



Co-funded by the Erasmus+ Programme of the European Union



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

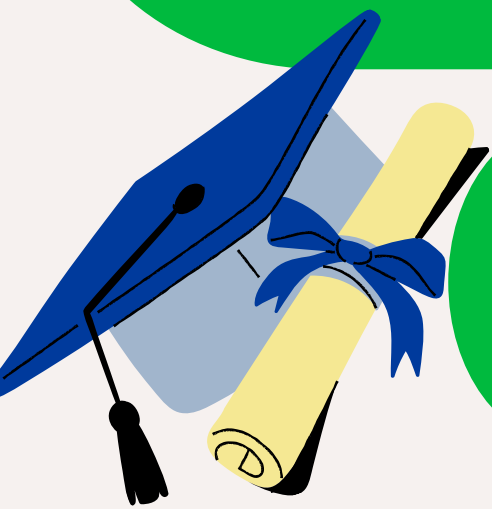
Internationalisation and Virtual Mobility: Borderless between EU and Asian Countries  
acronym: HARMONY

INTERNATIONALISATION AT HOME  
INSTITUTIONAL INFOGRAPHIC REPORT

## Quang Binh University, VIETNAM



**1000**  
full-time students  
registered in  
academic year  
2019/2020



**UP TO  
15%**

Income students  
during the academic  
year 2019/2020

**UP TO  
5%**

Outgoing students  
during the academic  
year 2019/2020

**UP TO  
20%**

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

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.



Co-funded by the  
Erasmus+ Programme  
of the European Union



## 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 a stand-alone-document. The internationalisation at home is seen as relatively important in the university.



### Top 3 institutional priorities for internationalisation

— 1 —      — 2 —      — 3 —

To develop learning and teaching partnerships with other institutions.

To provide our staff with opportunities for international experiences.

To provide our students with the possibility to experience studying abroad.



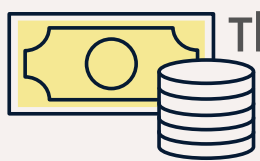
### Top 3 most significant potential benefits of IaH

— 1 —      — 2 —      — 3 —

Enhanced international cooperation and capacity building.

Enhanced internationalisation of the curriculum/ internationalisation at home.

Enhanced prestige/ profile for the institution.



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

General institutional budget

Funds generated from international student fees.

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

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.



Co-funded by the Erasmus+ Programme of the European Union



## INTERNATIONALISATION OF STUDENT COMMUNITY



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

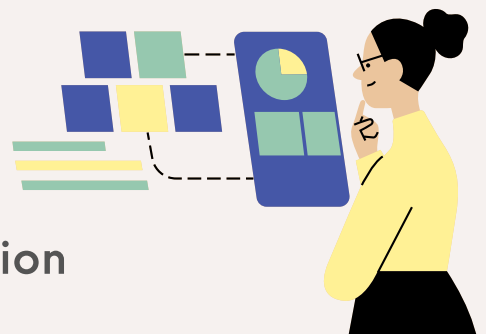
— 1 — — 2 — — 3 —

1  
Increased competition among institutions.

2  
Lack of financial support.

3  
Language barrier.

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

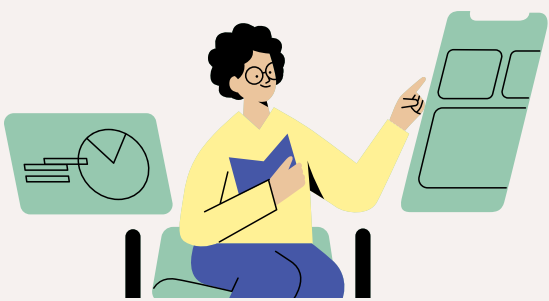


— 1 — — 2 — — 3 —

1  
Insufficient language skills (and language training options).

2  
Lack of knowledge and awareness about existing opportunities.

3  
Insufficient funding.



The percentage of total enrolment comprised of international students

**UP TO 20%**

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

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.



Co-funded by the  
Erasmus+ Programme  
of the European Union



## INTERNATIONALISATION OF FACULTY AND ADMINISTRATIVE STAFF

**UP TO  
60%**

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 partially 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.

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.



Co-funded by the  
Erasmus+ Programme  
of the European Union



## 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. It is not involved in transnational education. Prior to the COVID-19 pandemic outbreak in 2020, the institution offered opportunities for e-learning courses.

### Top 4 possible ways to internationalise curriculum

1  
Requiring foreign language learning as part of the curriculum of the non-language programmes.

2  
Teaching programmes/ courses in non-local languages (for example teaching Engineering in English in France).

3  
Professional development for faculty to enhance their ability to integrate international/ intercultural dimensions into teaching.

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)

Online courses and virtual meetings

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.



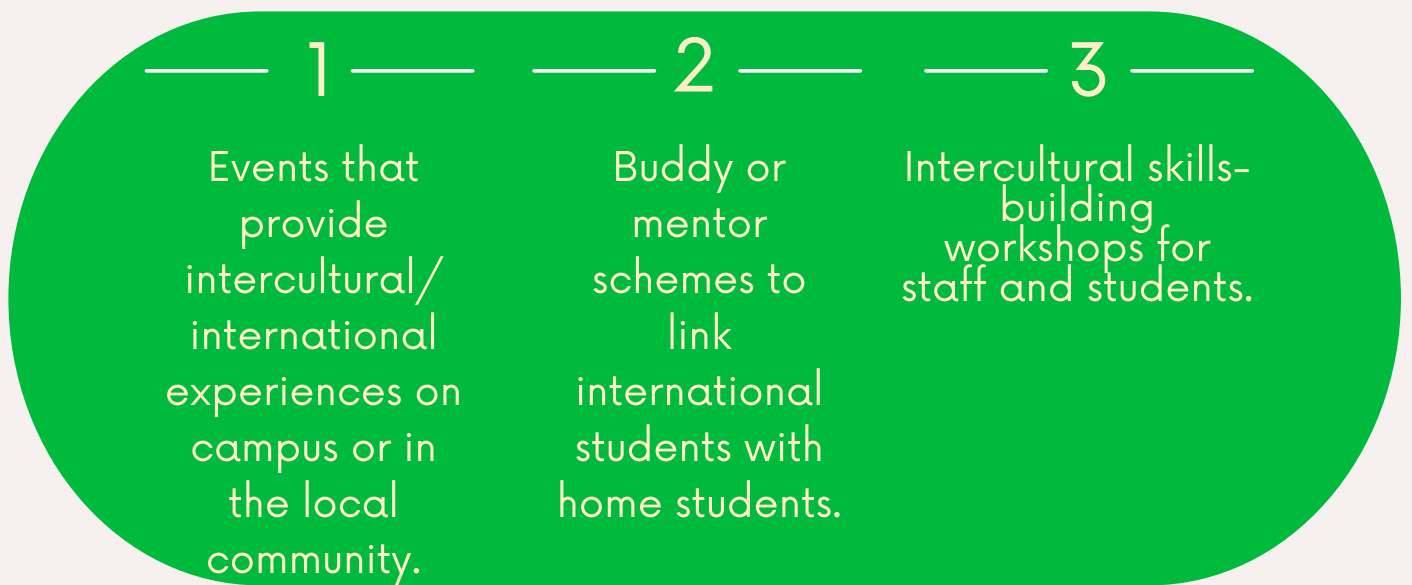
Co-funded by the Erasmus+ Programme of the European Union



## 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. The English versions of all information means (key institutional regulations, curricula, detailed practical information and guidance) are partially published on the institution's website.

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



## A LOT OF

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



**TRAININGS WORKSHOPS** 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.

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.