The AIMS Impact, 10 Years On: Internationalisation at Home of ASEAN Higher Education Institutions

Pengantarabangsaan di Institusi Pengajian Tinggi ASEAN: Selepas 10 Tahun AIMS

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ABSTRACT

Internationalisation has been infused into the core activities of higher education institutions in ASEAN for the past 15 years. Various efforts have been taken to ensure that internationalisation is infused into the higher learning institutions. The efforts are impart through collaborations between the higher learning institutions with various organisations and associations such as ASEAN University Network (AUN), The ASEAN International Mobility for Students (AIMS), Support for Higher Education in ASEAN (SHARE) and various others. AIMS is a regional mobility programme designed with the objective of encouraging regional mobility among students and staff of ASEAN higher education institutions (HEIs), consequently support and accelerate ASEAN's vision of an integrated community. The objective of the paper is to review the impact of the programme on participating HEIs, 10 years after it is implemented in the Southeast Asian region. It is argued that the biggest impact of AIMS is the introduction of the internationalisation concept to ASEAN HEIs. Participating HEIs benefit through internationalisation of curriculum, where they incorporate international, intercultural, and/or global dimensions into the content of the curriculum. Their student and staff population also experience development of intercultural competencies through various on-campus integration programmes introduced. Above all, the overarching intention of organising AIMS is to stimulate internationalisation at home among the ASEAN HEIs. Each initiative has to be 'by design'; in other words, through deliberate design and planning, in order to benefit the overall campus community.

Keywords: Internationalisation; Higher education; ASEAN; AIMS; International mobility

ABSTRAK

Pengantarabangsaan telah mula dijalankan di institusi pengajian tinggi di ASEAN semenjak 15 tahun yang dahulu. Pelbagai langkah telah diambil untuk memastikan pengantarabangsaan dapat dilaksanakan di institusi pengajian tinggi. Kerjasama ini dilakukan di antara pihak institusi pengajian tinggi dengan pelbagai pihak di antaranya ialah "ASEAN University Network" (AUN), The ASEAN International Mobility for Students" (AIMS), "Support for Higher Education in ASEAN" (SHARE) dan lain-lain. AIMS merupakan program mobility serantau yang telah dibangunkan untuk menggalakkan mobility dikalangan pelajar dan staf di institusi pengajian tinggi (IPT) di ASEAN. Ia juga untuk menyokong dan membantu mempercepatkan visi ASEAN untuk mencapai komuniti ASEAN yang lebih berintegrasi. Objektif kertas ini ialah untuk melihat kesan program yang dilaksanakan oleh IPT yang terlibat selepas 10 tahun ia dilaksanakan di rantau ASEAN. Kesan yang paling banyak dibahaskan ialah pengenalan konsep pengatarabangsaan kepada IPT di ASEAN. IPT yang mengambil bahagian mendapat faedah melalui pengantarabangsaan kurikulum, yang mana topic berkaitan pengantarabangsaan, silang budaya dan/ atau dimensi global dimasukkan ke dalam kurikulum. Pelajar dan staf di institusi yang terlibat juga dapat meningkatkan kemahiran diri melalui pembangunan kompetensi silang budaya yang dilaksanakan melalui integrasi program yang dijalankan. Sungguhpun begitu, matlamat utama sebenar program AIMS ialah untuk menggalakkan pengantarabangsaan di setiap kampus di IPT ASEAN yang terlibat yang mana setiap inisiatif yang dilaksankan adalah mengikut perancangan kampus tersebut.

Kata kunci:Pengantarabangsaan; Institusi Pengajian Tinggi; ASEAN; AIMS; Mobiliti Antarabangsa

INTRODUCTION

The Association of Southeast Asian Nations (ASEAN) commands greater attention these days for good reasons. What started in 1967 as a political and security strategy in weathering conflicts among five young sovereign states has turned into a powerful integrated community uniting 10 member states and a population of over 630 million, 49 years later. Its demography, location and resources make ASEAN an attractive partner for investment and cooperation. Its modus operandi as an intergovernmental entity

has garnered much praise and criticism; however, it is this brand of operation that preserves diversity and harmony among the member states, making ASEAN a diplomatic strategy for member states and dialogue partners far and wide. Ironically, one cannot even speak of an Asian dialogue because they know so little of each other's intellectual and cultural traditions (Heng, 2007). As a general point, humanity is one - Asia must learn from itself as much as it must learn from other parts of the world (Abdul Rahman, 2007).

The ASEAN vision 2015, has laid out a set of bold plans to realise a politically cohesive, economically integrated social responsible and a truly people oriented, people centred and rules based ASEAN, an ASEAN that is able to respond proactively and effectively to the emerging threats and challenges presented by the rapidly changing regional and global landscape. Hence the main intent of ASEAN is to achieve regional piece and stability for the people. Therefore in achieving this, opportunities for people to connect with (and connect to) each other, the range of skills and capacity to enable (or facilitate) these connections and the options (via information and education) are made available (Caballero-Anthony 2017).

The people centred or people community concept of ASEAN is the humane element, which humanizes ASEAN. The concept promotes the caring and sharing society, which is inclusive an where the well-being, livelihood and welfare of the people of ASEAN are enhanced. A survey was carried out in 2014-2015 to gauge the awareness levels and attitudes of young people towards other ASEAN countries to evaluate if the young people understand the concept of people centred community (Thuzar 2017). The survey conducted among 4,623 undergraduates in 22 universities across the 10 ASEAN countries. The results from the survey show that young people in this region identify ASEAN positively with regionalism and cooperation. On the other hand, the regional awareness surveys show that young people are more focused on issues of people to people exchange (particularly on educational exchange). It is encouraging to see that young people of ASEAN are aware of ASEAN community building moves and are optimistic about the future opportunities. However as much as the young people of ASEAN react positively towards cooperation, much more initiatives are needed at the institutional level in order to achieve the concept of ASEAN community (AEC) and reap the AEC's and ASEAN benefits.

With the regional integration symbolically inked by the end of 2015, reaping the benefits of the ASEAN membership becomes even more important for each member state. Economic benefits become the prime motivator as ASEAN recorded a stable GDP growth of 5.1 percent from 2000 to 2013. It also stands to be the world's fourth largest economy by 2050. ASEAN is also experiencing a growing consumer class from 67 million households in 2010 to a projected 125 million in 2025, which drives urbanisation and the growth of telecommunications and digital economy. Regional infrastructure and institutional connectivity, through both physical and virtual platforms, have enabled trade, information and human capital to be mobilised in improved speed and intensity. ASEAN member states, either as individual entities or a collective bloc, are racing to enhance their competitiveness in order to capture the world's interest and development opportunities. Towards this end, the role of higher education is put into question. Specifically, how might higher education institutions (HEIs) support and accelerate ASEAN's vision of an integrated community? Various efforts have been taken for the past 15 years in terms of integrating the higher education community through international collaborations, mobility and partnership among the ASEAN institutions. These efforts are spearhead by a few organisations such as ASEAN University Network (AUN), The ASEAN International Mobility for Students (AIMS) and Support for Higher Education in ASEAN (SHARE) if not by the institution's it self.

The ASEAN International Mobility for Students (AIMS) is a regional mobility programme designed with the objective of encouraging regional mobility among students and staff of ASEAN HEIs. By stimulating the movement of students within the region, it is believed that information and human capital can be mobilised in improved speed and intensity, consequently encouraging realisation of ASEAN's "One Vision, One Identity, One Community" vision. More importantly, it also enables ASEAN to manage the circulation of talent in order to shift towards a knowledge-based economy, providing greater incentives for its talents to remain in ASEAN for their career development, consequently retaining the best of its talent within the region for its own development. For the participating HEIs, they benefit from AIMS through internationalisation of curriculum. Internationalisation of curriculum involves identifying learning needs of a diverse student body, coordinating with other courses in

the delivery of language support programmes, and providing incentives to embed international elements in separate courses. This requires them to incorporate international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a programme of study (Leask 2009). It is argued that even though the agenda on internationalisation of higher education is actively pursued by HEIs around the world, many ASEAN HEIs have yet to benefit from the phenomenon. Internationalisation of higher education is a complex process presented with multiple challenges, requires a transformative change in the culture, curriculum, as well as management of the overall higher education ecosystem.

Another benefit of AIMS for participating HEIs is its ability to develop international competencies among its students and staff. In this context, "international competencies" should be operationally defined as the ability of the students and staff to be aware and understand cultures, norms, and practices of communities within the ASEAN region, enabling them to work and collaborate with their peers from different ASEAN member states. It is argued that this is a more significant impact of the mobility programme. It is the capabilities in navigating the subtleties of cultures, norms, and practices that enable students and staff to operate and thrive in a multi-cultural environment such as ASEAN, since the awareness and understanding can be gradually cultivated through experiential learning, exposure activities, and self-exploration. This paper begins by introducing the ASEAN International Mobility for Students (AIMS) programme. This is followed by an introduction to the concept of international competency, and how AIMS develops international competency of students and staff. The paper ends by a reflection of the overarching objective in implanting AIMS, in terms of internationalisation at home of ASEAN HEIs, and directions in moving forward.

ASEAN INTERNATIONAL MOBILITY FOR STUDENTS (AIMS)

AIMS is a collaborative, multilateral student exchange program that involves government and HEI participation. The government provides financial and institutional (policy and guidelines) support while the higher education institutions (HEI) manages the exchange programs by providing the curriculum, students, standard operating procedure and staffs. This is in line with the main objective of AIMS, which is to enhance student mobility in ASEAN and beyond, as with both support from the government, and the HEIs will ensure the sustainability of AIMS program.

AIMS is hosted by the Regional Centre for Higher Education and Development (RIHED) under Southeast Asian Ministers of Education Organisation (SEAMEO). Historically the programme 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. Following its successful implementation, the M-I-T Student Mobility Programme was renamed AIMS Programme, given the expansion of its membership to cover other countries within the Southeast Asian region. Since its inception, six ASEAN member countries have signed the Letter of Intent (LOI) to join the AIMS programme in 2013, which recognises their commitment to ensure student mobility in the region and continuing collaboration among them. In the late 2013, Japan has signed the Addendum to the LOI to join AIMS in the spirit of ASEAN+3, followed by Korea in 2016 (SEAMEO RIHED 2016). To date (July 2019) there are nine countries, 69 HEIs and 4,173 students who have joined AIMS since its beginning. There are ten study fields under AIMs, namely Marine Science, Biodiversity, Environmental Management and Science, Economics, Engineering, Food Science and Technology, International Business, Language and Culture, Agriculture and Hospitality and Tourism.

The core principles of AIMS differentiate it from other regional-based mobility programmes (Sujatanond 2018). One, the programme focuses on self-sufficiency and solidarity, whereby each member country supports their own participation in the program and moves forward together based on the academic readiness of the country. Two, the programme emphasises on 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. Finally, each participating member country must commit to a supporting mechanism comprising of annual review meeting and the steering committee meetings, providing governments, HEIs and students with the

opportunity to update progress, address existing challenges and propose further improvements to the programme.

INTERNATIONAL COMPETENCY

Intercultural competency is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different culture backgrounds. On the other hand, intercultural competencies represents a set of competencies that enable an individual to function effectively across culture. This includes respect, self-awareness, seeing from the other perspectives, listening, adaptation, relationship building and cultural humility.

There are various models of intercultural competency developed by Alred (2003), Byram (1997, 2006) and Deardoff (2006, 2009). For the purpose of the current work, Deardoff (2006) intercultural competency model is used as the

framework as it has been adopted in the East ASAN culture and found to be most suitable (Huang 2015). Deardoff's model is shown in Figure 1 below. Deardoff emphasised on the importance of each component in shaping the overall intercultural competencies of individuals. The four components in the model are as follows:

1. Requisite attitudes, namely respect (valuing other cultures), openness (withholding judgement), curiosity and discovery (tolerating ambiguity). The degree of this underlying personal component will determine the interactive level of the person and the degree of the intercultural competence.
2. Knowledge and comprehension on the culture and sociolinguistic awareness. This will shape one's ability to understand the context, role and impact of culture and other world's view. The knowledge is obtained through listening, observing and evaluate, analysing, interpreting and relating it with the presentsituation.
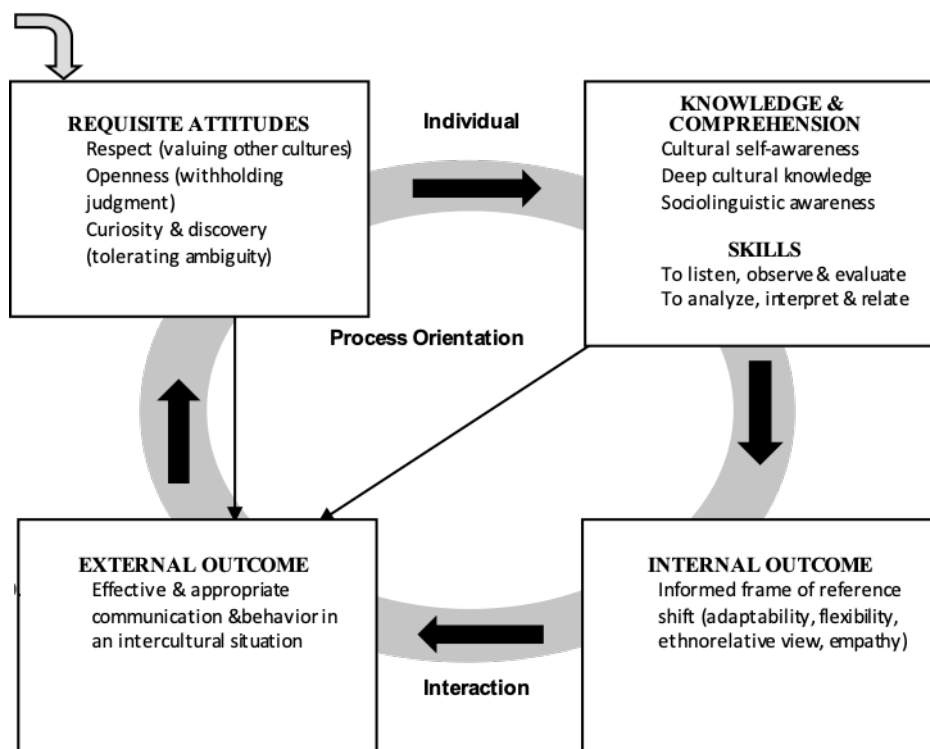

FIGURE 1. Deardorff Process Model of Intercultural Competence (2006)

3. Desired outcome, which is the informed reference shift where the person is able to adapt, flexible, ethno-relative view empathy.
4. Desired external outcome is the result where the person will be able to engage in a meaningful

effective communication and behaves in an intercultural situation.

Deardoff's model has highlighted the essential elements of intercultural competency and captures

some complexity of what constitute intercultural competency. The complexity is particularly on the human being aspects and dealing with intercultural situation. Based on this model, Deardoff has defined intercultural competency as behaving and communicating effectively and appropriately in intercultural situations as well as delineating agreed-upon aspects such as intercultural knowledge, skill and attitudes and combined these with interactional aspects.

The key points that comes from this model can be summarized as follows:

1. Intercultural competency builds on the awareness of oneself as a cultural being, recognizing that one is a member of various cultural collectives simultaneously;
2. Intercultural competency consists of components in the domains of knowledge, attitude, skills and motivation;
3. It is associated with linguistic competence. A minimum level of linguistic competence is conditional for culturally competent behavior;
4. It has motivational components and attitudes influence or drive the development of intercultural competence. At the same time, positive interactions with culturally different others enhance an individual's self-confidence and self-efficacy to engage in intercultural interactions;
5. It includes processes of self-management, perception management and relationship management;
6. It includes a process of balancing co-orientation towards a joint frame of reference and tolerance for ambiguity with the objective to stay in the relationship;
7. It includes a process of balancing adaptability (to the intercultural interaction and the culturally different others) with the negation of personal space and identity;
8. It can be divided into developmental stages that are associated with different ways of constructing and perceiving daily reality. Developmental stages are progressive in nature, develop over time and function as predictors of performance;

The above highlights key aspects that needs to be considered when developing or designing the curriculum or activities to ensure that the students will be intercultural competent, hence helps the students to adapt to the situation at the host institution

and country. For instance when designing the curriculum involving international students and to ensure the student is intercultural competent, aspects of linguistic competence, positive interactions during class activities, perception and relationship management must be included into the curriculum.

It is important to note that intercultural competence for a student deepens over time individually, in which an individual progress from an initial development, intermediate to maturity (Gregersen-Hermans 2017). Hence to ensure that the students from various culture backgrounds are able to interact with each other, a curriculum that refers to specific learning outcome to knowledge, skills attitudes and behaviour is required.

Although Deardoff's model helps to facilitate and embed the intercultural development, it does not state the importance of exposure. Often the public thinks that a simple exposure will transform a person's intercultural competence but in actual it does not. A simple exposure does not ensure transformative intercultural development (Vande Berg, Page & Lou 2012).

Therefore to make sure that a student is intercultural competent, a program or activity needs to include these dimensions (Gregersen-Hermans 2016).

1. Personality structure of the student, his/her communication skills and motivation to engage in intercultural context.
2. Personal biography of the students, in particular being independently from the parents, previous experiences abroad and fluency of the language
3. Quality of the contact with culturally different others

Hence in constructing a curriculum or an activity it is very important that there is an ample opportunities for contact and engagement with a wide range culturally different others(Pettigrew, Tropp, Wagner, & Christ, 2011).There needs to be sufficient opportunities and time to develop friendships. Therefore in order to embed intercultural competence development in the curriculum or activities, these elements listed below are required (Gregersen-Hermans 2017):

1. Wide spread of cultural diversity in the student population and the domestic environment, which will provide engagement opportunities
2. The provision of the contact, his/ hers equal status, common goals and willingness to cooperate

3. The platform to create social space for long time friendships
4. The pedagogy adopted, which includes reflective, intentional and practice of new behaviour
5. The inclusive environment that promote high levels of intercultural competence at all levels

These are required, to facilitate the student's intercultural competency development and it has to be contextualised by the academic disciplines and wider global societal needs. It is also to provide the student's the ability to understand the intricacies and interdependencies of relationships within ever evolving complex local, social, political, economic, and global contexts. This is important as student's need to be able to connect to the world and know-how to interact with culturally different others.

Deardoff's model and elements from Gregersen-Hermans provides the foundation to construct the international curriculum for the AIMS program. The cultivation of the international competence through internationalization is required in AIMS program in order to achieve the people-centre ASEAN and AEC.

AIMS AND THE CULTIVATION OF INTERNATIONAL COMPETENCIES THROUGH INTERNATIONALISATION OF CURRICULUM

AIMS has accelerated initiatives by the ASEAN HEIs to internationalise its curriculum. An internationalised curriculum will be able to engage students with internationally informed research and cultural and linguistic, diversity and purposefully develop international and intercultural perspectives of HEI staff and students as global professionals and citizens (Leask 2009).

Leask (2015) had established the conceptual framework for internationalisation of curriculum where it situates the disciplines and the disciplinary teams who construct the curriculum at the centre of the internationalisation process. The framework consists of two parts namely the curriculum design and the layers of context that have a variable influence on the decisions academic staff make when internationalising the curriculum. The conceptual framework captures the complexity of internationalisation of the curriculum through the interactions between the different layers of context and the importance of acknowledging and responding to critical social and ethical questions

relate to globalisation in discipline specific curricula. Using the framework, by placing the disciplines and emerging paradigm at the centre of the concept of internationalisation of the curriculum influences and challenges the academic involved.

In order to ensure the internationalisation of curriculum (IoC) is conducted successfully, the process of IoC involves various stages (Leask 2015).

STAGE 1: REVIEW AND REFLECT

This stage involves four steps namely

1. Identifying the team: the group that teaches the core of the program or the course coordinators
2. Complete the questionnaire of internationalisation of the curriculum
3. Discussing the responses and
4. Decided what to do next

STAGE 2: IMAGINE

The aim of this stage is to provoke discussion of existing paradigms within the discipline, which will eventually result in an imagining od new possibilities. The activities associated with this stage may include discussing the cultural foundation of dominant paradigm in the discipline, examining the origins and nature of the paradigm within which the curriculum is constructed, identifying emergent paradigms in the discipline and the possibilities they offer, imagining some different ways of doing things in the foreseeable future and brainstorming a range of possibilities to deepen and extend the internationalisation of the program.

STAGE 3: REVISE AND PLAN

The stage focuses on the possibilities for changes that one wants to make to the program in order to internationalise it. The activities associated with this stage might include: establishing program specific goals and objectives for internationalisation of the curriculum, detailing end of program international and intercultural intended learning outcomes, mapping the development and assessment of these learning outcomes for all students across the programs, identifying blockers and enablers for students and the teaching team in achieving the desired outcomes, identifying experts, champions and latent champions in the team and across the university who can help to achieve the plan, setting priorities and developing an action plan focused on who will do what, by when, and what resources and

support that will be required, discussing on how the effectiveness of any changes made to the curriculum will be evaluated, including their effect on student learning and negotiating the roles of individual team members in the process of internationalisation of the curriculum.

STAGE 4: ACT

The focus in this stage is to identify the achievement of the internationalisation of the curriculum goals. The activities associated to this stage includes negotiating and implementing new teaching arrangements and support services for staff and students, introducing compulsory workshops for all students prior to a multicultural team work assignment, introducing new assessment tasks, introducing a new course/ unit into the core curriculum, introducing a new elective, developing assessment rubrics for use in different courses across the programs and collecting evidence required for evaluation of changes made on the development of intercultural and international knowledge, skills and attitudes in students.

STAGE 5: EVALUATE

The focus of this stage is to evaluate the achievement of the internationalisation goals. The activities associated to this stage includes analysing evidence collected from stakeholders, reflecting on the impact of action taken, considering interference and gaps in the evidence, summarising achievements and feeding results in the review and reflect stage and negotiating on going roles and responsibilities for internationalisation of the curriculum within the program team.

The presence of international students may provide the driver for the process of internationalisation of the curriculum, and a resource to develop intercultural competence to the local students. However, the mere presence of international students does not determine the success of the internationalisation established in a particular HEI. It provides a different set of values into the classroom, different ambience and different perception towards the topics of discussion among the students. It also involves looking at both formal and informal curriculum that happens in the campus, ensuring students learn through exposure to international issues, different worldviews, as well as interaction and activities with the local campus community or the community outside of the campus

(Green 2005). Curriculum with international content will make the graduates more competitive in the community, capable to meet the world standards, able to work in cross cultural contexts and sensitive to the people needs from other regions.

In establishing an internationalised curriculum for intercultural competence, a holistic approach is required to rally students, academic/professionals and the support staff. First, everyone should be aware of the benefits of having an internationalised curriculum, and be able to harmonise the social, cultural, moral and ethical dimensions in implementing an internationalised curriculum. They should also be willing to explore best practices and lessons learnt from other nations and cultures. Academic staff and administrators might need to help students understand multiculturalism and social justice in the global context, and be interested in building international networks and relationships, as well as experience and develop skills to work together.

It should be highlighted here that increasing the number of international students in the campus or providing an internationalised academic and research environment does not lead to an increased intercultural competence among students and staff. Each initiative has to be 'by design', in other words, through deliberate design and planning.

The AIMS programme is a 'by design' initiative, providing a platform for diversity in campus, and helps to promote inclusivity and enhance the intercultural competency knowledge between the students. It benefits both students who participate directly in the programme, as well as local students who are tasked to implement activities throughout the students' time in the host campus. This 'by design' initiative incorporates intercultural learning opportunities that would benefit all students, including academics and administrators (de Wit and Hunter 2015).

Students and staff will only begin to appreciate the complexity of another cultureand seeing how different aspects of that culture is interrelated, when they are put in direct situations involving students and staff from different countries and nationalities. Moreover, the experience of another culture makes the students and staff more aware of the academic and university culture of their own campuses. This experiential learning experience is the "golden hour" where intercultural competence is cultivated; where one has the awareness of his/her own cultural perspective; appreciate similarities and differences in culture; cultivate empathy and respect for others;

and develop a sense of appreciation towards one's own culture and identity. As such, careful planning and establishment of deliberate activities and/or curriculum is necessary in providing the ecosystem to develop intercultural competence. It should not be merely taught as a subject in the classroom. It has to be lived and experienced by the individual student or staff.

In the context of AIMS, the curriculum is designed by including the aspects of Leask framework and Deardoff intercultural model where the intercultural competencies are developed from Day 1 of an exchange student's study abroad experience. Local students are assigned to the exchange students through as student buddies, in order to help them settle down and solve immediate issues in the early stages of their arrival. Through formal academic structures, students are required to undertake classes, where they would have to transfer the credits to their home campuses. The academics based at the faculty are required to stimulate a classroom environment that promotes intercultural communication and learning between the students. This means that they would encourage mixing among the international and local students.

Outside of the classroom, the academics will collaborate with the international office to introduce a range of intercultural programmes that focuses on immersion between local and international students. Examples of activities that can be pursued include global café, an interactive group discussion that allows students to exchange opinion through a structured rotational process; cultural visits, as well as community service opportunities, among others. At the end of their exchange programme, the students are required to reflect on their learning and experiences in the host countryand provide recommendations for improvement.

These activities develop the student's intercultural competencies in three ways. One, they acquire attitude such as respect for others. Two, they develop curiosity, knowledge, and awareness on the culture and practice of others. Three, they are able to listen to others, and be more observant towards the people around them and their surroundings. These then lead to positive attitude, which is being empathetic, interactive and having the global mind-set and attitude.

INTERNATIONALISATION AT HOME

Internationalisation at home is defined as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic environment (Beelen and Jones 2015). Knight (2006) defines internationalisation at home as a concept that contains activities that encourage the development of intercultural competencies. Hence internationalisation at home is an important concept that needs to be adopted by HEIs as part of their initiative in organising international mobility programmes.

Internationalisation at home focuses on providing a quality learning experience to both local and international students in the campus. It provides changes in the campus cultural demographics, interactional and educational dynamics (Luke 2010). It has also led to the continuing shifts towards English medium delivery. Therefore some of the aspects required for internationalisation at home are:

1. courses are in English
2. international subject/ content
3. exchange / full time international students

However by merely focusing on the above will not assist in the success of internationalisation at home. Middlehurst & Woodfield (2007), states that there are more that needs to be done in ensuring the success of internationalisation at home strategies such as:

1. revisit the teaching and learning by reviewing the curriculum design, approach to teaching, opportunities for collaborative programs and research
2. relook at research on the capacity building, establishing the international knowledge base, joint programmes and funding opportunities
3. establishing diversity, intercultural understanding, communication, respect and the promotion of global citizenship
4. securing international standing and branding
5. emphasis on organizational efficiency, co-ordination and centralisation to avoid duplication of activity and to maximise viability

In addition in promoting internationalisation at home the institutions need to work on the intersection of internationalisation and multicultural education, in order for the students to be able to understand multiculturalism and social justice in the global context, to develop their intercultural skills, to be able to examine their values, attitudes and understood the responsibilities for local and global leadership. The students must also be given

experience to understand conflicts and develop skills to work together, to cooperate, compete in a multicultural and global work place, and able to identify how power and privilege shifts within the local and global context. If the institutions implement the above in order to promote the internationalisation at home concept, the institutions graduate will certainly be unique and different, as the graduate capabilities, capacities, competencies and professional skills upon graduation.

The ranges of graduate capabilities linked to internationalisation at home among others are:

1. havingknowledge of other cultures and times and an appreciation of cultural diversity
2. responsiveness to national and international communities
3. the ability to work effectively in settings of social and cultural diversity
4. the ability to work effectively in diverse settings and to relate well to people from diverse backgrounds
5. the ability to understand and respect interdependence of life in a globalised world
6. having international perspectives and competence in a global environment
7. having international perspectives as a professional and as a citizen

The graduate capabilities established will be the attraction for future enrolment to the institutions. Hence by promoting internationalisation at home, it will provide the platform for the students to enrich themselves and become the global graduate upon their graduation.

THE OVERARCHING IMPACT:
INTERNATIONALISATION AT HOME

The overarching intention of organising international mobility programmes such as AIMS is to stimulate internationalisation at home among the ASEAN HEIs.

Although benefits of internationalisation at home is enormous and internationalisation is increasingly becoming an important agenda in the ASEAN higher education landscape (McBurnie and Ziguras 2001, Nguyen 2009). Khalid and Ali (2018) discovered that there is lack of awareness, institutional policies and inappropriate intercultural competency training despite the understanding of the importance of internationalization at home.

Further findings indicate that in Malaysia, despite being well ahead of other ASEAN countries in terms of internationalisation, many are still unaware of the concept of internationalisation, and the greater benefits it could bring to students and staff who are otherwise could not be mobilised abroad. Most institutions have put much focus on student mobility programmes, instead of leveraging on internationalisation to develop mindset, practices, and intercultural competencies of domestic students and staff. This limits the opportunities of the campus community to experience internationalisation and learn from the global community locally.

The correlation between AIMS and internationalisation at home is an area that is not widely researched by scholars in the international higher education arena. Based on available literature, the concept of intercultural competency is still a work in progress, particularly in Malaysia. International students found it hard to communicate and form meaningful friendships with local students (Gareis, Merkin & Goldman 2011) for various reasons: language proficiency, communication skills and lack of awareness on social conventions (Lacina 2002; Lee & Rice 2007; Sherry, Thomas & Chui 2009) and the different age group between local and international students (Sovic 2009), among others. Friendship with local students was also perceived at a lower value. As a result, they prefer to form co – national groupings with international students from the same country or interact with other international students (Al-Sharideh & Goe, 1998).

Institutional case studies reported purposeful programmes that encourage mixing between local and international students (Abe, Talbot & Geelhoed 1998; Pritchard & Skinner 2002; Ippolito 2007; Owens & Loomes 2010; Montgomery 2010; Gresham & Clayton 2011) and activities organised by student communities (Yang Ming & Chau 2012) are capable of increasing the students' satisfaction towards their higher education experience. Some scholars also correlate social well-being of international students with academic success, noting that their ability to communicate with others in social setting facilitate them in coping with their academic workload (Luxon & Pelo 2009; Rosenthal, Russell & Thompson 2007; Rienties et al. 2011). This observation, along with earlier commentary on student safety and security, points to the need in looking at AIMS implementation from the perspective of local students and staff, as this might be related to the overall outcome of AIMS in terms of impact.

CONCLUSION

More often than not, international mobility programmes are assessed quantitatively, through the number of inbound and outbound students, or the amount of scholarships obtained for student mobility. In the case of AIMS, the programme delivers more than student mobility figures. At the regional level, it supports ASEAN's vision of community integration. Its impact is felt more at the institutional and individual level; the former in terms of internationalisation at home in general, and internationalisation of the curriculum in particular, while the latter focuses on the development of intercultural competencies.

As AIMS enter its 10th year of implementation in 2019, it might be good to reflect on its broader impact in stimulating internationalisation at home for participating ASEAN HEIs, and how such impact can be expanded further to involve greater number of students. It might also be apt to look at the mobility programme through the eyes of its alumni, so as to assess its true impact long after the programme ended for its participants.

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