

Global Mobility in ASEAN: Promoting Multi Cultural Diversity and Inclusivity Through AIMS

Global Mobiliti di ASEAN: Menggalakkan Kepelbagaian Budaya dan Inklusiviti Melalui AIMS

YAZRINA YAHYA, NORDIANA MOHD NORDIN, ABDUL LATIFF AHMAD, ROSNANI BOYAK, HARFIZ RASUL,
NUR HAIQAL RAWLINS & ONG CHANG EEE

ABSTRACT

The trends in higher education have changed tremendously over the past decade. Knowledge is now an asset that moves between countries. The profound effort generates the globalization of universities, students and niche research. Hence international mobility program are gaining popularity as it gives significant outcomes for its students who had experienced mobility exchange. It is apparent that mobility had prepared the students to contribute to the global workforce, establish global networks and join the brain global circulation. Mobility exchange is seen to be the driving force for the students who are not able to study abroad to obtain an international degree. It is also seen to be giving opportunities to students to become "international" or global by studying abroad for a semester, which is more affordable for most students. Realizing the importance of mobility exchange, ASEAN have now taken the initiatives to encourage mobility among students. The students are going to exchange program either to ASEAN countries or elsewhere across the globe with the mission to become a global citizen with a global mindset. In promoting internationalization across ASEAN, SEAMEO-RIHED via its Asian International Mobility for Students (AIMS) program has laid out its pathway for students to go for mobility exchange. The paper will discuss the journey of AIMS and how its platform has promoted the multicultural diversity and inclusivity across ASEAN and support the One ASEAN Community establishment.

Keywords: Student mobility; internationalization of higher education; AIMS; multicultural diversity; inclusivity

ABSTRAK

Trend dalam pendidikan tinggi telah berubah dengan ketara sejak sedekad yang lalu. Perubahan ini adalah kerana dunia semakin 'mengecil' apabila pendidikan bukan sahaja diperolehi dalam negara tetapi juga di luar negara. Ini berlaku apabila para pelajar menjalani program pertukaran pelajar di luar negara dan ini merupakan satu perubahan yang drastic sejak kebelakangan ini. Ini terjadi kerana kesedaran tentang pengalaman belajar di luar negara telah terbina di hati para pelajar serta sokongan daripada pihak insitansi Pendidikan tinggi. Pengetahuan ialah aset berharga masa kini. Usaha mendalam bagi menjana globalisasi di peringkat universiti melalui pelajar serta penyelidikan yang dilaksanakan. Oleh itu, program mobiliti atau pertukaran pelajar menjadi semakin popular kerana ia memberikan hasil yang signifikan kepada para pelajar. Ini jelas dalam mempersiapkan para pelajar kepada pekerjaan kelak kerana mereka merupakan penyumbang kepada tenaga kerja di peringkat global. Pendedahan pengajian di luar negara selama satu semester ini mengantarabangsakan mereka dan menjadikan mereka berbeza daripada para pelajar yang tidak mendapat pendedahan di luar negara. Program mobiliti pelajar di peringkat ASEAN yang terkenal adalah Asian International Mobility for Students (AIMS), dibawah kelolaan SEAMEO RIHED sebagai sekretariat. Ia merupakan laluan kepada para pelajar bagi mengikuti program pertukaran di antara negara-negara ASEAN termasuk Jepun dan Korea. Artikle ini membincangkan tentang AIMS sebagai platfom untuk mempromosikan kepelbagaian budaya, konsep inklusif dan menyokong penubuhann Komuniti Satu ASEAN.

Kata kunci: Program pertukaran pelajar; pengantarabangsaaan; AIMS; kepelbagaian budaya; inklusif

INTRODUCTION

ASEAN was established on August 8, 1967 by five founding members namely: Indonesia, Malaysia, Philippines, Singapore and Thailand. Brunei joined in 1984, Vietnam in 1995, Laos and Myanmar in

1997 and Cambodia in 1999. The region which has an area of around 4.5 million square kilometers had combined population of about 600 million in 2011 (Mohamad Faisol et al. 2011). Over the period of 1980-2018, ASEAN population increased from 355.1 million to 649.1 million. The near doubling

in population size was due to natural increases as well as membership expansion. On average, ASEAN population increased annually by 1.6% between 1980 and 2018 (ASEAN Secretariat 2019).

It is a dynamic region with great diversity in many aspects such as culture, languages, literacy rates, population, socio economy development, education policy and others (Moussa & Kanwara 2015). Education is a significant contributor to economic development of a country since it increases capacity and ability of the people to be more productive economically. Adult literacy rate, net enrollment rate in primary education, and net enrollment rate in secondary education are basic indicators to measure the quality of human capital, while pupil to teacher ratio indicates the quality of educational provision in a country. Adult literacy rate Compared to seventeen years ago, adult literacy rate has improved significantly. In 2017, adult literacy rate in seven out of ten country exceeded 90%, with the highest rate recorded in Singapore at 97.0% followed by Brunei Darussalam (96.6%) the Philippines (96.5%) and Indonesia (95.5%) (ASEAN Secretariat 2019).

The ASEAN Socio-Cultural Community (ASCC), comes closer toward identifying ASEAN with a set of cultural distinctive values, by envisaging Southeast Asia as being bonded together as community involved in all fields (Tham 2008). International student mobility is not a new phenomenon in the globalized world. However, not many students can afford to go abroad due to factors such as cost, different culture, distance and others. Hence, it is only in the past decade that international student mobility seems to be increasing. According to the international Organisation for Economic Co-operation and Development (OECD), the number of international students worldwide rose from 0.8 million in 1975 to 3.7 million in 2009.

In addition, UNESCO's Institute for Statistics finds that the number is increasing by about 12% each year (Sood 2012). This number is expected to further increase as many as 8 million by 2025 (Guruz 2011).

At the global landscape of international student mobility, European students took the opportunity through the ERASMUS Mundus and ERASMUS+ initiatives. Countries such as France, Germany, Netherlands, Poland, Italy and Spain receive 100,000 to 300,000 inbound students for the past three years since 2016 (Bhandari et al. 2018). The total number

of students on credit mobility exchange across Europe in 2016 is 1.6 million, which further shows the high number of students moving across Europe to do mobility exchange. As for Asia, become the focus for international student mobility recently. The number of inbound students has increased threefold since 1999, from 323,487 to 928,977 in 2015 (Bhandari et al. 2018). The astounding growth of international students' mobility in the Asia region is due to the intra-regional mobility where the influx of students from the Asia-Pacific. In the recent years Malaysia, South Korea and Thailand have been emerging as the hot spots for international students (Yazrina Yahya 2019). These countries have seen a substantial inbound growth from 2006 to 2015 where the numbers are doubling. Countries such as Myanmar, Philippines and Vietnam have doubled their outbound mobility for the period of 2006 to 2016.

The increasing numbers of the international mobility exchange students are mainly due the regional development of higher education in South East Asian Region. Efforts taken by the respective party have led to an increase in the number of students crossing the border of ASEAN countries in the pursuit of mobility exchange (British Council 2018). In the ASEAN Vision 2020 highlighted ways for regional co-operation in education, politics, culture and economic development. It pointed out the need for international cooperation in the region in order to cultivate human resources to ensure dynamic regional development (Kuroda et al. 2018).

Further work through the ASEAN Charter agreed in 2008 included a statement on the necessity of educational cooperation for the "empowerment of the peoples of ASEAN and for the strengthening of the ASEAN community" (ASEAN 2008). Therefore, education was the agenda for ASEAN plans of action, in particular in the field of higher education. In the same year, it was also agreed to develop the role of ASEAN University Network (AUN), which was established in 1995 by ASEAN with close cooperation from SEAMEO RIHED. Ever since this, both AUN and SEAMEO RIHED have played a role with the promotion of intra-regional student mobility and harmonization of higher education in ASEAN (Supachai & Nopraenu 2008).

SEAMEO RIHED purpose lies in increasing the efficiency and effectiveness of higher education in member countries, and its diverse activities include technical co-operation, international conferences,

training, policy research and most recently, developing the standard and framework for quality assurance in higher education (Morshidi Sirat et al. 2014). This further leads to the promotion of intra-regional mobility in 2009, known as Malaysia-Indonesia-Thailand (MIT) student mobility pilot project in 2009. The project is then expanded in 2012 and re-branded as ASEAN Mobility for Students (AIMS) (SEAMEO-RIHED 2012).

ABOUT THE ASIAN INTERNATIONAL MOBILITY FOR STUDENTS (AIMS)

The Asian International Mobility for Students (AIMS) Program is a collaborative, multilateral student exchange program that involves both governments and higher education institutions (HEIs). Among the objectives are to enhance student mobility in Southeast Asia and beyond. As stated earlier, the program initially began as the Malaysia-Indonesia-Thailand (M-I-T) student mobility project. It was officially launched in 2010 among the government of the three countries to promote cross-country student mobility and harmonizing higher education in the ASEAN region.

Following its successful implementation, the M-I-T Student Mobility Program was renamed to AIMS Program given the expansion of its membership to cover other countries (AIMS Handbook 2018).

TABLE 1. Statistics of AIMS mobility

Country	Inbound	Outbound
Japan	122	190
Malaysia	129	123
The Philippines	25	52
Vietnam	40	123
Indonesia	118	138
Republic of Korea	41	31
Thailand	132	129
Brunei Darussalam	4	13

Source: Harmonising Diversity between Students in ASEAN: The AIMS Program.

AIMS is a multilateral student exchange program that involves both governments and HEIs to enhance student mobility in Southeast Asia, Japan and Korea. This is a change from the past efforts, which promotes mobility via its bilateral exchanges between the HEIs.

The core principles of AIMS are as follows:

1. Self-sufficiency and solidarity whereby each member country support their own participation in the program and moves forward together based on the academic readiness of the country
2. Balanced mobility where AIMS promotes both balanced mobility and reciprocity in which the agreed number of exchange students is based on mutual agreement among participating higher education institutions nominated by their respective governments.
3. Supporting mechanism in which the annual review meeting and the steering committee meeting are mechanisms, which provide governments, institutions and students with the opportunity to update progress, address existing challenges and propose further improvements to the program (Sujatanond 2018).

The ten study fields offered are shown in the Table 2 below:

TABLE 2. Study fields

International Business	Agriculture
Hospitality and Tourism	Food Science and Technology
Economics	Language and Culture
Engineering	Marine Science
Biodiversity	Environmental Management

Source: Harmonising Diversity between Students in ASEAN: The AIMS Program.

Based on Table 1, it can be seen that some countries have achieved the balance mobility but others are yet to achieve. Therefore, this matter has been further discussed in the yearly Review Meeting in order to ensure that balance mobility is achieved in each member countries. Hence, member countries such as Brunei, Philippines and Vietnam are required to look into their internal internationalization processes in order to promote the students from other member countries to come to their respective country.

In order to establish further understanding of AIMS, SEAMEO-RIHED had produced the AIMS program operational handbook, which aims to assist the stakeholders with details, process and benefits of AIMS and also to provide the operational guidelines for the program management. Each member are encourage to develop their own sets of

guidelines based on the AIMS program handbook, hence for Malaysia, the Ministry of Education (Higher Education Department) has produced two documents namely, the Malaysia AIMS Policy and Guidelines (MOE 2018)

Based on the data and continuous support and commitment from member countries, higher education institutions and students, AIMS have now become increasingly important and is one of the main platforms to promote mobility in the region.

THE MODEL IN AIMS

In the increasingly interconnected, disrupted world today, a mobility experience offers an opportunity for students to nurture a cross-cultural mindset and confidence as a global citizen. To higher education institutions, the institutional engagement in academic mobility schemes provides a platform to broaden a multilateral collaboration among partner institutions and share sound practices and policies. In ASEAN, there are huge numbers of students exchange activities and experiences, issues, cross cultural experiences and possible research and networking opportunities via the AIMS platform. The student mobility exchange framework adopted by AIMS (SEAMEO-RIHED 2008) is based on Figure 1.

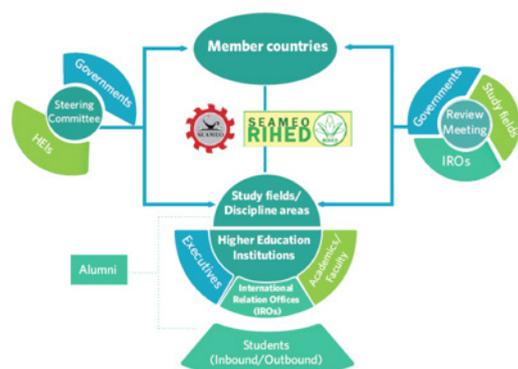


FIGURE 1. AIMS Framework

The components in the framework to promote the student mobility exchange includes the:

1. Member countries which are currently ASEAN +3 members and those who had signed the LOI with SEAMEO-RIHED.
2. The main secretariat is the SEAMEO-RIHED personnel and they are the ones who are involved in the management, conducting the respective meetings The Review Meetings and

The Steering Committee Meetings) between the government and the higher education institutions, developing the main policies and standards for AIMS.

3. The executors are the participating higher education institutions with its divisions such as International Relations Office, The Academic Executives, the Faculty (Academics and Faculty Officers)
4. The students who are participating in the AIMS program
5. The alumni, the students and people who had participated in the AIMS program.

GLOBALIZATION AND MULTICULTURAL EDUCATION

Globalization has played a key role in shaping societies over the past couple of decades. Many gave their own opinion based on their understanding but importantly, on how it can be best defined. Globalization as the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life, including economic, political, social and cultural spheres, as a result of rapid advances in technology, communication and travel (Giddens 2000). Globalization has not limited the boundaries among people around the world but it goes beyond that.

In bridging the world through globalization, it has brought up the concept of intercultural education. Intercultural education aims to “go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and dialogue between the different cultural groups” (UNESCO 2006: 18). Intercultural education aims to: the reduction of all forms of exclusion, the furthering of integration and school achievement, the promotion of respect for cultural diversity, the promotion of understanding of the cultures of others, and the promotion of international understanding. There are meant to be implemented in curricula, teaching methods and materials, language teaching, school life, teacher education and also in the interaction between schools and the community (Santos et al. 2014).

UNESCO (2006) has put together three principles on which intercultural education should be centered. The first principle relates to respect for the cultural identity of the learner through providing culturally appropriate and responsive education for

all. The second principle sees intercultural education as providing every learner with the cultural knowledge, attitudes and skills which are necessary for achieving active and full participation in society. Finally, the third principle sustains that intercultural education should promote respect, understanding, and solidarity among individuals, and among different ethnic, social, cultural and religious groups and nations.

All the aspects can be fulfilled with a proper framework or model suitable for the Asian unique cultural and environment. The diversity in engaging the students through the exchange program, AIMS in this context would enable us to promote the multicultural and inclusivity among students. In the meantime, it also met the objectives of internationalization at home. To this end, understanding cultural diversity through higher education and mobility program strengthens relationship between countries in the region.

This is consistent with Ujitani (2006: 6), who states “students studying on multicultural campuses cannot experience these benefits unless meaningful interactions between international and local students are facilitated”. Those benefits are communication, inter-personal relationship, interactions with wider community not only in their comfort zone of classroom settings and interactions with peers, as mentioned by Eun (2008: 141) and Vygotskyan (1978) “theories of development consider social interaction to be the main source underlying human development”. During their sojourn, exchange

students must take the golden opportunity to immerse themselves in the wider community in order to understand their local culture. This is in line with the main objectives of any exchange programs.

THE AIMS MODEL FOR PROMOTING MULTICULTURAL AND INCLUSIVITY

The student mobility brings the diversity of students in the campus in order to bridge tolerance and understanding life-long friendships to assist in transforming learning. This is the concept of bringing the students to the classroom. However, in some cases it has become increasingly clear that the local students have difficulty to engage with the international students and vice versa. Thus, various steps are taken to enhance the awareness of why one should go international. Some HEIs focused on by refocusing internationalization into embedding the “graduate attributes” as a driver to push internationalization and to push for the development of internationalization between the locals and international students (Leask 2003) by developing the generic graduate attributes such as communication skills, the ability to work in a group, solve problems alongside with disciplinary based knowledge. Therefore, these leads to increasing diversity in the classroom, in which it will enforce the students to work in multicultural groups and be more intercultural sensitive, which at the end of the day is associated to internationalization.

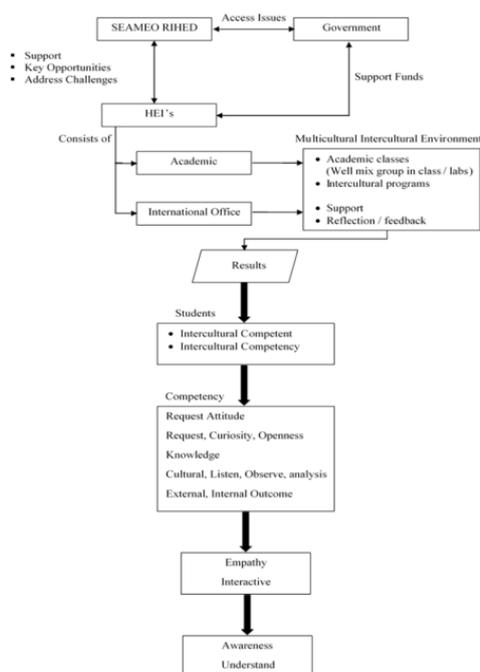


FIGURE 2. Proposed AIMS Model for Promoting Multicultural and Inclusivity

In the AIMS program, one of the key principles is regional mechanism whereby regional coordination is undertaken by SEAMEO RIHED to support the program, implementation and give stakeholders key opportunities for feedback, address challenges and those further developments to the program. The opportunities given to the stakeholders and the freedom to structure further development is the key to the success of multicultural and inclusivity of the program. Based on the reading and findings of previous work by the authors, the figure shown below are the proposed model for promoting multicultural and inclusivity in AIMS. Refer to Figure 2: Proposed AIMS Model for Promoting Multicultural and Inclusivity.

As described earlier, the entities SEAMEO RIHED, Government and the HEIs have their roles to play and in promoting the multicultural diversity, the HEIs play a bigger role. The HEIs consists of the academics (the lecturers/professors), the international office and the students (international and local students). The academics based at the faculty are required to provide the environment of multicultural to promote intercultural communication between the students.

This further means that the class is well mixed group between the international and local students. The academics along with the international office can introduce the intercultural programs, which lead to the international students understanding of the local culture and vice versa. The example of programs among others is the global café with various topics like what's for breakfast, the local dance, local popular food, cultural visits, community service work and others. The support given by the international office and also the faculties such as providing good students experience via arrival, settling down programs, student buddies and problem-solving support helps to provide the multicultural environment.

The reflection of what the students had learned, and what is lacking also provides the values that add to the multicultural and inclusive environment. These platforms provide the stand to develop the student's intercultural competency. Via these platforms, students are able to acquire requisite attitude such as respect for others, curiosity towards other cultures and practice, and openness in receiving the good values of others; knowledge in terms of being more cultural oriented, able to listen to others and observe and analyses more of other. Hence, the students

become more proactive and also well aware of their surroundings. These then lead to positive attitude, which is being empathy, interactive and having the global mind-set and attitude. This can further be described as awareness and understanding and provides autonomy to the students in making decision via their own understanding.

UNDERSTANDING INTERCULTURAL COMPETENCIES

Intercultural education is one of the most important areas of education in the twenty-first century. Intercultural sensitivity is not an inherent quality. In the historical context, intercultural encounters have often gone hand in hand with violence, ethnic cleansing and genocide. Intercultural education has emerged as an instrument to promote peace and tolerance in intercultural relations (Tabatadze 2010). Education systems should aim to prepare citizens for life in a multicultural and diverse state.

One of the key importance of establishing a healthy ecosystem as an international campus is to have a strong base of intercultural communication competencies among the key stakeholders; students, academics, staff and top management of the university. There is a need to create a healthy conducive environment where people are respectful of another and able to appreciate and respect differences.

Samovar (2016) states that intercultural communication involves interaction between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event. Jandt (2010) stated that intercultural communication is communication between people and groups of diverse culture, subculture or subgroup identifications. The ability to communicate and be competent in dealing with those who come from different cultures does not necessarily come naturally to individuals. Many staffs for example may be dealing with students from different cultures but may not have been prepared with training on how to communicate with those who come from different culture.

Thus, there is a strong need for training to be organized to train those who deals with the international community for example for them to be respectful and appreciate the differences with others. A proper module needs to be developed to enhance

their understanding on how to communicate and be more competent with the international community.

It is interesting to note that all members of the AIMS program are from ASEAN and Asian countries. Consequently, many would assume that the students who participate in this program might share similar traits and features. Generally, according to Hofstede (2011), many of the Asian countries would share the same level of cultural dimensions. For example, most Asian cultures are collective in nature rather than individualistic. There are strong emphases on family values, teamwork, solidarity and team member's point of view is always taken into consideration.

In order to create further harmonization through higher education, enhanced connections among ASEAN universities via improved research and collaboration opportunities, and inbound/outbound mobility flows supported by increased prosperity, will assist in developing a mutual awareness and greater sense of regional harmony (Jamshed et al. 2019).

The past several years in higher education have seen a change in the paradigm of what defines the non-traditional learner, given that the college student population has been evolving to be more diverse racially, ethnically, and socioeconomically overall (deLaski 2019).

Most of the cultures also practice a high context culture where words and meanings are not as direct and the contextual element need to be considered in understanding the true intentions of meanings. Most of these cultures also have very high-power distance within societies. The divide can be in the form of economic status or social status. The clear separation of powers affects how we relate to people of different cultures. There is also a general higher side of uncertainty avoidance among the Asian countries. Asians tend to be more planners and less risk takers as opposed to many Europeans. They prefer to plan their future and be prepared in dealing with unknown situations.

Although we may assume that similar cultures will have an easier time relating to one another, it is not necessarily always so. Balqis Aini and Abdul Latif (2019) discovered that there is a higher tendency for cultural shock or difficulty to relate within similar cultures. This is the case when individuals tend to assume similarities but in reality, things could be different. They highlighted the case of Malaysian students who went to Indonesia and

discovered some differences in terms of religious and cultural practices. This created more of an intercultural problem in comparison to Malaysians students going to Japan or Korea because they have already expected the difference they would experience.

Syarizan Dalib et al. (2014) looked at the perspectives of students on intercultural competence. Many believed that intercultural exchange would lead to intercultural understanding and respecting cultural differences. Being part of an intercultural exchange such as mobility programs allowed them to learn about what is appropriate in each culture. It is regarded as a mutual process where it takes both parties to want to learn and understand about each other's culture.

Universities today need to be focused in developing intercultural competence training. There is a need to learn, understand and respect other cultures. Intercultural competence of staff and student will create an inclusive environment to others. The AIMS program has created a strong foundation in strengthening and promoting intercultural competencies and inadvertently embraces the spirit of multiculturalism and diversity. The mobility programs have allowed the students to learn and unlearn about their new cultural experience. There is a need to instill the understanding of these among the AIMS key stakeholders to ensure that mutual respect is shared regardless of differences in culture. To further strengthen the model, the role of staff and international office in universities is vital thus there is a need for them to understand the concept of diversity and inclusivity.

THE AIMS MODEL: COMPARISON WITH THE INTERCULTURAL COMPETENCIES MODELS

The model described in Figure 4 is derived based on the case studies observed used by AIMS partners, therefore it is a constructive model based on pragmatic and workable situations which occurs in promoting AIMS. The model further conforms other intercultural models developed by Deardoff (2006), Arsaratnam (2006) and Byram (1997). The intercultural model developed by Deardoff (2006) had proposed a compositional model in which the components of intercultural competence, which in turned, informed the Process Model of Intercultural Competence, and outlines the relationships

between attitudes, knowledge and internal and external outcomes. Deardoff advocates progressive assessment of intercultural competence using multiple techniques. Arasaratnam (2006) model also further confirms that intercultural contact seeking behavior is established via international abroad programs.

The models derived by Deardoff (2006), Arasaratnam (2006) and Byram (1997) are based on their research work on intercultural competency in which it looks into the variables that influence and contribute to intercultural competence via the empirical testing. The model developed using

AIMS on the other hand is based on the case study which is a practical model in which the activities conducted and the environment setting had provided the intercultural, multicultural and inclusive setting for the students. This has benefited the students in acquiring their competency by most corporate organizations. Therefore, the model developed in Figure 2 is a model that can be adopted by any of the education officials in promoting internationalization and how multicultural and inclusiveness of a mobility program can be materialized.

The comparisons of these models are described in Table 3.

TABLE 3. Models Comparison

	AIMS Model	Deardoff's Model	Arasaratnam's Model	Byram's Model
Components	Stakeholders: SEAMEO Rihed, Government, HEI Platforms: Multicultural and Inclusivity Environment Competencies: Intercultural competencies: requisite attitude, knowledge, external and internal outcome Results: Attitude and Learning levels	Intercultural components: Requisite Attitudes Knowledge Comprehension External Outcome Internal Outcome Individual/ Interaction	Intercultural Competency Component Interaction Environment Variables: Global attitude Motivation Empathy Platform: Experience/ Training	Types of competencies Intercultural Components: Integrating skills Knowledge Discovery/ Interactive Skills Attitude Critical Culture Awareness
Types of components	Four different components	Only Intercultural competencies components	Four different components	Two components
Purpose	Pragmatic and workable model promoting intercultural, multicultural and inclusivity	Process Model	Integrated Model	Two components

AIMS: THE OUTCOMES

The results of the AIMS outcomes are only seen towards its eighth to tenth years of its implementation, as there are sufficient data to back up the success stories of AIMS. Based on the survey conducted in 2018 among the graduates and students inbound and outbound who had participated in AIMS, 80% of the participants had strongly agreed that their communication, soft skills i.e. writing, understanding, effective behavior in external environment, adaptability, discovery and

awareness of local context and culture had increased. The participant via the survey had described their intercultural; openness of other people's need had improved via all the activities conducted (Nordiana Mohd et al. 2019). This further confirms that AIMS had provided value added skills to the students in becoming a global citizen. In addition, based on the survey, the global self-development skills acquired had allowed the students to obtain jobs at multinational companies or at global division in the local companies.

In 2018, AIMS (Malaysia) committee conducted a small survey among AIMS alumni outbound students to investigate the criteria for employers to hire the students. 146 students participated in the survey. There are 05 female (72.4%) while 41 male (28.3%). The majority of the students are between 20-25 years old (91.7%). When asked about what are the criteria do they think they were hired, the answers they ranked are as follows:

1. Communication skills
2. Analytical thinking & problem solving
3. Critical thinking
4. Ability to adapt
5. Planning & organizing skills
6. Computer skills
7. Intercultural competencies
8. Foreign language skills

Meanwhile, National Association of Colleges and Employers (NACE 2019) in their articles on the Career readiness & competencies highlighted eight competencies. These competencies are:

1. Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
2. Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
3. Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
4. Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective

adaptability to new and emerging technologies.

5. Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
6. Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
7. Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
8. Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

The AIMS platform, refer to Figure 3 via its big picture that involves the HEI, government and through reciprocity and flexibility concept had given the opportunities for the students to achieve all of the above mentioned. In addition, this has helped to promote the global mobility in ASEAN. These concepts shown below in Figure 2 alongside the platform shown in Figure 3, has provide the multicultural and inclusive environment for global mobility in ASEAN.

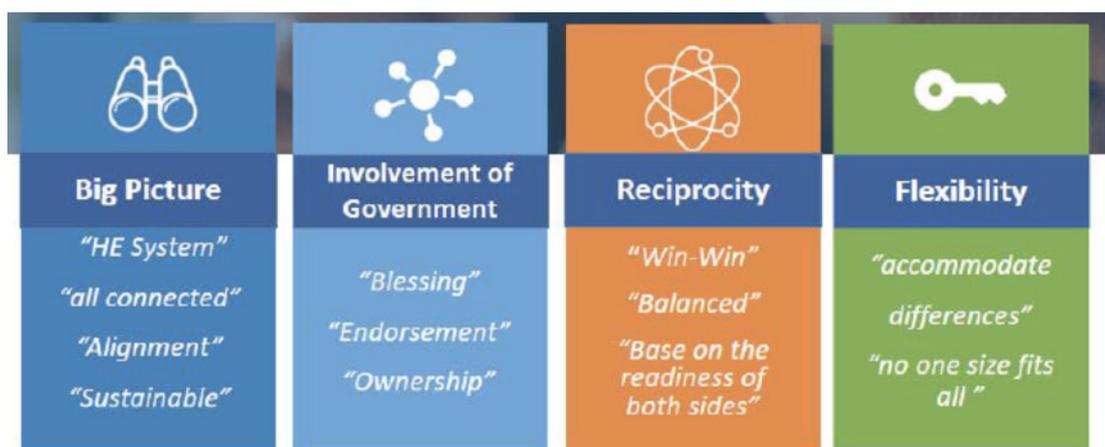


FIGURE 3. Key Factors for Success of AIMS

The discussion and meetings conducted with all the stakeholders with the big picture, reciprocity and flexibility in mind has helped the HEIs to have the autonomy to conduct activities and provide the platform that is able to promote multicultural and intercultural settings.

CONCLUSION

The AIMS program has provided the platform for students to acquire skills such as intercultural competency that allows the student to be aware and have high learning levels and prepare them to be a global citizen. The work conducted does not only provide the details of how the AIMS program had achieved its success via the framework established by SEAMEO RIHED but also via the practice conducted by the stakeholders. Based on the work conducted by the HEIs and the results obtained, a model is established. Therefore, there are two important outcomes from the work conducted in AIMS. The framework established by SEAMEO RIHED as described in Figure 2 is a practicable framework for those who want to conduct mobility to a greater scale. The model described in Figure 3 on the other hand is a pragmatic and workable model to promote multicultural and inclusivity environment and provide the relation of the how the environment established helps to build the intercultural competency and learning levels of the students. It has also been discussed how the model developed differs from the other models of intercultural competency.

Hence, it can be concluded that the AIMS framework is applicable and can be adopted by others in order to promote global mobility. On the other hand, the application and processes conducted

in making sure AIMS is a success had contributed to the AIMS model development, which provides the contribution towards the knowledge for intercultural competency application model. The framework and the intercultural competency application model are two important outcomes that provide the contribution to the knowledge of intercultural competency, internationalization of higher education and internationalizing the curriculum.

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Yazrina Yahya (corresponding author)
Faculty of Economics and Management
Universiti Kebangsaan Malaysia (UKM)
43600 UKM Bangi, Selangor
Malaysia
Email: yazrina@ukm.edu.my

Nordiana Mohd Nordin
Faculty of Information Management
Campus Puncak Perdana
Universiti Teknologi MARA,
Shah Alam Selangor
Malaysia
Email: ndiana@uitm.edu.my

Dr. Abdul Latiff Ahmad
Director, International Relations Centre (UKM Global)
Universiti Kebangsaan Malaysia, 43600 UKM Bangi,
Selangor
Malaysia
Email: alba@ukm.edu.my

Rosnani Boyak
Senior Assistant Registrar, International Relations Centre
(UKM Global)
Universiti Kebangsaan Malaysia, 43600 UKM Bangi,
Selangor
Malaysia
Email: rosnani@ukm.edu.my

Harfiz Rasul Mohamad
Assistant Registrar, International Relations Centre (UKM
Global)
Universiti Kebangsaan Malaysia, 43600 UKM Bangi,
Selangor

Mr. Nur Haiqal Rawlins Una Abdullah
Senior Assistant Registrar, International Relations Centre
(UKM Global)
Universiti Kebangsaan Malaysia, 43600 UKM Bangi,
Selangor

Mr. Ong Chang Ee
Assistant Registrar, International Relations Centre (UKM
Global)
Universiti Kebangsaan Malaysia, 43600 UKM Bangi,
Selangor

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