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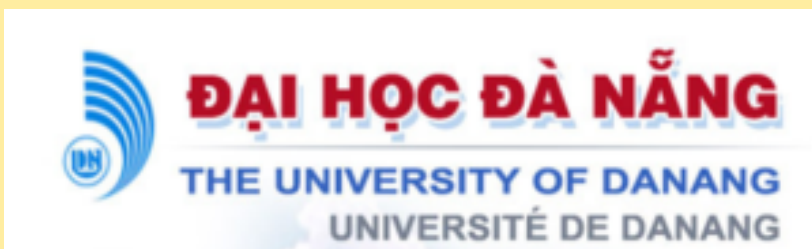


ERASMUS+ PROGRAMME, KEY ACTION 2  
CAPACITY BUILDING IN HIGHER EDUCATION

Internationalisation and Virtual Mobility: Borderless between EU and Asian Countries  
acronym: HARMONY

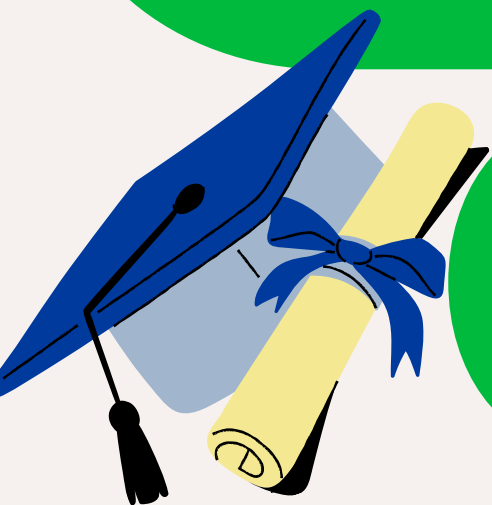
INTERNATIONALISATION AT HOME  
INSTITUTIONAL INFOGRAPHIC REPORT

## The University of Danang, VIETNAM



**55000**

full-time students  
registered in  
academic year  
2019/2020



**UP TO  
5%**

Income students  
during the academic  
year 2019/2020

**UP TO  
5%**

Outgoing students  
during the academic  
year 2019/2020

**UP TO  
5%**

of total enrollment was  
comprised of international  
students in the academic  
year 2019/2020

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## INSTITUTIONAL POLICIES AND STRATEGIES FOR INTERNATIONALISATION

The internationalisation and the internationalisation at home (IaH) are mentioned in the institutional mission and vision statement. A formal policy/ strategy for internationalisation is an explicit part of the overall institutional strategy. The internationalisation at home is seen as very important in the university.



### Top 3 institutional priorities for internationalisation

— 1 —      — 2 —      — 3 —

To  
internationalise  
teaching  
and learning.

To attract  
students at all  
levels of  
studying.

To establish  
cooperation  
relations  
with other  
foreign  
institutions in  
research.



### Top 3 most significant potential benefits of IaH

— 1 —      — 2 —      — 3 —

Improved  
quality of  
teaching and  
learning.

Enhanced  
international  
cooperation and  
capacity building.

Increased  
international  
networking  
by faculty  
and  
researchers.



### The main source of funds for the implementation of international activities

General institutional  
budget

Funds from other  
institutional international  
activities.

External public funds –  
including grants and/or  
programmes from  
international  
organisations.

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## INTERNATIONALISATION OF STUDENT COMMUNITY



Top 3 challenges with regard to recruitment of international degree-seeking students

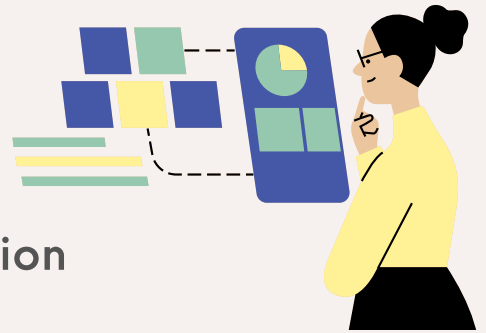
— 1 —      — 2 —      — 3 —

Difficulties related to recognition of prior qualifications

Lack of financial support.

Increased competition among institutions.

Top 3 obstacles for both incoming and outgoing student mobility at your institution

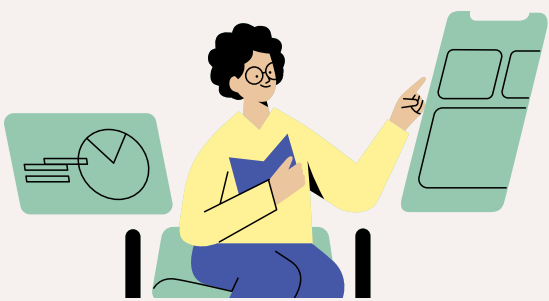


— 1 —      — 2 —      — 3 —

Insufficient funding.

Insufficient language skills (and language training options).

Insecurity, anxiety or fear of interaction with different cultures.



The percentage of total enrolment comprised of international students

**UP TO 5%**

of total enrollment was comprised of international students in the academic year 2019/2020

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## INTERNATIONALISATION OF FACULTY AND ADMINISTRATIVE STAFF

**UP TO  
30%**

of academic and non-academic staff members at the institution can speak at least one foreign language



**UP TO  
5%**

international full-time academic staff members in academic year 2019/2020



The institution doesn't offer training on interculturality for teachers, researchers and administrative staff. The institution doesn't provide incentives for faculty who are interested and motivated to design, develop and teach a study programme or a course with an international implication that is to say as part of a double/ dual degree partnership and or for the purposes of delivery in English.

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## INTERNATIONALISATION OF FORMAL CURRICULUM

The institution is developing a set of institution-wide learning outcomes related to international/ global competencies that all graduates must achieve just for some faculties. It is not involved in transnational education. Prior to the COVID-19 pandemic outbreak in 2020, the institution offered opportunities for e-learning courses (courses, teaching and learning activities are conducted online via learning management systems (LMS) such as Moodle, Blackboard, Microsoft Teams or Massive Online Open Courses (MOOCs)).

### Top 4 possible ways to internationalise curriculum

1  
Integration of international/ intercultural dimensions into learning outcomes for courses and programmes.

2  
Requiring foreign language learning as part of the curriculum of the non-language programmes.

3  
Teaching programmes/ courses in a non-local languages (for example teaching Engineering in English in France).

4  
Integrating the experience/ expertise of international students to enrich the learning experience.

Top opportunities resulted from COVID-19 pandemic (virtual mobility, distance, online/ or e-learning courses, MOOCs)

**New study programmes developed**

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## INTERNATIONALISATION OF INFORMAL CURRICULUM

The main responsibility for extra-curricular activities for internationalisation at home lies on Faculties and departments and International Relations Office. The institution has a designated welcome and care center for international students as a part of International Relations Office. The English versions of all information means (key institutional regulations, curricula, detailed practical information and guidance) are published on the institution's website.

### Top 3 extracurricular activities undertaken as part of IaH

- |   |   |   |
|---|---|---|
| — 1 —   | — 2 —   | — 3 —   |
| <p>Housing that deliberately mixes international and home students.</p> | <p>Events that provide intercultural/international experiences on campus or in the local community.</p> | <p>Interaction with students in other countries using ICT-aided programmes.</p> |



**1. THE TRADITIONAL NEW YEAR;  
2. VIETNAM - LAOS - FRANCE CULTURAL AND CULINARY EXCHANGE FESTIVAL;  
3. RUSSIAN MATSLENITSA FESTIVAL**  
cultural events aiming to promote multiculturalism the cultures of international students represented on campus as well as the cultural traditions of local ethnic or religious minorities organised

### The extracurricular activities' for international students



**ORIENTATION FOR 2021 FRESHMANS** targeted international students specifically and at students with diverse cultural background in general

The current infographic report represents a summary of the data collected by the institution through the means of a self-assessment tool. The Internationalisation at Home SelfEvaluation Tool in HARMONY was designed as part of the consortium's efforts to outline the 7 Partner Country HEIs' internationalisation landscapes and to identify levels of integration of international and intercultural dimensions into their formal and informal curriculum.

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