

# APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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APAIE Perth 4 - 8 March 2024



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Session 6B: Weds 6<sup>th</sup> March, 8:30 – 9:15

## Strengthening Internationalisation Capacity of Higher Education Institutions in CLMV Countries

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**Chair**  
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# STRENGTHENING THE INTERNATIONALISATION CAPACITY OF HIGHER EDUCATION INSTITUTIONS IN CLMV COUNTRIES



Prof Dr Nordin Yahaya, Universiti Teknologi Malaysia (Chair)  
Dr Pin Tara, University of Heng Samren Tbongkhmom, Cambodia  
Dr Laurene Chua-Garcia, De La Salle University, The Philippines  
Assoc Prof Dr Abdul Latiff Ahmad, Universiti Kebangsaan Malaysia

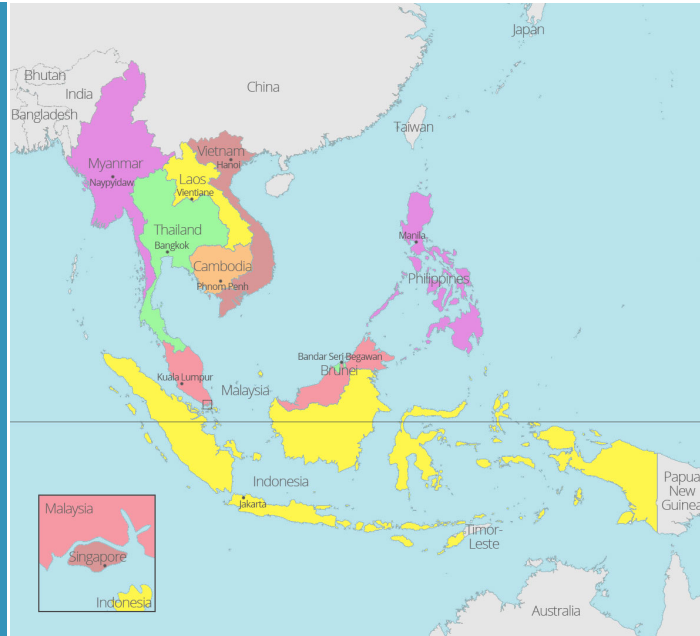
# Speakers

Name	Bio
Pin Tara	Dr. Pin Tara is the Vice-Rector of the University of Heng Samrin Tboungkhmom (UHST) in Cambodia. He led and coordinated many international projects in agriculture, rural development, food technology, internationalisation, and quality assurance.
Laurene Chua-Garcia	Dr. Laurene, Vice President for External Relations and Internationalisation of De La Salle University (DLSU), heads the Internationalisation in the Asia-Pacific Region for the International Association of Lasallian Universities (IALU). She represented the Philippines Commission on Higher Education (CHED) in UMAP and ASEAN's AIMS assignments.
Abdul Latif Ahmad	Dr Latiff is the Director of the International Relations Centre and Associate Professor at Universiti Kebangsaan Malaysia (UKM). He obtained his PhD in Communication Studies from University of Queensland, Australia. His area of research includes intercultural communication and internationalisation of higher education institutions
Nordin Yahaya (Chairman)	Dr Nordin is a Structural Engineering Professor at Universiti Teknologi Malaysia (UTM). He is currently the Vice-President of Ge4 Network . He was previously the Pro-Vice-Chancellor (International) of UTM, the Director of the Higher Education Leadership Academy , and a member of the APAIE Board.

# ASEAN

## (Association of Southeast Asian Nations)

- ✓ ASEAN - a regional organisation in Southeast Asia established for economic, political, educational and cultural integration.
- ✓ 10 members – Indonesia, Thailand, Malaysia, The Philippines, Singapore, Brunei, Vietnam, Cambodia, Lao PDR, Myanmar.
- ✓ Area: 4.5 million km<sup>2</sup>
- ✓ Total population is 640 million
- ✓ Culturally and ethnically diverse, with hundreds of languages spoken by different ethnic groups.
- ✓ There are approximately 7700 universities/IHL and 15 millions students in ASEAN.



Country	Population in million	GDP (PPP) USD	No of Universities
<u>Singapore</u>	5.67	103,181	14
<u>Brunei</u>	0.447	80,383	5
<u>Malaysia</u>	32.801	32,880	123
<u>Thailand</u>	67.913	20,364	154
<u>Indonesia</u>	266.998	13,998	4537
<u>Philippines</u>	108.307	9,470	1943
<u>Laos</u>	7.163	8,109	5
<u>Vietnam</u>	95.494	8,065	235
<u>Myanmar</u>	53.019	6,707	132
<u>Cambodia</u>	16.494	4,664	121



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Source: [www.britishcouncil.org/sites/default/files/f310\\_tne\\_international\\_higher\\_education\\_report\\_final\\_v2\\_web.pdf](http://www.britishcouncil.org/sites/default/files/f310_tne_international_higher_education_report_final_v2_web.pdf)

# ASEAN Key Players in Higher Education

- Southeast Asian Higher Education Senior Officials Meeting (SEA-HiEd SOM)
- SEA Ministers of Education Organisation - Regional Centre for Higher Education and Development (SEAMEO-RIHED)
- Association of Southeast Asian Institutions of Higher Learning (ASAIHL)
- ASEAN University Network (AUN)
- AUN-JICA –
  - Southeast Asia Engineering Education Development Network (AUN/SEED-Net)
- ASEAN-China
- ASEAN-Republic of Korea
  - - ASEAN Cyber University
- European Union (EU)
  - Support to Higher Education in the ASEAN Region (EU-SHARE)
  - Erasmus+ Capacity Building in Higher Education (CBHE)



Southeast Asian  
Ministers of Education  
Organization



# Overview of Capacity Building in Internationalisation of HE in CLMV Project

- The study was commissioned by the British Council in 2022 as part of the EU-SHARE Project in ASEAN.
- The main objective is to strengthen the capacity of higher education institutions in CLMV countries to attract inbound international students
- In this study, about 100 stakeholders were engaged in Cambodia, Laos, Myanmar and Vietnam.
- Stakeholders include top higher education institution officials, policymakers, and practitioners in the internationalisation ecosystem from:
  - SHARE Partner universities,
  - Non-SHARE Partner universities and
  - the ministries that are responsible for higher education in CLMV countries
- This presentation summarises the issues and current situation of the internationalisation of higher education institutions in these countries.
- Capacity-building programmes for selected practitioners were conducted as part of this project based on the study's outcome.

## 4 Broad Themes of Issues in Internationalisation of Higher Education Institutions in CLMV Countries



Theme 1: Higher Education and Internationalisation Ecosystem



Theme 2: Global Networking, Partnership and Linkages



Theme 3: Global Education and Student Experience



Theme 4: Global Branding, Marketing, Recruitment, Admission





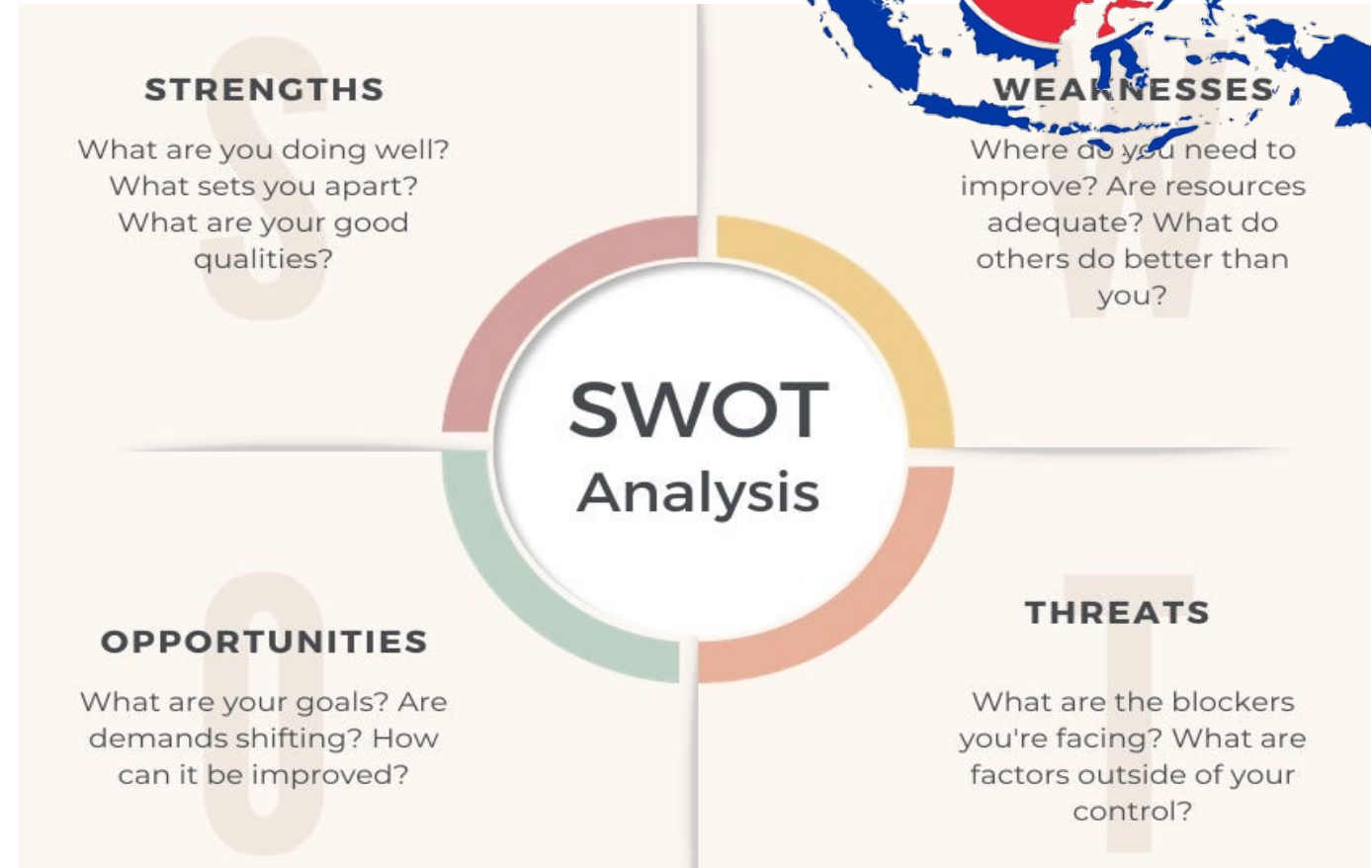
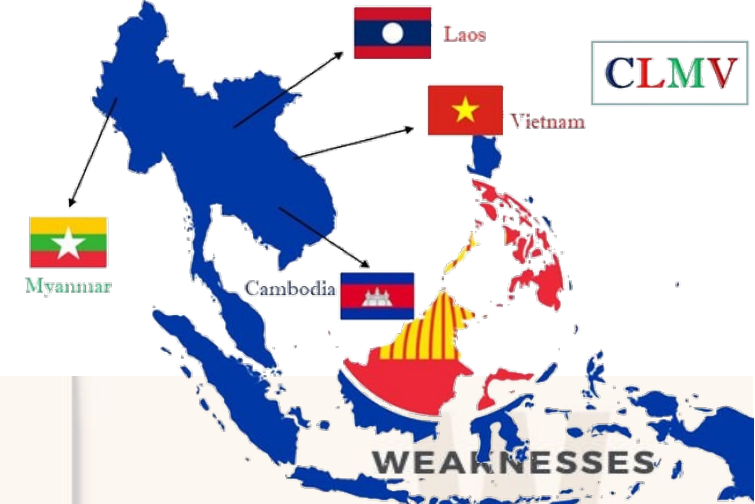
# STRENGTHENING THE INTERNATIONALISATION CAPACITY OF HIGHER EDUCATION INSTITUTIONS IN CLMV COUNTRIES

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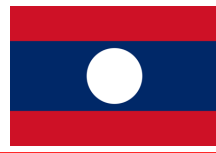
# Internationalisation Capacity of Higher Education Institutions in CLMV Countries:

## SWOT Analysis

- The SWOT was carried out to assess the current status of internationalisation of higher education institutions in Cambodia, Lao PDR, Myanmar and Vietnam (CMLV).
- The participants of the workshop and Focus Group Discussion (FGD) are:
  - 5-8 universities from each CMLV country
  - 1 ministry (representing the higher education sector) from each CLMV country.



# Strength



## CAMBODIA

- Regional and internationally recognised universities
- SHARE member partner universities may also increase their academic and cultural visibility and international policy influence.
- Numerous international programmes are available as a result of the established network.
- Literacy is widespread (in the city).
- Significant backing from the MoEYS
- ASEAN Chairmanship



## LAO PDR

- Rich culture and natural resources may appeal to overseas students.
- Have IRO and staff ready to work on and assist internationalisation.
- Have some support funding for implementing internationalisation initiatives and co-financing with internationalisation partners.
- Have many MOUs with international institutions and partner organisations.
- Provide some English training sessions for university staff and lecturers.
- Have strategies to strengthen internationalisation.
- Some universities provide foreign curricula/courses to encourage student exchange.
- Members of international organisations and institutions.
- A fully-fledged university organisation with regionally and internally recognised academics and research capabilities, with financing support from local governments and international partners/agencies.

## MYANMAR

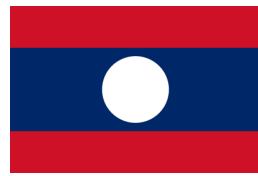
- English was the medium of instruction for some programmes;
- Accept the ACTS Credit Transfer System;
- Availability of International Student Guidelines;
- Increased collaboration with global partners and networks;
- Many collaborative international initiatives;
- Staff and student mobility Programmes;
- Visiting scholars Programmes;





## VIETNAM

- There are universities that are ranked globally.
- A wide selection of programmes for students from abroad
- Professional workforce; knowledgeable, devoted academic personnel
- International collaboration initiatives and exchange possibilities
- Signed MOUs with numerous foreign universities
- Several financial aid programmes available to graduate and undergraduate students
- Academic training courses are conducted in accordance with international standard.
- Resources for teaching and research that are appropriate for international students
- Easy living, traffic, and distinctive Vietnamese cultural identity
- University boards focused on internationalisation

# Weakness

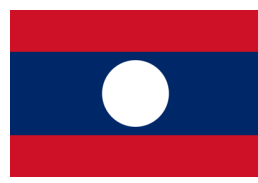


CAMBODIA	LAO PDR	MYANMAR	VIETNAM
<ul style="list-style-type: none"> <li>Limited international partner member universities</li> <li>Different semester/term starts.</li> </ul> <p>Some universities lack an international programme (non-member).</p> <ul style="list-style-type: none"> <li>In the provinces, the English language remains a challenge</li> <li>Accreditation is also limited (both locally and globally).</li> </ul> 	<ul style="list-style-type: none"> <li>Lack of proficiency in foreign languages, particularly English;</li> <li>Limited infrastructure, including buildings, and laboratories.</li> <li>Inadequate teaching, academic, and administrative staff;</li> <li>There is an imbalance between inbound and outgoing student flows.</li> <li>Some MOUs signed were not actively executed.</li> <li>Websites and social media are not widely used</li> <li>Internationalisation efforts such as Visa, student exchange, language requirements, credit transfer, student mobility, scholarship, research cooperation, and staff exchange are not formalised for execution.</li> <li>Low understanding and actions at the academic and policy levels, along with an attitude on the subject;</li> <li>Lack of scholarship, mobility and research funding support from universities and governments</li> <li>There is a lack of clear internationalisation plan and policy at the university level</li> <li>Lack of academic and credit transfer systems, internationally recognised programmes, and international English-taught and programme-based practices;</li> </ul>	<ul style="list-style-type: none"> <li>Less range of programmes in English.</li> <li>No dormitories for international students.</li> <li>No multiple offices administer</li> <li>Internationalisation initiatives and programmes exclusively (controlled by the IR Office only).</li> <li>Lack of credit recognition policy</li> <li>Not enough human resources.</li> <li>International programmes have not yet existed.</li> </ul> 	<ul style="list-style-type: none"> <li>The programmes offered fully in English is limited.</li> <li>The staff's English proficiency is poor to medium.</li> <li>Most universities lack appropriate and specialised curricula for international students.</li> <li>Limited financial support possibilities.</li> <li>System administration of digital data is still restricted and is primarily managed by people's seniority/tenure in the university, rather than following defined standards.</li> <li>Limited outreach/marketing initiatives for international students.</li> <li>Accommodation for international students is limited and insufficient to meet student needs.</li> <li>Weak financial potential</li> <li>Universities are unwilling to provide programmes to international students.</li> <li>A little scholarship fund.</li> <li>English is not commonly spoken in Vietnam.</li> </ul>

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# Opportunities



## CAMBODIA

- For non-partner universities, it is a good conduit to access student mobility such as exchange programmes, both physical and online (COIL).
- The country is open to increased international partnership through MoEYS.
- Students can learn more about various cultures and share it back home.



## LAO PDR

- Universities offer some International Student Exchange Programme.
- Have policies at both local and national levels.
- Enhance the capacity of IRO staff through training.
- Curriculum development, scientific research collaboration, staff training, and students' VISA networking and collaborative projects
- Some campus are excellent due to its distinctive local farming practices, such as being a world heritage city with attractive eco-friendly tourism sites.
- Many scholarships are supported by partners
- The government's provision of political and academic will and support for internationalisation
- Emphasise ongoing capacity building at all levels of the university, including system-wide, staff capability, and manpower.
- The university (NUOL) is recognised nationally as the greatest and largest institution, with a significant number of staff and faculty members who hold certificates and degrees from abroad.
- The university has the opportunity to enhance its international partnerships by expanding its offering of international courses and programmes by hiring more highly qualified staff and faculty members with qualifications from abroad.

## MYANMAR

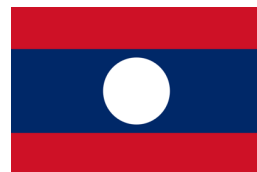
- Enhance staff capabilities through training and education.
- Students encounter new knowledge, skills, culture, learning environment, social challenges, and a new method of acquiring knowledge.
- Establishing Networks Joint research endeavours. International publications. Improve the curriculum.





## VIETNAM

- Implementing generally beneficial policies for education and training.
- Vietnam's overall standing and competitive edge are improving day after day.
- Political and Institutional Stability
- Increasing economic openness, with chances for foreign talent, encourage international investment and increase internationalisation in higher education.
- The higher education system is becoming more internationalised and standardised.
- Government policy to promote internationalisation of higher education.
- International students benefit from a rich cultural legacy.
- Extensive network with the worldwide system.
- Internationally supported campuses
- Faculty educated from many nations.
- A large number of international collaborative programmes and projects.

# Threats



CAMBODIA	LAO PDR	MYANMAR	VIETNAM
<ul style="list-style-type: none"> <li>• University competition</li> <li>• The current situation in Russia and Ukraine</li> <li>• Communication infrastructure is a threat to online mobility, such as COIL</li> <li>• The end of the EU-SHARE program is too early for Cambodia that need more support.</li> </ul> 	<ul style="list-style-type: none"> <li>• Social and cultural practices\ mindset of local people noted as issues related to local university development in the way to proceed for university internationalisation;</li> <li>• Lack of awareness and willingness of the issues mentioned, only people at the international office and senior members in charge of planning for strategy and policy staying aware, but more people of different levels of university still feel unsure and sceptical about change and reform;</li> <li>• Local QA and educational quality practices remain a key issue for higher education quality used as a reference for the university to attract more international students, including intention and vision to go international in this connection;</li> <li>• Time-consuming to process documents</li> <li>• Low or less investment in the university's facilities and infrastructure development is noted as a barrier to university internationalisation;</li> <li>• Immature national and institutional quality assurance systems;</li> <li>• Local QA and quality practices remain a key issue for higher education quality used as a reference for the university to attract more international students;</li> </ul>	<ul style="list-style-type: none"> <li>• Language Barrier</li> <li>• Culture restriction</li> <li>• Pandemic</li> <li>• Different Academic Calendar</li> <li>• Nurture of the course</li> <li>• Inconsistency of the credit system</li> </ul> 	<ul style="list-style-type: none"> <li>• Global education competition</li> <li>• Technology for online teaching is not synchronised and is limited.</li> <li>• Budget cuts from the government.</li> <li>• Vietnam to escape the poverty line</li> <li>• Vietnam is not an English-speaking country</li> <li>• Regional HE competition</li> <li>• Low quality and slow improvement of both physical conditions and teaching and learning</li> <li>• Low quality and poor English-speaking faculty</li> <li>• Weakness of the legal system and strategy for the internationalisation of HE</li> <li>• Less and less public investment into HE systems and more self-financed policy promotion</li> </ul>



# Summary



## CAMBODIA

- Cambodia's education sector benefits from regional and international recognition, SHARE university alliances, and international programmes.
- Limited collaborations, academic scheduling, English proficiency, and accreditation concerns are issues.
- MoEYS promotes student mobility, cultural exchange, and partnerships.
- University competitiveness, geopolitical conflicts, communication infrastructure constraints, and EU-SHARE's end are threats.
- Addressing these issues and improving Cambodia's education system requires strong education policies.

## LAOS

- Laos' cultural and natural resources attract international students.
- International Offices and financing for internationalisation activities have set Laos up for global engagement.
- Language barriers, inadequate higher education resources, and underutilised MOUs are issues.
- Policy assistance, capacity building, and collaboration offer opportunities.
- However, economic crises, cultural hurdles, and infrastructure constraints threaten Laos' internationalisation.
- These challenges must be overcome to realise its academic potential worldwide.

## MYANMAR

- English-medium instruction, ACTS Credit Transfer System approval, and global partnerships are Myanmar's international education strengths.
- However, limited English programmes, no dormitories, and centralised initiative control slow progress.
- Staff training, student cultural immersion, and collaborative research are available.
- Language, cultural, and epidemic threats hinder internationalisation.

## VIETNAM

- Vietnam's higher education system has top-ranked universities, extensive international student programmes, and professional faculty.
- Limited English-language offers, poor staff English, and inadequate international student curricula are shortcomings.
- Beneficial policies, competitiveness, and government backing for internationalisation offer opportunities.
- Global rivalry, limited technology, budget cuts, poverty, regional competition, and educational quality are threats.
- With the appropriate methods and investments, Vietnam can grow higher education despite hurdles.

# Thank you



The background features a grey puzzle with one piece missing. A blue line graph is overlaid on the puzzle, showing a fluctuating trend. The title 'Gaps & Intervention' is centered in light blue text.

# Gaps & Intervention

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**A focus on research results, capacity building training and the impact from the training.**



## The Survey

- A survey questionnaire was distributed to the university representatives of CLMV countries
- Focused on these universities' internationalisation efforts and experiences.
- The respondents consisted of vice-rectors, directors of the international relations centres, deans, deputy deans, and university representatives dealing with internationalisation.
- 75 respondents had filled out and returned the survey as of the final collection date.

80% stated that their institutions have an internationalisation policy, while another 20% stated that they are without one.

TABLE 3 - INTERNATIONALISATION POLICY AT INSTITUTION

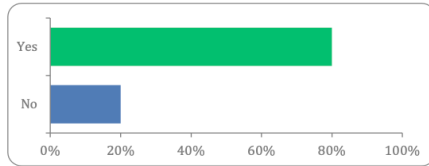


TABLE 4- STRUCTURE OF INTERNATIONAL OFFICE.

ANSWER CHOICES	RESPONSES	
No office manages internationalization efforts and programs	20.0%	15
A single office manages internationalization efforts and programs exclusively	17.33%	13
A single office manages internationalization efforts and programs with other functions	24.00%	18
Multiple offices manages internationalization efforts and programs exclusively	10.67%	8
Multiple offices manage international efforts and programs with other functions	22.67%	17
Other (please specify)	5.33%	4
<b>TOTAL</b>		<b>75</b>



**TABLE 10- KNOWLEDGE AND SKILLS REQUIRED TO IMPROVE INTERNATIONALISATION.**

	ZERO	LOW	MEDIUM	MEDIUM-HIGH	HIGH	TOTAL	WEIGHTED AVERAGE
Initiate collaboration/partnership with other universities	1.33% 1	14.67% 11	29.33% 22	29.33% 22	25.33% 19	75	3.63
Marketing and communication skills	0% 0	16.00% 12	25.33% 19	37.33% 28	21.33% 16	75	3.64
Mobilize social media strategies	1.33% 1	14.67% 11	28.00% 21	33.33% 25	22.67% 17	75	3.61
Innovative teaching and learning	0% 0	12.00% 9	26.67% 20	34.67% 26	26.67% 20	75	3.76
Develop good summer programs	5.33% 4	17.33% 13	25.33% 19	32.00% 24	20.0% 15	75	3.44
Organizing Virtual Mobility programs	6.67% 5	22.67% 17	22.67% 17	28.00% 21	20.0% 15	75	3.32
Motivate students to join the internationalization program	2.67% 2	10.67% 8	24.00% 18	36.00% 27	26.67% 20	75	3.73
Optimizing internationalization strategies	4.00% 3	16.00% 12	24.00% 18	32.00% 24	24.00% 18	75	3.56
Promoting internationalization within the institution (internal)	2.67% 2	16.00% 12	25.33% 19	29.33% 22	26.67% 20	75	3.61
Monitoring and evaluating internationalization programs' implementation	6.67% 5	17.33% 13	22.67% 17	29.33% 22	24.00% 18	75	3.47



**TABLE 11- FUTURE INTERNATIONALISATION PLANS**

	YES	NO	TOTAL	WEIGHTED AVERAGE
Develop an eco-system of internationalization on campus?	74.67% 56	25.33% 19	75	1.25
Produce more experts on internationalization ?	82.67% 62	17.33% 13	75	1.17
Develop new courses and academic programs to attract international students worldwide.	88.00% 66	12.00% 9	75	1.12
Get more academic program accreditations from international quality assurance agencies.	82.67% 62	17.33% 13	75	1.17
Have more research collaboration with international university	100% 75	0% 0	75	1
Have more joint publications with international academic staff?	93.33% 70	6.67% 5	75	1.07
Have more international student mobility based on Themes (such as STEM( Science, Technology, Engineering, and Mathematics), Climate Change, etc)?	82.67% 62	17.33% 13	75	1.17
Have more international staff (academic and non-academic) mobility based on themes (such as STEM Education, Climate Change, Sustainability, etc.)?	77.33% 58	22.67% 17	75	1.23
Have more student internships/attachments in other country industries?	85.33% 64	14.67% 11	75	1.15
Get more women from rural areas to participate in the internationalization agenda.	70.67% 53	29.33% 22	75	1.29



# The Interview

- This section reported data analysis for the **current situation of internationalisation efforts and programmes at CLMV** countries' higher education institutions.
- Based on data collected from the **one-to-one interview with 22 informants.**
- **Thematic Analysis**
- Four themes were finalised to form the key sections of the training modules.

# Recommendations for solutions

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- **Quality teaching and learning** skills for internationalisation
- Strategy for fast **ranking** improvement
- How to **network and collaborate** with reputable regional and international universities?
- Develop practical **short courses or exchange programmes** with credit transfer
- **Marketing strategies and communication** skills – including social media
- **Capacity Building Training** – Staff and Students
- Staff and student **mobility**
- **Monitoring** and evaluation of internationalization progress
- **Recruitment** of international students
- **Internationalization Roadmap**



# Capacity Building Training Modules

**Higher  
Education and  
Internationali  
sation  
Ecosystem**

**Global  
Networking,  
Partnership,  
and Linkages**

**Global  
Education and  
Student  
Experience**

**Global  
Branding,  
Marketing,  
Recruitment,  
Admission**

- Conducted between 7-12 November 2022
- Involves two cohorts
- Total of 38 participants from 30 insitutions from CLMV.



## Contribution to learning



**FIGURE 1- CONTRIBUTION TO LEARNING**

## ***What aspects of this course were most useful or valuable?***

- 1) Global Branding, Marketing, Recruitment and Admission
- 2) Internationalisation, Branding & Marketing, Mobility, Ranking
- 3) International strategy, role of leadership, promotion, brand of university, marketing for recruitment
- 4) IR organisational structure; function and systematic operation; and leadership. Real, best practice shares are very useful.
- 5) Marketing and mobility
- 6) key changes of HE, capacity requirements, branding, marketing, managing mobility programmes
- 7) Internationalisation
- 8) Exchange experiences from different countries
- 9) All presentations are very useful; for my case branding and Marketing is most useful for me because I lack this knowledge and skills.
- 10) Global Next-work, University Partnership, Students exchange matters and how to manage or how to start up.

# Thank You!

[alba@ukm.edu.my](mailto:alba@ukm.edu.my)

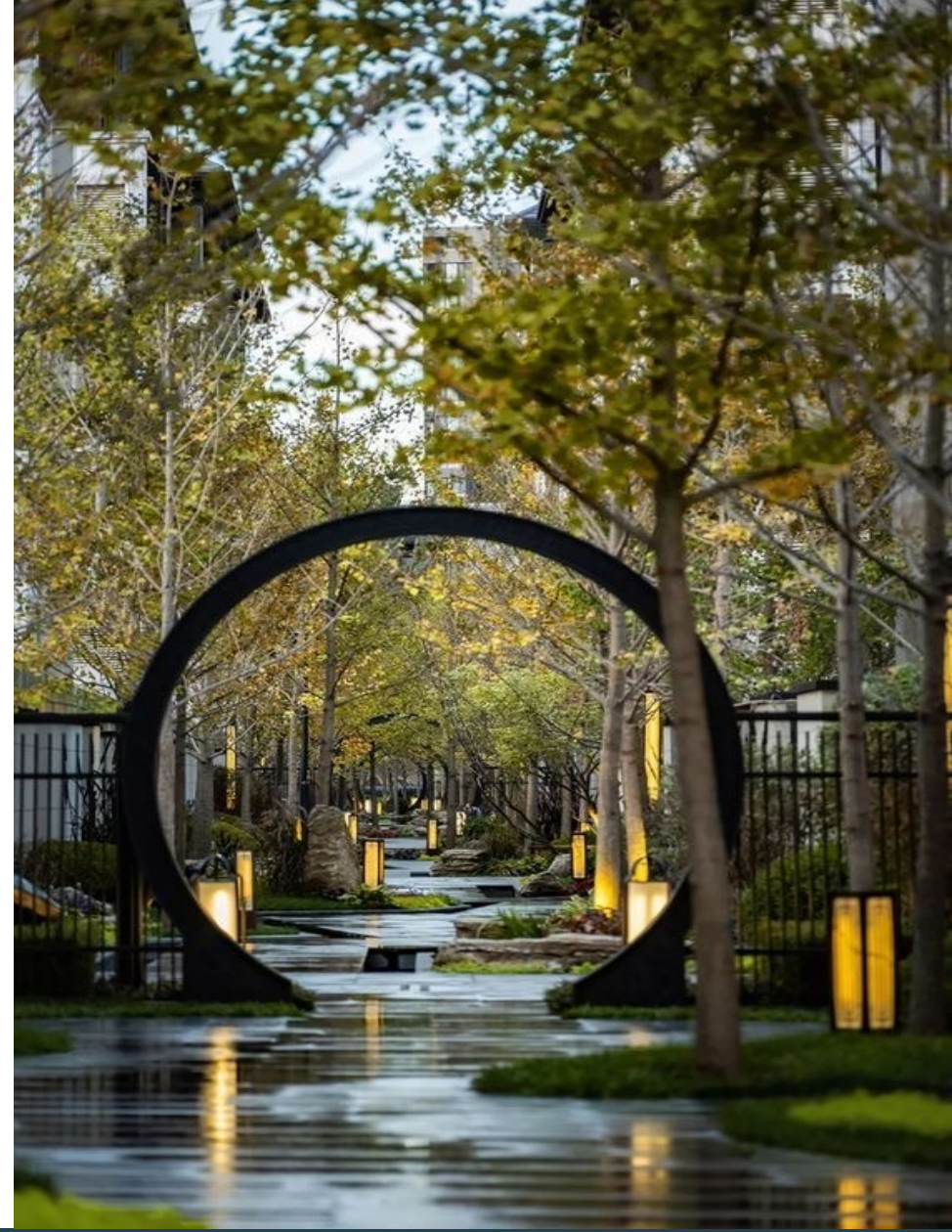
# Strengthening the Internationalization Capacity of HEIs in CLMV Countries: Assessment of Enabling Factors and Potential Capacity Building Activities

Dr. Laurene Chua-Garcia

De La Salle University

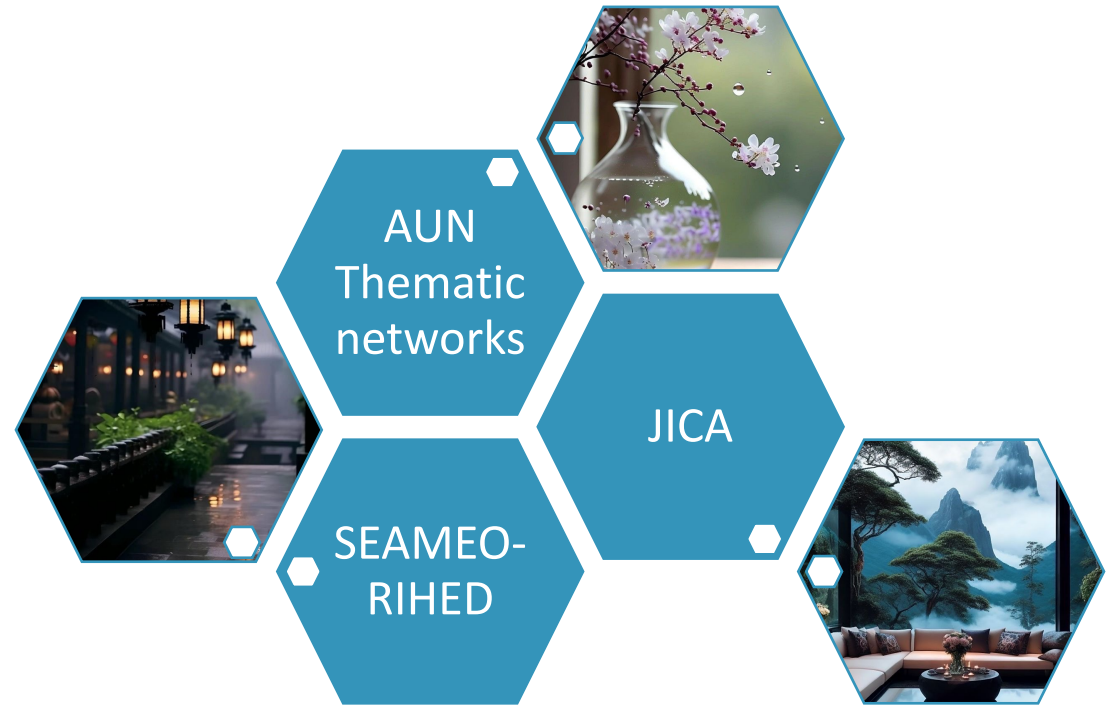
Manila, Philippines

# Some best practices



# Higher education and internationalization ecosystem

- Institutional leadership in global, regional and domestic HE ecosystem
- Fundamentals and best practices
- Planning to implementation of IZN strategies and programs



# Global education and student experience

- Strategy enabling exchanges for students and staff
- Managing mobility programs and credit transfer
- Managing the student experience including wellbeing
- Post Covid innovations
- IZN at home

ASEAN University  
Network (AUN)  
AUN+3  
(China, Japan, Korea)

University Mobility in  
Asia and the Pacific  
(UMAP)

Asian International  
Mobility for Students  
(AIMS)

ACTFA  
(Academic Credit  
Transfer Framework for  
Asia)

# Global networking, partnership, and linkages

- Developing global and regional networking
- Managing partnerships and alliances and their challenges
- Managing international projects and their challenges
- University rankings

**Antena**  
(Internationalization  
of Higher Education  
in the Philippines)

**OPEN**  
(OPEN-ing Laos  
Higher Education  
System to  
Internationalization)

**EU-SHARE  
and the CoP**



# Global branding, marketing, recruitment, and admission

- Country and institutional branding and visibility
- Innovative marketing and promotion
- Recruitment and admission
- Student advising and services

Singapore

Japan

Korea

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