INTERNATIONAL OFFICE

POLICY ON INTERNATIONALISATION

UNIVERSITI MALAYSIA PAHANG

BRINGING THE WORLD TO

UNIVERSITI MALAYSIA PAHANG IN THE QUEST FOR

GLOBAL CITIZENSHIP

CRAFTED & DEVELOPED BY INTERNATIONAL OFFICE, UMP

POLICY LAUNCHED

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BRINGING THE WORLD TO UNIVERSITI MALAYSIA PAHANG IN THE QUEST FOR GLOBAL CITIZENSHIP

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INTERNATIONAL OFFICE, UNIVERSITI MALAYSIA
PAHANG WISHES TO THANK ALL WHO SUPPORT US
IN REACHING OUT TO THE WORLD.

IN ORDER TO CARE, WE NEED TO BE AWARE...

EXECUTIVE SUMMARY

Academic evolution – an international dimension. The university's international dimension is in an ever evolving state. Education has become an increasingly valuable commodity. However, education is no longer just about knowing, it is also about learning to explore and to prepare oneself for uncertainty. The total campus experience shall shape the values that shall define the Universiti Malaysia Pahang graduate. The pathways of knowledge, of exposure and of disciplined imagination should lead to enrichment, not merely for the student but also for those who build these pathways. In each instance that science and technology emerges, erupts a universe of new knowledge, novel applications and waves of creativity. The total campus experience should be lined with these eruptions. The total campus experience should be splashed with expressions of voluntarism driven by an innate passion for humanity.

Engineering today is no longer the engineering of yesterday. The most sought after engineering graduates of yesterday had an entrepreneur streak. Today the coveted engineering graduate is one who knows how to innovate. There obviously is a paradigm shift. The essence of this shift lies in the capacity to innovate and to inject innovation into the industrial landscape.

The question is: What of internationalization? How does internationalization come into the picture? Should internationalization be for the sake of internationalization?

This document addresses these questions and the wealth of opportunities that await Universiti Malaysia Pahang academicians, intellectuals, administrators and students. This document conceives the International Agenda of Universiti Malaysia Pahang focusing on the most essential element: the individual. It is this individual who shall converge with others to form the community. It is this individual who shall also reach out to other communities. It is this individual who needs to be nurtured and allowed the disciplined freedom to develop himself and those around him. The core of any organization is this very special individual. The core of a nation is the individual. The International Agenda of Universiti Malaysia Pahang embraces uncertainties and celebrates these individuals: the scientists, the academicians, the intellectuals, the administrators, and of course the youth.

The strategy underlying the policy. The Policy on Internationalisation, Universiti Malaysia Pahang entitled "*Bringing the World to Universiti Malaysia Pahang in the Quest for Global Citizenship*" is conceived within the framework of three **ultimate goals**: firstly, to yield a university community comprised of individuals who are global citizens with a first

class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism; secondly, to bring the world to Universiti Malaysia Pahang to create a total campus experience that is characterised by an international reputation, international environment, and international engagement; and thirdly, to position the internationalisation effort as a platform for the acquisition of funding, grants, returns, sources of income and financial rewards for the University and the university community.

Each of these goals has a set of *objectives* (seven in total) which allows focused implementation and targeted outputs. These are:

Objective 1.1 - To develop the students towards being global citizens with a first class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism;

Objective 1.2 - To develop the academicians / researchers towards being global citizens with a first class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism;

Objective 1.3 - To develop the administrators to be an enabling factor towards the creation of global citizens with a first class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism;

Objective 2.1 - To pursue international reputation through activities such as branding, marketing, prospecting, international recognition, and increasing the number of international strategic partners;

Objective 2.2 - To create and sustain an international environment at the campus of the University through activities involving all levels of individuals as well as improving the physical facilities and system;

Objective 2.3 - To nurture and cultivate an innate commitment that underlies international engagement towards providing real solutions on global issues and humanity;

Objective 3.1 - To provide opportunities for UMP to acquire funds through research grants, consultancy, and other sources as well as providing opportunities to generate income through internationalisation activities.

Implementation within the context of a young university. There are three key elements that define the implementation process: the development thrust; the initiative; and the impact level. The development thrust identifies a specific capacity to be developed. There are three development thrusts: technical skills and expertise; informed decision making capacity; and attitude as a basis for innovation and creativity. The initiative is the activity carried out aligned to the specific development thrust. The number of initiatives presented in the implementation plan shall increase as the implementation develops over time. There are seven impact levels: exposure; awareness; awakening; experience; competency; expertise; and intellectual leadership.

International Office, Universiti Malaysia Pahang's Role. The international Office shall play a role at three distinct levels: firstly, in the conceptualization and as driver of the Internationalisation Agenda; secondly, as an enabling factor or a supportive role in international programmes and activities of other departments or faculties; and thirdly, as an internationalisation tracking system for the Office of Vice Chancellor. In order to drive the Internationalisation Agenda, the International Office has set a country specific agenda and also a programme specific agenda. Six programmes have been endorsed by the University Management Executive Council (JKPU) chaired by the Vice Chancellor to carry the Universiti Malaysia Pahang Internationalisation Agenda.

Dynamic Policy and Implementation Plan. The Internationalisation Agenda, Policy and Implementation Plan is a dynamic and evolving strategy and plan based on consensus and directions of interest of the stakeholders. This document presents the starting point and is presented in two volumes. Volume 1 consists of three chapters: Chapter 1 – Background; Chapter 2 – The Policy; and Chapter 3 – Policy Guidelines and Operating Principles. Volume 2 consists of three chapters: Chapter 4 – Internationalisation Calender and Milestones; Chapter 5 – Internationalisation Policy Implementation Blueprint; and Chapter 6 – Indicators, Benchmarking, Accountability and Monitoring Process.

Chapter One
BACKGROUND

Globalization can be a trap for developing nations They should make

every effort to retain control of their own fates. In theory, globalization is supposed

to be for the good of all. In reality, this concept was

designed by the developed countries on behalf of their companies and financial

institutions. The purpose: to overcome the regulations set up by developing

countries to promote their domestic economy

and local firms which had been marginalized during colonialism. In practice,

following these policies can bring a country new opportunities for

wealth creation. But it also brings new risks that can

destroy prosperity in the twinkle of an eye.

Tun *Dr. Mahathir bin Mohamad,*

Recreating Asia: Visions for a New Century, 2002

I.   INTRODUCTION

[1]   The University must respond to the increasing changes brought about by globalization. Today education is without borders. Today knowledge networks span the globe. The response of the University must be one that embraces uncertainty and rides the waves of disciplined imagination. The Glocal University must not be afraid to succeed in the realm of universal academic freedom, a freedom defined *by* us and *for* us.

[2]   This document puts forth Universiti Malaysia Pahang's response to the global wave. Universiti Malaysia Pahang is, through this effort, launching a coordinated endeavour to enhance the international nature of its policies, operations, curriculum and partnerships, leading to an aspired international reputation, international environment and international engagement.

[3]   Internationalisation *not* for the sake of internationalisation, seeks to enable Universiti Malaysia Pahang in its mission "To be a world class competency-based technical university".

Universiti Malaysia Pahang seeks thus to be a leading university with a significant international reputation for research, ideas and the total campus experience.

[4]   Through this commitment to internationalisation, the University aims to yield graduates, postgraduates, scientists, academicians and administrators who embody the characteristics of the *global citizen with a first class mindset*.

[5]   The Internationalisation Policy contained in this document formulates a common vision, value, goal and strategy to cover all aspects of the work of the university and also elaborates a set of objectives, activities, and operational principles to give direction to the next phase of growth of the University. Furthermore, this Internationalisation Policy is supported by a set of clearly defined targets characterised by distinct indicators that provide measures for self review.

II.   DEFINITIONS

[6]   Internationalization of the University needs to carry far more than the traditional inter-institutional cooperation across borders. It would be essential to the future quality of higher education in Malaysia and the region to impose a deliberate transformation of how we teach and learn within a global context. This transformation could include the infusion of an international dimension throughout the curriculum or perhaps emphasizing experiential and active learning. We could also imagine integrating international activities with curriculum whilst using an interdisciplinary approach to explore a field of study.

[7]   Internationalization requires openness to different cultures, values, and ways of knowing. This openness needs to be awakened, nurtured and most of all encouraged by the surroundings.

[8]   It is important to note that globalization refers to the space in which certain institutions carry out their activities. A university may well be engaged in the globalization of higher education, but because they are rooted in their own home base they are not necessarily international.

[9]   Internationalization is thus seen as something very different from globalisation. Internationalization does not prevent an institution from acting in any place in the world, but it does not make it a requirement. In the process of internationalisation, the predominant

thrust resides in the internal transformation of the institution itself rather than the geographic extension of activity.

[10]   Internationalization is, thus, first to be understood as an institutional process that internalizes to a certain extent the concept of openness to the world. This openness should transcend all activities and organizational aspects of the university. Thus, globalisation, within the context of this policy, is perceived as a mechanism, not necessarily critical, towards internationalisation.

[11]   As such the Universiti Malaysia Pahang is adopting a working definition of *Internationalisation* as 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education; expanding the number of international students and scholars participating in scholarly activities at the Universiti Malaysia Pahang; enriching the international diversity of communication and activities; and enhancing opportunities for Universiti Malaysia Pahang students, academicians and administrators to explore intellectual and cultural wealth beyond the borders of our country.'

[12]   Most importantly, this process should promote participation in the global world of scholarship, by being receptive and responsive to issues within the international environment. This process also aspires to create and instil a global awareness and sensitivity through a voluntary commitment to addressing global issues through real solutions that engineering and science and technology can offer. Through the internationalisation process, we hope to mould global citizens with a first class mindset.

III.   POSITION STATEMENT

[13]   It is important to stress, however, that internationalisation must be seen as a means to attaining the highest standards at University in terms of the university reputation, the environment and the engagement in intellectual or humanitarian issues. Internationalisation is not a goal in itself. This policy thus strives to internationalise, not for the sake of internationalisation, but for the sake of the highest possible standards and commitment.

[14]   Thus internationalisation involves the incorporation of an international dimension in all aspects of the work of the university be it in terms of orientation, research, teaching, student body, or curriculum.

[15]   Efficient, effective, and sustainable progress in internationalisation would require the university to at least be clear about the stakes and their own specific strengths. Only then can the university strive to be a significant institution in the international market place for ideas and education.

IV.   ULTIMATE GOALS

[16]   The essence of internationalisation resides in keeping focus on the ultimate goals. These are three-fold: Firstly, to yield a university community comprised of individuals who are global citizens with a first class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism; Secondly, to bring the world to Universiti Malaysia Pahang to create a total campus experience that is characterised by an international reputation, international environment, and international engagement; and Thirdly, to position the internationalisation effort as a platform for the acquisition of funding, grants, returns, sources of income and financial rewards for the University and the university community. These ultimate goals of internationalisation should sharpen the competitive edge of the University both nationally and internationally in particular with respect to the current demand for graduates who are internationally-knowledgeable and interculturally-competent.

[17]   The intricate relationship between universities and development implicitly embodies ways of thinking about knowledge and of seeing ourselves within the context of economic and societal sustainability. The rationale for the internationalisation is grounded in our belief that an understanding of the diversity of cultures and societies is an integral part of education. This should pave the way for an acquisition of global awareness and hopefully global citizenship and engagement.

[18]   Awareness, exposure and debate on global issues shall lay the foundations for strategic voluntarism. This should allow the university to harness the talents and enthusiasm of students to learn by doing. Strategic student and academician outreach will then begin to take shape through voluntarism and the quest to provide science, technology and engineering solutions for global issues. Student and academician volunteers will then be able to go a step further and express voluntarism in a variety of technical capacities locally and abroad. Their working on such matters on their own, often with visions of education and development quite

different from those of a government, should create an awakening, thus a deeper sense of enthusiasm. This awakened enthusiasm is the underlying factor that shall steer *voluntarism*.

[19] *International reputation*. Where are international students going? Where are the best minds in science, technology and engineering going? What are the trends of cross-border mobility? Furthermore, are there new forms of cross-border education? How does GATS relate to cross-border education? These are questions that point to international reputation. Thus, in terms of international reputation it would be important to address issues such as quality and recognition; access and equity; and of course, financing and cost. Another element that reflects on the international reputation is the internationality of the executive board.

[20]   Thus without doubt, international reputation transcends the following dimensions: structure of the organisation; strategy – local differentiation and global standardisation; performance – academic, research, ect, covering the indicators that gauge these; resources – resource allocation and technological skills; and finally, behaviour – attitude of academics, students and administrative staff.

[21] *International environment.* An international environment is defined primarily by three constituent elements: worldly academicians and staff; internationally diversified staff and student composition; and international curriculum and activities.

[22]   A university community made up of people from many nations with such a rich background would bring a diversity of views and ideas, respect for cultural and ethnic diversity and, an understanding of tolerance. To this richness of community creates an environment in which all members can share the aspirations of others with widely differing experiences.

[23]   To create an international environment the University is taking steps to diversity its staff and student composition. Many faculty members have lived, studied or taught overseas. They bring to their work an international perspective. They bring to the campuses their life and personal experience. They thus bring knowledge, culture, perspectives and the diversity of their experiences to create and enrich the environment.

[24]   Having more international students on campus has practical implications for what is taught and how it is taught. An increase in the number of international students requires additional investment in services in view of the expectations of good support services. The processing procedures for health certificates, visa changes and renewals, and foreign-student

work opportunities need to be centralised. Furthermore, the investment in services would need to include providing reception, orientation, counselling, and ongoing support to international students. This would address difficulties in adjusting to what could be for many of them a very different educational system. This critical administrative service would without doubt improve the students' chances of academic success and also reduce strain on all university services, including those in the classroom.

[25]   Foreign students can be classified into two categories: those who register in Universiti Malaysia Pahang as regular students and those who come to take part in intensive sessions or to follow courses of study of a few weeks' or months' duration. In the former, the university would need to focus attention on the need to integrate them into the university community and the total campus experience. Their possible contribution would be clearly essential for our university to become truly open and of international standards, and thus offer this experience also to our own students.

[26]   The internationalisation strategy would definitely need to address the internationalisation of the curriculum. This would include: international content in the curriculum wherever it is educationally possible; materials from international and intergovernmental organisations, including international research; and broadening the traditional subject areas through international and/or intercultural approaches to teaching and learning.

[27]   International engagement. By definition the scientific mission of the university is international in nature. It is, however, clear that this does not mean that the university can be considered "internationalizing" or already "internationalized". For either to be the case, there are two basic missions of the university that must also have an international orientation. These two basic missions are teaching and service to the community.

[28]   The community-service questions we must address no longer relate solely to communities in close physical proximity but also relate to the world as a whole. There are countries struggling with poverty, and those that struggle with disease, misery or illiteracy. This policy addresses global issues and rides on the need to provoke an awakening and nurture an enthusiasm towards providing real solutions for global issues. This, through an innate voluntary characteristic of each individual that makes up the international community of the Universiti Malaysia Pahang.

[29]   Financial returns and benefits and a certain degree of financial independance.
The university is having to do a lot more with a lot less funding. This may lead to a contraction of generosity felt across campuses whereby academics may feel overburdened just teaching and carrying out disciplinary-based research. Whilst some professors continue to work to broaden the educational experiences available to themselves and to their students, the task will not be easy. Thus again, voluntarism needs to emerge in the face of financial anxiety.

[30]   There is thus, a need to diversify funding sources. The internationalisation policy cannot run from a minimum emphasis on a market approach to international education. The Internationalisation strategy would need to allow for enrolment projections, promotional materials, recruitment travel expenditures, and new service costs to be an intergral element of the financial plan. Foreign-student tuition is definitely revenue and a portion of this could be dedicated to the provision of scholarships to attract outstanding applicants and support able students who would otherwise be unable to attend the university.

[31]   Successful internationalization of the classroom depends on a positive response from faculty, who must believe that the benefits outweigh the costs. Idealistic arguments alone may not be strong enough to induce what is sometimes significant change in both pedagogic style and workload in the academe. Thus, some system of revenue sharing would need to be established and agreed upon to allow faculties and departments to gain some financial benefit from having additional international students or additional international activities.

V.   GENERAL STRATEGY – UMP ENABLED & ENABLING

[32]   Internationalisation is the fruit of a slow gestation process from partial, limited, and sporadic to coherence and synergy. In order to project Universiti Malaysia Pahang within the context of the future, work in the field of internationalisation must become increasingly systematic. In order for the Internationalisation Policy to become a means of enabling the university to fulfil its basic role in society, this must be a strategy that takes into account real issues: Firstly the strategic direction and development of the Universiti Malaysia Pahang as a young university; secondly, future directions for engineering and technology and thus the future of all the faculties; thirdly an increased emphasis on the economic rationale that raises the question of what internationalization really means; fourthly, the impact of trade

agreements and the labour market; and fifth, employability, and the need to respond to industry's human-resource requirements and the need to be competitive in world markets.

[33]   Linear strategies can thus only be strategies of yesterday. If Universiti Malaysia Pahang wishes to move forward on an internationalization strategy that can be implemented, then this internationalization strategy would need to be *flexible*, *adaptable* and *complex* in its ramifications. It would need to be *dynamic* and able to address the needs of the academic members, in particular, and take into consideration, the dynamic growth of their capacities. Only then would Universiti Malaysia Pahang be able to stand the tides of uncertainty.

[34]   It is now widely recognized that science, technology, engineering and innovation are essential elements in ensuring competitiveness as well as sustainable and socially equitable economic development. Scientific progress has become a more direct driver of the innovation process. Technical progress has accelerated in areas where innovation is directly rooted in science (e.g. biotechnology, information technology, new materials) and private sectors' demand for links to the science base has increased. Innovation now often requires more external and more multidisciplinary knowledge, as many technologies have become extremely complex. As these new complex technologies increasingly become the indispensable adjuncts of much that we do, there is no doubt that *the underlying asset is the individual*, the being that pursues new knowledge and allows this new knowledge to emerge in the form of science, in the form of technology, in the form of engineering or in the form of innovation.

[35]   Hence, if the individual is the critical asset and also the key success factor, it would be essential to allow this individual the freedom and time to indulge in his activity and therefore enable the fruits of his activity to mature and to be harvested. The following questions remain. How do we harness the available capacity? How do we strengthen this capacity in a strategic and coordinated manner? How do we apply absorptive capacities, and from which source? There is an obvious overlapping of Technology Platforms and of Dual Industrial Applications of Sciences, Engineering Fields and Technologies, how can these capacities complement each other? Could there be a need to promote a Capacity Value Chain Redesign in order to address brain gain and/or brain drain?

[36]   It is important to stress that the process for knowledge to emerge requires time, dedicated focus and imaginative discipline. Only then can this emerging knowledge pave the

way for deeper scientific understanding or advancements in technology and engineering leading to breakthroughs and a wider technology application domain.

[37]   Furthermore, there needs to be clear distinction between different directions along the science and engineering value chain. There should be a strict distinction between the effort for *horizontal development* and *vertical development*. Horizontal development cuts across many disciplines and mindsets. Vertical development allows for a deeper development in the understanding of a specific area or topic. Both are prerequisites for scientific, technological or engineering advancement. Good *internationalisation management and activity prospecting would require a balance*, not necessarily even, *of the two*.

[38]   Making Universiti Malaysia Pahang enabled precedes any effort for Universiti Malaysia Pahang to be enabling. Internationalisation of Universiti Malaysia Pahang resides thus within the context of an enabled and enabling university. The three pillars that require focus and continuous development are info-structure, infrastructure and human capacity building. Of the three, *building scientists, engineers, technologists and intellectuals of tomorrow lies at the heart of this policy effort*.

[39]   In view of uncertainty, in view of failure, in view of dualities in technologies and spillover, in view of primary transformative technologies, waves of innovation and converging technologies, in view of a possible need for capacity value chain redesign, in view of all these, MANPOWER should not be a problem, it should be a solution, and the solution lies in strategic international cooperation and collaboration.

[40]   If the scientists, experts and other individuals are the nomads of the new-knowledge economy, then passion and freedom of academic expression shall be the lubricant, and international co-operation and collaboration will be the bonding agent of the new-knowledge economy.

VI.   CRAFTING & DRAFTING THE POLICY

[41]   The Policy on Internationalisation, Universiti Malaysia Pahang shall acknowledge and address not only the wealth of opportunities but also the broad array of barriers potentially facing the key players, whilst being sensitive to local conditions.

[42]   Most importantly, the development of this policy should be through on-going dialogue and based on consensus on the various directions and mechanisms for achieving the ultimate goals of internationalisation. Thus with this policy as a foundation, the faculties and university administration should be able to determine more precisely the measures for internationalisation that are suited to their immediate needs and abilities, and sustain a progressive interest in committing to the Universiti Malaysia Pahang Internationalisation Policy.

Chapter Two

THE POLICY

I.   PREAMBLE

The Policy on Internationalisation fully recognises that:

[43]   Higher education institutions play a central educational, economic and employment role in society, in scientific, technological and applied research and through the production of skilled graduates.

[44]   Strong higher education and research institutions underpin a vibrant and pluralistic civil society, and enrich social and cultural life by generating new knowledge and by continuously enhancing humanity's intellectual and cultural heritage;

[45]   All higher education personnel play a critical role in contributing, through their work, to the dissemination of knowledge, the furthering of social and economic goals, and the pursuit of innovation and new ideas;

The Policy on Internationalisation is fully aware of:

[46]   The principles of cultural and linguistic diversity as embodied in the 2001 UNESCO Universal Declaration on Cultural Diversity: "All persons should be able to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons should be entitled to quality education and training that fully respect their cultural identity."

[47]   The UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel that calls for the encouragement of "international academic co-operation which transcends national, regional, political, ethnic and other barriers, striving to prevent the scientific and technological exploitation of one state by another, and promoting equal partnership of all the academic communities of the world in the pursuit and use of knowledge and the preservation of cultural heritages."

[48]   The fundamental distinction between internationalisation of higher education and the process of globalisation and trade. The application of trade principles to education and the deepening of trade liberalisation are radically altering the international environment for higher education institutions, staff, and students. Multilateral, regional and bilateral trade agreements, epitomised by the General Agreement on Trade in Services (GATS), threaten to lock-in a broad liberalisation agenda, not just through the elimination of barriers to trade and

investment, but also through the entrenching of domestic liberalisation and commercialisation in the form of privatisation, deregulation, and the contracting out of public services.

The Policy on Internationalisation celebrates the contribution of science, technology and engineering education to development and humanity.

[49]   Historically, the promotion of education since the 19th century has powerfully contributed to economic, social and cultural development and has enabled recognition of certain values such as democracy, human and trade rights, international understanding and peace.

[50]   Education has always reflected and been influenced by changes in economy and society, while at the same time acting upon those changes. The relationship between education, economy and society is interactive.

[51]   Education is the key to participation in the global economy of the 21st century, based on technological revolutions in communications and transfer of information, as well as major changes in production, transport and distribution, and the economic value of knowledge.

[52]   Secondary education, higher education and research contribute to global progress and must be developed while taking into account the fact that quality education for all young people and scientific progress constitute a preoccupation and a necessity throughout the world.

[53]   The development of quality higher education systems in developing countries is an essential precondition for the training of the specialists needed for economic and social development, as well as for capacity-building within the education sector as a whole;

[54]   Development requires the reduction of poverty, human suffering, exploitation, and violation of human rights and the re-launching of voluntarism and literacy.

[55]   In the presence of poverty, peace and progress cannot be resolved and that to reduce poverty requires educating the people in order to facilitate their involvement in decisions and policies which impact their lives. Education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness.

The Policy on Internationalisation defends local science, technology and engineering community needs

[56]   Every person has the right to an education, appropriate to their needs, which enables them to achieve their fullest potential in life, taking into account their individual abilities.

[57]   The ability of nations to maintain and adopt measures that meet the needs of their citizens must be preserved. Such measures include: providing financial support, subsidies, and incentives to individuals, institutions, state enterprises, non-governmental organisations, and enterprises; restricting the presence of foreign, private, or for-profit institutions; regulating in whatever way is considered appropriate to meet national education objectives; and requiring local content and performance requirements for foreign-based institutions.

The Policy on Internationalisation upholds global citizenship

[58]   Preparing young people to be active and productive global citizens is an important element of their education. The development of critical thinking, conflict resolution skills, respect for diversity, gender equality, artistic and sporting values and environmental awareness are among the behaviours that must be developed in young people through appropriate learning opportunities.

[59]   The students of today (as the workers of tomorrow) require higher levels of education and more complex skills in a competitive global labour market dominated by rapid development of new technologies and demands for new and updated skills.

[60]   The development of society in the new millennium requires massive educational efforts. The development of the knowledge-based society requires life-long education for all. Teachers are crucial to this development. The status of teachers must be raised, and governments, in co-operation with teacher organisations, must take the initiative to improve the conditions for teachers in order to implement the necessary reforms.

[61]   Young people need to be encouraged to learn additional languages so that they can develop their communication skills, have a better understanding of the cultural values underpinning these languages, and thereby build better understanding between people.

[62]   In light of the recent United Nations report on the catastrophic damage to the environment and the implications of global warming for the future of the planet, environmental awareness must be an essential part of any quality education system.

The Policy on Internationalisation serves as a catalyst partnership, co-operation, exchange and collaborative work across borders

[63]   Higher education has long been international in scope. The communication and sharing of ideas and information, collaborative work, and exchange of staff and students across borders are central to the development of higher education and research, and should be encouraged.

[64]   The continued internationalisation of higher education should be based on co-operation and exchange rather than competition and commerce. It should promote cultural and linguistic diversity and understanding, broaden educational opportunities and access, enrich the educational experience of students and staff, facilitate international development, and enhance the free flow and exchange of knowledge and ideas.

[65]   New forms of cooperation and broad national alliances should be sought, particularly with NGOs, in order to develop complementary forms of education in the context of the objectives of education for all.

[66]   Partnership is a key concept for the achievement of education for all. The objective of the different parties must be the common interest. Proposals and activities must be implemented respecting the responsibilities of the different partners.

The Policy on Internationalisation insists on genuine transfer of technology and academic knowledge

[67]   The development of domestic higher education systems in developing countries, should be pursued with attention regarding genuine transfer of technology and academic knowledge, not the commercial penetration by providers based in the developed world.

The Policy on Internationalisation further strives to:

[68]   Promote open and accountable institutional governance and management systems and the appropriate involvement of staff unions; whilst advancing and defending the employment and academic rights of higher education teaching personnel, staff and students.

[69]   Promote cultural respect and linguistic diversity whilst ensuring the integrity and quality of higher education.

The Policy on Internationalisation addresses the challenges to education, academic progress and global welfare.

[70]   At a time of rapid and even fundamental changes in economy and society, there are great new challenges for education: Achieving Education for All; Making life-long learning a reality for all; Reaffirming the values of education in relation to personal development, the world of work and the rights and responsibilities of citizenship in democratic societies.

[71]   The challenges faced by education have become more numerous and complex. In particular the greater expectations of students, families and workers, and the pressures of globalisation and internationalisation, place far greater demands on public education systems than in the past.

[72]   Taking into account the potential and the consequences of new technologies, educational content and methods need to be rethought. In the context of the integration of the new ICTs in the economy, making the most of human resources is today a strategic challenge which the public education service must meet.

[73]   The key role of the teacher as a specialist needs to be defined in the provision and management of learning opportunities.

[74]   There are also threats to education arising out of the global economy commercialisation of educational services. These threats include: Risks of inequity, discrimination and deepening of the digital divide; Non-respect for diversity of culture, traditions and languages; Introduction, under the guise of 'reform', of a 'culture of enterprise' based on self-interest, with the consequent risk of undermining the ethical values of education and of the teaching profession; and Short-sighted solutions to the new challenges, such as hiring unqualified people or draining teachers from the south towards the north.

[75]   This global economy is based upon levels of mobility unprecedented in human history - mobility of information, of finance, of goods and services, and of people, but also mobility of disease, of crime, of arms and instruments of repression. Extremes of wealth and poverty within and among countries are greater than ever. In this new era with its opportunities and threats, is more relevant than ever to seek to build societies that are fair and just for all their citizens, that respect universal values of democracy and human rights, and whose development - social as well as economic - will be equitable and sustainable.

Brain drain, intellectual mobility and brain circulation

[76]   There is an increasing complexity of social and intercultural relations in society in the context of extensive human migration and the effects of economic globalization.

[77]   Notes the growing trend of industrialised countries recruiting education staff in developing countries by offering significantly better living and working conditions. This practice penalises the countries of origin, which inevitably lose the best amongst the qualified educators in whom they have invested, and who are urgently needed to maintain and improve the quality of education in their home countries.

The Policy on Internationalisation recognizes the significance and urgency of assessment, benchmarking and ranking

[78]   Assessment systems may become a political and economic tool to promote privatization. Private assessment agencies use inappropriate assessment tools designed for use in business, not in schools.

[79]   Any evaluation of the quality of education provided by any public education institution must not be based solely on student achievement test scores but should take into account a range of factors related to the context of the school and the class, such as students' capacities, skills, socio-economic circumstances, financial and learning resources, facilities, school administration, class sizes and school organisation characteristics.

II.   VISION & MISSION

[80]   The vision of the Policy on Internationalisation, Universiti Malaysia Pahang is as follows:

> *"To be a world class competency based technical university"*

[81]   The mission of the Policy on Internationalisation, Universiti Malaysia Pahang is as follows:

> *"To bring the world to University Malaysia Pahang in the quest for global citizenship"*

III.   GOALS & OBJECTIVES

[82]   The Policy on Internationalisation, Universiti Malaysia Pahang entitled "*Bringing the World to Universiti Malaysia Pahang in the Quest for Global Citizenship*" is conceived within the framework of three ***ultimate goals***:

G1.   To yield a university community comprised of individuals who are ***global citizens with a first class mindset*** driven by the passion to provide engineering and technical solutions through an innate commitment founded on ***voluntarism***;

G2.   Secondly, to bring the world to Universiti Malaysia Pahang to create a ***total campus experience*** that is characterised by an international reputation, international environment, and international engagement;

G3.   Thirdly, to position the internationalisation effort as a ***platform*** for the acquisition of ***funding***, grants, returns, sources of income and financial rewards for the University and the university community.

[83]   Each of these goals has a set of ***objectives*** which allows focused implementation and targeted outputs. These are:

Objective 1.1   -   To develop the students towards being global citizens with a first class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism;

Objective 1.2   -   To develop the academicians / researchers towards being global citizens with a first class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism;

Objective 1.3   -   To develop the administrators to be an enabling factor towards the creation of global citizens with a first class mindset driven by the passion to provide engineering and technical solutions through an innate commitment founded on voluntarism;

Objective 2.1 - To pursue international reputation through activities such as branding, marketing, prospecting, international recognition, and increasing the number of international strategic partners;

Objective 2.2 - To create and sustain an international environment at the campus of the University through activities involving all levels of individuals as well as improving the physical facilities and system;

Objective 2.3 - To nurture and cultivate an innate commitment that underlies international engagement towards providing real solutions on global issues and humanity;

Objective 3.1 - To provide opportunities for UMP to acquire funds through research grants, consultancy, and other sources as well as providing opportunities to generate income through internationalisation activities.

IV.   DEVELOPMENT THRUSTS & INITIATIVES

[84]   The Policy on Internationalisation shall be implemented on the basis of three development thrusts (DT). Each development thrust shall be supported by a number of initiatives. For each initiative shall be indicated the level of impact and key indicators for monitoring purposes. There are seven levels of impact, namely: Exposure; Awareness; Awakening; Experience; Competency; Expertise; or Intellectual Leadership. The three Development Thrusts are as follows:

DT 1.   Technical and Engineering Knowledge, Skills and Expertise;

A firm grasp on the knowledge of science, technology and engineering and the skills related to these is the prerequisite to achieving the capacity to exercise the scientific or engineering expertise. Techno-entrepreneurship and the ability to innovate and to inject innovation into the surrounding economic or industrial landscape has become a determining factor in producing first class practical engineers.

DT 2.   Informed Decision Making;

The capacity to make a decision is cultivated within the framework of confidence and knowledge. This can only be achieved through a thorough understanding of the situation; the historical events surrounding the issue up to the point whereby a decision is to be taken; and projections of the situation or issue in time and context. Informed decision making would require for an efficient and highly expert knowledge network to be in place and accessible.

DT 3.   Attitude as a Basis for Innovation

Innovation starts with attitude and the courage to go beyond the barriers of that which is permitted by science, by technology, by engineering or even by cultural perceptions.

V.   IMPLEMENTATION

[85]   The Policy on Internationalisation, Universiti Malaysia Pahang entitled "*Bringing the World to Universiti Malaysia Pahang in the Quest for Global Citizenship*" shall be implemented in a holistic manner that allows the individual scientist/engineer/technologist levels of independence guided by disciplined imagination within the framework of academic freedom.

[86]   Details on the process of implementation of the Policy on Internationalisation, Universiti Malaysia Pahang are presented in Volume 2 of this document.

Chapter Three

POLICY GUIDELINES & OPERATING PRINCIPLES

[87]   A number of operating principles will guide the process of internationalization at the Universiti Malaysia Pahang.

[88]   **Administrative Organization of the Policy**. The International Office Universiti Malaysia Pahang shall provide strategic leadership and support to staff in the roll out of programmes and activities within the framework of implementing the Policy on Internationalization. In addition, the International Office may advise, monitor and assist individual departments, faculties and centres in their internationalisation activities. Towards the effective implementation all faculties / departments of the university would be requested to update and inform the International Office of new initiatives and progress on existing international partnership and projects.

[89]   **Other Roles of the International Office**. The International Office shall support Vice Chancellor's Office in the monitoring process and also hold primary responsibility for international service functions that require collective administration such as: Create an awareness amongst all faculties/centres/departments of the University on the internationalization activities; Manage the welfare of international students; Manage international admissions in collaboration with academic and admissions staff; Manage international student services; Fundraise and administer the international linkages budget; Manage partnerships in which numerous academic units have an interest; Support the writing and implementation of official agreements; Assist in the identification and development of international research grant applications; Provide HoDs with necessary reporting protocols for international activities; Monitor progress relative to the benchmarks and indicators identified; Submit an quarterly report to Vice Chancellor's Office on progress relative to benchmarks.

[90]   **Role of Faculties Departments and Centres**. Each faculty, department and centre may develop a plan of internationalization. This could include issues such as staffing needs, curriculum change, research objectives, student recruitment, outreach, internships, centres of excellence, and special programs. Effective international programming is almost always interdisciplinary, thus this should be reflected in any planning.

[91]   **Motivating Academics, Staff and Students**: The success of this policy requires that a number of staff members make significant contributions to internationalization beyond their normal duties.   Such staff members should receive special recognition and in the promotion

process; sabbatical and research leave should encourage international inquiries and dialogue; and special support should be available to those seeking competitive international grants.

[92]   **Development and Approval of International Partnerships.**   The faculties, departments and centres have primary responsibility for identifying potential international collaborations.

[93]   **Partner Institutions**.   Partner institutions and programs should have an international reputation for excellence relative to the areas of cooperation. In addition, partnerships must should a) have clearly stated objectives which support the strategic goals of faculties, departments, centres and the University as a whole; b) be mutually beneficial to the Universiti Malaysia Pahang and other universities participating; c) have one or more identified dedicated staff members with primary responsibility for the Universiti Malaysia Pahang's side of the relationship; d) be financially sustainable; and e) have written agreements articulating operational principles and practices to govern the relationship.

[94]   **Financing of Internationalization Activities**. Several new directions in funding will be required by this policy. Firstly, the International Office will manage special budgets concerned with a) promoting international linkages; and b) scholarships for student exchanges. Both will be funded initially with University funds. Secondly, the International Office will begin to mobilize additional funds to finance such linkages and exchanges. These funds will come from sources such as international grants, donations, endowment funds, fees charged to international students, income from special programs, and revenue from commercialized research with international partners. In addition to these new directions in funding, it is expected that faculties, departments and centres will continue to seek their own sources of funds to support their international activities.