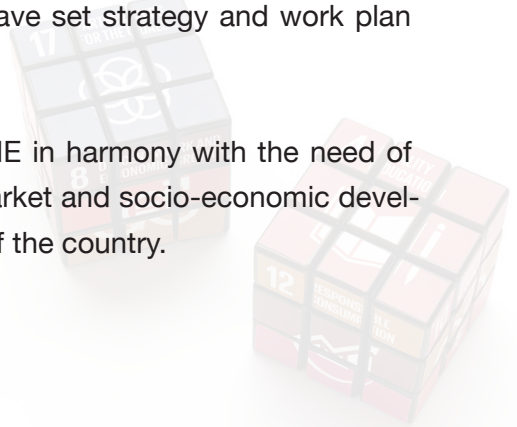
Several expected outcomes are:

- 1) Understand the meaning and content of the Leadership and Collaboration curriculum; 2) Understand the proper learning strategies which will be implemented;
- 3) Understand strategies to motivate students to learn to develop their soft skills;
- 4) Understand how to measure student success in implementing process of Leadership and Collaboration curriculum.

Rationale

Based on MOES Lao PDR Vision 2030 & Strategy Planning 2025, the LMC Project closely work with the Department of Higher Education (DHE) have set strategy and work plan as follows:

- 1) Develop HE in harmony with the need of labour market and socio-economic development of the country.



- 2) Improving quality of education based on National Curriculum Standard (NCS) and National Qualification Framework (NQF). For example: Improve curriculum to promote graduates with knowledge and skill to meet the need of entrepreneurship and industrial sectors, it is also needed to provide additional knowledge on management, enterprise, leadership and foreign language.
- 3) Support research, IT development and academic service to meet the need of socio-economic development. The focal point is training workshop for research methodology and publication, report to Government to take consideration on research policy and strategy, all higher education institutions should establish research center, collaboration with industrial for research, technology, and innovation by government-private sectors approach (PPPs) and establish economic incubation center. Increase funding from government and NGOs for research, IT and innovation.
- 4) Improve quality of HE by establish QA unit in all HE institutions and conduct internal assessment. Develop tools for internal and external QA, strengthening government and private HE QA organization. Establish accreditation body for HE.
- 5) Improve HE governance and Administration by review educational investment and budget spending as well as formulate regulation relevant for that aspect, improve

and approve academic regulations, elaborate regulation for domestic and in oversea student, develop information management system in HE and apply IT in teaching-learning, research, E-learning and student registration.

- 6) Increase both national and international cooperation by promoting exchange of academic staffs, lecturers and students in order to promote connection with regional and global HE, curriculum development, credit transfer quality improvement and recognition of qualification from each other, increase collaboration with HE institution in ASEAN and others to establish more collaborative research projects, participation in regional and international HE networks in order to cooperate in HE and QA.

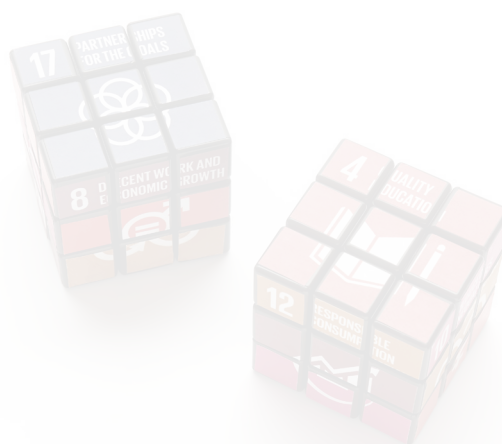
Strategic Planning to the Action Plan

Some activities will be conducted, at least such as:

- 1) One option is what we are planning for right now i.e., promote IPE and IPC by inserting one subject into all existing Lao higher education curricula or use as elective subject
- 2) Review and revise existing curricula (select some curricula as pilot) to find weakness of the structure/detail of each curriculum and then try to fill the gaps. For example, some subjects with less important or less relevant can take out and then put other subjects which are more important or more relevant instead.

- 3) Produce teaching manual for new adding subjects and translate into Lao language.
- 4) Train lecturer how to teach the new added subjects effectively

At least 4-5 years after the HE strategy is disseminated/informed and Universities have been put in practice, and new qualified graduates have been released to the market.



Title of Action Plan

Teachers Implementing SDGs in Existing Curricula



Dr Catherine EARL



Lecturer



School of Communication and Design,
RMIT Vietnam



Viet Nam

Who:

Older and women teachers

What:

Online peer-to-peer teacher network to build capacity

When:

2022

Where:

Universities in ASEAN + across disciplines

Why:

Upskill older teachers + teach online + engage with SDGs

How:

Opt-in to monthly workshops + anytime online support + record progress

This action plan takes the pandemic recovery phase as an opportunity to transform learning and teaching experiences in ASEAN higher education. It focuses on implementing the

United Nations' Sustainable Development Goals (SDGs) in existing curricula as an interdisciplinary approach that can include all teachers at any level across universities, faculties and programmes. As we move forward with pandemic recovery, it is likely higher education will continue to incorporate digital methods in learning and teaching as these methods are flexible, inclusive and mobile.

However, older teachers and women with caring responsibilities are at risk of being left behind from professional development and innovation. Besides time commitment and a willingness to adapt to a new normal mode of delivery, research shows that teaching capacity in Southeast Asian universities is inhibited by top-down pedagogy, large classes, poor facilities, and other systemic issues. Universities may struggle to produce graduates with relevant industry skills, due to outdated curricula, teacher-centred methods and a disconnect between classrooms and workplaces. Added to this context are two main challenges of digital teaching. Firstly, teachers need to become familiar with new teaching apps or to adapt routine communication apps for teaching. Secondly, teachers and students need access to reliable, stable and high bandwidth internet connections.

The action plan will support teachers to build capacity with digital teaching expertise in their current field of disciplinary expertise and in their existing courses and degrees. It will build a transnational peer-to-peer (P2P)

network of older and women teachers to upskill their digital teaching know-how by implementing SDGs in the courses they teach. It will focus on m-learning and using existing mobile technology due to its greater coverage, reliability and affordability. As much as possible, it will use existing resources and free education apps to eliminate a financial burden on network participants.

The P2P network will host online workshops held monthly so as to not overburden busy teachers. The workshops will help demystify digital literacy, cyber security skills, and the like. By including an international audience of peers who share similar disciplinary interests, the network will help to foster an attitude of openness to internationalisation. Workshops will be held in English, but in order to spread the reach of the network more broadly, network members will be asked to 'pay it forward' and share content with 3 other teachers in their local languages. By upskilling experienced teachers with better digital teaching skills, their practice can become more agile, responsive and engaging for both learners and teachers.

The P2P network is bottom up. Teachers simply opt in to give consent to join. While teachers can update their daily teaching practice quite readily, it may be rather slow for university policy to change. To officially update teaching methods and reform curricula, teachers would need to consult their managers and leaders to obtain formal permission if there is strategic level change. By focusing on implementing SDGs, which is a global priority, older and

women teachers will have new opportunities to lead and advise on curricula reform that is likely to be supported by their own university management and strategic goals. Additionally, universities will be well placed to build partnerships in line with the aims of the SDG implementation. Partners and stakeholders in the P2P network are not centralised. Rather, they are local to the universities and their communities, but partners could also benefit from internationalisation through the P2P network led by collaborating teachers. Some of the main external partners include work integrated learning (WIL) stakeholders, project expert advisors and funding investors, such as mobile technology companies to enable the

P2P network since the main costs centre on mobile devices and project evaluation.

The central outcome is that teachers who participate in the P2P network will become more confident, competent and supported. Their students and other stakeholders will benefit from their better learning and teaching practice using digital tools and engagement with internationalisation as part of a new normal in the pandemic recovery phase. By leveraging RMIT's progress in implementing and evaluating SDGs in existing university curricula, the P2P SDG network will build capacity by: collecting and disseminating evidence of good practice; enabling teachers to communicate practice to others within their disciplinary expertise; connecting peers for anytime support and resources; creating new opportunities for implementing SDGs across disciplines through new university partnerships and in dialogue with industry; and linking teachers keen on sustainability to broaden the legacy impact within and beyond universities in the ASEAN region.

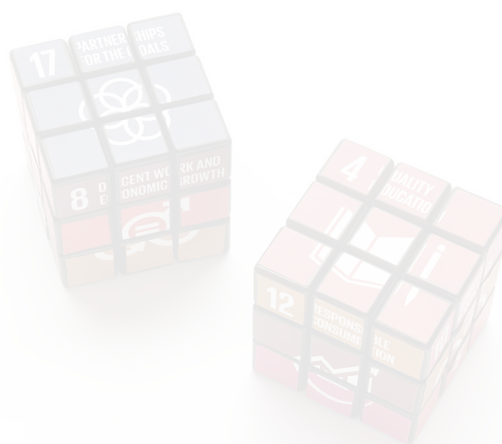
To maximise impact, teachers' actions facilitated through the P2P network should be locally co-designed, relevant and scalable. They should be helpful to teachers in addressing structural and resource challenges faced by universities and they should be useful for students to prepare for their careers and lives. In the context of ASEAN where policy change can be slow and challenging, the actions should have the potential to influence higher education policy through the path of

“The action plan will support teachers to build capacity with digital teaching expertise in their current field of disciplinary expertise and in their existing courses and degrees. It will build a transnational peer-to-peer (P2P) network of older and women teachers to upskill their digital teaching know-how by implementing SDGs in the courses they teach.”

codifying existing practice for digital learning and teaching methods, authentic assessment, and implementation and evaluation of SDGs. To measure whether objectives have been met, both qualitative and quantitative methods are required. For qualitative, focus groups, reflections and video diaries with teachers and students can show the diversity of activities that take place. Quantitative tracking using individual codes can measure attitudinal change. Social media (YouTube, LinkedIn, twitter, Facebook, etc) can be used to monitor teacher, student and civic engagement and

participation at events, snapshots and over time. Policy change, government and company SDGs reporting, and university SDG ranking can show broader impact. Career development and promotions can show the impact of the action plan's capacity building on individual teachers in the P2P network.

The action plan for teachers implementing SDGs in existing curricula is scheduled to run throughout 2022 in universities across the ASEAN region. Teacher recruitment is ongoing, so please reach out to join the P2P network.



Title of Action Plan**V.I.P. (Virtual Internationalisation Programme): Institutionalizing Student-Faculty Collaborative Online International Learning Initiatives Toward Inclusivity, Multicultural Literacy and Global Citizenship****Assoc Prof Filmor MURILLO**

Director of the Centre for International
Linkages and Affairs



Camarines Sur Polytechnic Colleges



Philippines

Pre-pandemic internationalisation is observed to be highly exclusive. Due to the cost that it entails, academic institutions and funding agencies set specific requirements for student and teachers who wish to participate in international exchange programmes. Most often, the search for participants is highly competitive. Participants are also expected to have their respective financial counterpart. Thus, internationalisation is limited to those

who qualify to pre-established standards and those who can afford it.

The concept of internationalisation, as we know it, has been challenged during the pandemic. With countries being forced to close their borders, internationalisation programmes of academic institutions all over the world have taken the backseat. School administrators are forced to redesign their initiatives that ensure

that the need for internationalisation will still be addressed without jeopardizing the health and safety of participants. With physical cross-border internationalisation paralyzed, many schools have utilized technology and digital platforms to pursue various internationalisation initiatives. Webinars, online conferences and virtual exchange programmes have become common initiatives.

Having observed the potential of technology-mediated internationalisation, the proponent has designed the project “V.I.P. (Virtual Internationalisation Programme): Institutionalizing Student-Faculty Collaborative Online International Learning Initiatives Toward Inclusivity, Multicultural Literacy and Global Citizenship”.

V.I.P. is internationalisation that takes advantage of technology and digital platforms. It aims to facilitate both faculty and student exchanges and allow participants to experience internationalisation at the comfort of their home or school. Further, it looks into normalizing and making it a regular part of the international agenda of schools, in addition to internationalisation at home, and cross-border internationalisation. It may be a stand-alone initiative to respond to the needs of those who wish to experience international exposure but lack the financial capability to do so or are afraid to be exposed to the risk of CoViD-19 and other future health threats. It may also serve as an add-on component that give a different dimension for those who may get

funding to travel abroad in the future. The term “V.I.P.” is commonly used to label a particular group of people who are usually privileged. It connotes exclusivity so adopting the term to call the project may sound paradoxical. However, the acronym is intentionally used to emphasize that the programme gives members of the academic community equal chance and privilege to interact with their foreign counterparts. Anyone may participate in any virtual internationalisation programme, regardless of their gender preference, economic status, race, or even intellectual ability. In doing so, they become V.I.P. participants, rendering the programme inclusive.

Implementing the programme requires the consideration of various stakeholders. The school administrators shall be responsible in capacitating the students and faculty and shall make possible the provision of manpower and infrastructure. Faculty members shall serve as the major drivers of the project and shall be responsible in crafting the course content particularly in virtual class exchange and in designing the strategies, methodologies, and activities that will be utilized to create a virtual environment which can be approximated to onsite international exchange. The students shall be the main beneficiaries of the project who, as participants, must be oriented about netiquette, responsible online behaviours, and cultural sensitivity to ensure that a collegiate and positive atmosphere will be maintained while they are participating in virtual exchange classes.

“The term “V.I.P.” is commonly used to label a particular group of people who are usually privileged. However, the acronym is intentionally used to emphasize that the programme gives members of the academic community equal chance and privilege to interact with their foreign counterparts. Anyone may participate in any virtual internationalisation programme, regardless of their gender preference, economic status, race, or even intellectual ability. In doing so, they become V.I.P. participants, rendering the programme inclusive.

Another important stakeholder to consider in the implementation are international partners who are equally willing to explore virtual internationalisation. Once the partnership is built, the proponent and his counterpart from the foreign partner universities shall pinpoint common courses offered in a particular programme as well as the faculty members

who shall be handling the identified course. Together, the identified faculty members will draft the course content and class schedules, identify the strategies and methodologies to be used when they co-teach, and design collaborative activities and projects for the students who will be co-attending the virtual class. They will identify the appropriate digital platform which include LMS and other digital teaching, learning, and presentation tools that both teachers and students may access and utilize easily and that require lesser cost. They will also deal with the different times zones through strategic scheduling of synchronous and asynchronous sessions.

If funding is available, V.I.P. shall consider the development of V.I.P Rooms which are hyflex-mode, global smart classrooms. These rooms are specifically designed to accommodate the conduct of hybrid classes. A V.I.P classroom is anchored on hyflex education model which aims to combine face-to-face and on-line learning. Even when the new normal allows schools to conduct face-to-face classes, the VIP classroom will remain to be relevant and responsive.

To measure the effectiveness of the programme, both short-term and long-term impact will be considered. For the short-term impact, the number of actual virtual classes and participants shall be determined, and the learning or competencies developed by the students shall be measured and tested. For the long term-impact, the factors to be considered and evaluated are: the quality of engagement and

relationship built; the extent of collaboration and inclusivity developed; the level of digital and multicultural literacy achieved; and the concept of global citizenship and international outlook acquired.

Educators all over the world unanimously agree that technology-mediated interaction will continue to be a part and parcel of the academic landscape of the new normal. As a matter of fact, the Southeast Asian Minis-

ters of Education Organization has recently launched the SEAMEO CARES Toolkit on Remote Teaching and Learning which considers the role of technology and digitalization as an integral part of the educational ecosystem. The same technology that propels teaching and learning at home may also be utilized to leverage internationalisation. Virtual internationalisation is not only feasible and practical, but also inclusive and encompassing in the new normal and beyond.



Co-Organised by



The Support to Higher Education in the ASEAN Region (SHARE)

Programme is the European Union's flagship higher education programme with ASEAN. The SHARE Consortium is comprised of the British Council, the DAAD, ENQA, and Nuffic. The SHARE Extension will see the programme continue its support of the ASEAN Secretariat and ASEAN stakeholders to enable greater harmonisation and internationalisation of ASEAN higher education.

For more information, please visit www.share-asean.eu



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