



ABIE
Alberta Bureau for
International Education

BCCIE
BC COUNCIL FOR INTERNATIONAL EDUCATION



Canadian Bureau for
International Education

International Conference 2025

INTERNATIONALIZATION IN HIGHER EDUCATION LEADERSHIP AND MANAGEMENT: PERSPECTIVES, INNOVATIONS AND BEST PRACTICES

SEAMEO RETRAC | October 8-9, 2025



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WELCOME MESSAGE FROM SEAMEO RETRAC DIRECTOR

Distinguished Guests,
Ladies and Gentlemen,

I am very honored and delighted to warmly welcome you to the annual International Conference on *“Internationalization in Higher Education Leadership and Management: Perspectives, Innovations and Best Practices.”* The Conference is jointly organized by the SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC) in collaboration with the Alberta Bureau for International Education (ABIE), the British Columbia Council for International Education (BCCIE), and the Canadian Bureau for International Education (CBIE), on **October 8–9, 2025**.

This year’s Conference will highlight the diverse practices and innovations in internationalizing higher education, with a particular focus on leadership, governance, quality assurance, research collaboration, teaching methodologies, curriculum development and professional development. By bringing together higher education leaders, academics, researchers, and professionals from various institutions and countries, the Conference provides a unique platform for exchanging perspectives, sharing experiences, and strengthening global networks.

I firmly believe that the discussions and collaborations at this Conference will contribute significantly to enhancing institutional capacity, fostering innovation, and advancing best practices in higher education leadership and management. I also trust that the insights shared will inspire participants to explore new pathways for cooperation and partnership across borders.

I would like to take this opportunity to express my deep appreciation to our co-organizers— the Alberta Bureau for International Education (ABIE), the British Columbia Council for International Education (BCCIE), and the Canadian Bureau for International Education (CBIE)—for their strong support, as well as to all distinguished speakers, moderators, presenters, and participants for their invaluable contributions. My heartfelt gratitude also goes to the organizing committee members and SEAMEO RETRAC staff who have dedicated their time and effort to this important event.

I look forward to welcoming you to the Conference and wish you all a meaningful and productive experience.

Warm regards,

Le Thi Thuy Duong

SEAMEO RETRAC Director

Conference Organizing Committee Chair



CONFERENCE ORGANIZER



Southeast Asian Ministers of Education Organization (SEAMEO)

On 30 November 1965, the Ministers of Education of Southeast Asian countries established the Southeast Asian Ministers of Education Organization (SEAMEO) for the development of the region through regional co-operation in education, science and culture.

The organization's highest policy-making body is the SEAMEO Council, which comprises the 11 Southeast Asian education ministers, including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste, and Vietnam. The SEAMEO Secretariat is located in Bangkok, Thailand.

Associate Member Countries: Australia, Canada, France, Germany, Kingdom of Morocco, Netherlands, New Zealand, Spain, United Kingdom (UK).

Affiliate Members: International Council for Open and Distance Education (ICDE), Norway; University of Tsukuba, Japan; British Council (UK), UK; China Education Association for International Exchange (CEAIE), China; Asia-Pacific Centre of Education for International Understanding (APCEIU), Republic of Korea; British Columbia Council for International Education (BCCIE), Canada; Southeast Asia One Health University Network (SEAOHUN), Thailand; and Education University of Hong Kong (EdUHK), Hong Kong.





SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC)

Vietnam, readmitted as a SEAMEO Member State on February 10, 1992 by the SEAMEO Council, hosts the SEAMEO Regional Training Centre (SEAMEO RETRAC) in Ho Chi Minh City, as one of the 26 SEAMEO Centers in the Region.



VISION

To be a center of excellence in education in Southeast Asia and beyond.



MISSION

To assist SEAMEO Member Countries in identifying and addressing issues of education.

ORGANIZATIONAL STRUCTURE

The SEAMEO Regional Training Center in Vietnam (SEAMEO RETRAC), located in Ho Chi Minh City, is one of the 26 SEAMEO Centres in the region.

The SEAMEO RETRAC Governing Board is the main policy - making body of the Centre. The Governing Board comprises one representative from each of the 11 SEAMEO Member Countries. The Centre is headed by a Director who is nominated by the Ministry of Education and Training of Vietnam, approved by the Governing Board, and officially appointed by the SEAMEO Council President. The Deputy Director is officially appointed by the Ministry of Education and Training of Vietnam.

The Centre is staffed by qualified professional, administrative, and service personnel, organized into the following divisions and departments:

- Division of Education
- Division of Foreign Studies
- Department of International Development
- Department of Research and Project Development
- Department of Personnel and Legal Affairs
- Department of Planning and Finance
- Department of Administration

In addition, experts from different partners, governments, international organizations and exchange programs from affiliated countries complement the permanent staff under partnership agreements.

OPERATIONS AND FUNCTIONS

SEAMEO RETRAC assists SEAMEO Member Countries - particularly Cambodia, Lao PDR, Myanmar and Vietnam - in addressing issues of educational leadership and management at all levels. The Centre directs its efforts by implementing innovative and relevant programs through research, training, consultancy, staff exchange, and the promotion of regional and international partnerships.

In cooperation with local, regional, and international organizations, SEAMEO RETRAC carries out a wide range of activities, including:

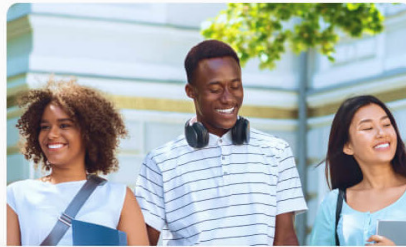
- ◆ Training courses, seminars, and conferences
- ◆ Research and project development
- ◆ Accreditation and quality assurance
- ◆ Language training, testing, and assessment
- ◆ Teacher training and professional development
- ◆ Development and promotion of educational models and best practices
- ◆ Personnel, faculty, and student exchanges for educational, scientific, and cultural purposes
- ◆ Community outreach and development initiatives

Website: <https://www.vnseameo.org/>

Email: contact@vnseameo.org



CO-ORGANIZERS



ABIE

Alberta Bureau for
International Education



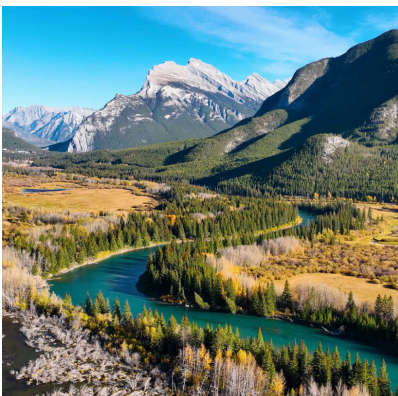
The Alberta Bureau for International Education (ABIE) is a vital catalyst for enhancing Alberta's global reputation and engagement in international post-secondary education. As a province with 26 publicly funded post-secondary institutions committed to academic excellence and student success, Alberta is a dynamic hub for learning, research, and innovation.

ABIE supports the development of sustainable and inclusive international education strategies, connecting students, institutions, and international partners with Alberta's post-secondary network. Through strategic collaboration, ABIE ensures that educational offerings align with local labour market needs—helping international students succeed while strengthening Alberta's communities and economy.

By fostering global partnerships and prioritizing impactful education and research, ABIE positions Alberta as a leading destination for international talent, contributing to innovation, workforce development, and long-term economic growth.

Website: www.albertainternational.ca

Email: info@albertainternational.ca





ABOUT BCCIE

BCCIE is a provincial Crown Corporation committed to supporting the internationalization efforts of the Province of British Columbia's public and independent K-12, public and private post-secondary and language schools.



MANDATE

BCCIE's purpose is to promote International Education in and for the Province of British Columbia, to promote and enhance BC's international reputation for education, and to support the International Education activities of the Government of British Columbia.

In support of this mandate, BCCIE serves the needs of all International Education sectors of British Columbia – public and independent K-12, public and private post-secondary, and language schools – in three core service areas:

Internationalization – Working with the Province and BC's public and private post-secondary and K-12 sectors and language schools to internationalize the BC education system. This is accomplished by the provision of a leadership role and includes sharing best practices, fostering positive relationships for the benefit of BC's diverse International Education sectors, and by promoting a culture of quality and excellence in internationalization.

Market Support – Supporting BC's International Education sector in positioning BC as the leading quality destination for international learners from around the globe. This is accomplished by creating and maintaining international networks and providing a coordinating function for a variety of activities that support the sector and Province.

Communication and Professional Development – Enhancing expertise in the International Education sector by providing services including effective professional development offerings and communications to and for BC's international education stakeholders.

VISION

To profile British Columbia as the education destination of choice for learners from around the globe and to promote global citizenry and internationalization at all levels in BC's education system.

ORGANIZATIONAL STRUCTURE

Board of Directors – BCCIE is overseen by an 11-member Board of Directors who ensures our operations reflect our mandate, direction and the interests of all stakeholders. Our Board reflects BC's diverse International Education sector, with representatives from public and private post-secondary universities and colleges, public and private K-12 schools, private English language and career training institutions, and the Ministries of Education, Advanced Education and International Trade.

BCCIE staff – BCCIE is staffed by a small team of subject matter experts in fields related to International Education, government relations, programs and events, marketing and communications, finance, administration and human resources.

For more information on BCCIE and its activities, please visit <https://bccie.bc.ca/>

CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE)



Canadian Bureau for
International Education

Canadian Bureau for International Education (CBIE) is the national voice of Canada's international education sector. CBIE's pan-Canadian membership comprises more than 155 institutions and represents Canada's full spectrum of education. Members are

Anglophone and Francophone, including colleges, cégeps, institutes, polytechnics, universities, school boards, and language schools. Since 1966, CBIE has managed over 100 Canadian and global capacity-building projects spanning 60 countries, with a value worth over CAD \$2.5 billion. CBIE has extensive experience designing and delivering customized programs in partnership with the Government of Canada, regulatory agencies, foreign governments, and institutions. These programs currently include several flagship scholarship programs of the Government of Canada. CBIE also offers professional development training, conducts research, and undertakes advocacy efforts within the international education space, and also mounts Canada's international education conference on an annual basis.



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Introduction

The Southeast Asian Ministers of Education, Regional Training Center in Vietnam (SEAMEO RETRAC), in collaboration with the British Columbia Council for International Education (BCCIE - Canada) and the Canadian Bureau for International Education (CBIE), is delighted to announce the International Conference 2024 focusing on “Internationalization in higher education leadership and management: Perspectives, innovations and best practices” which will be convened on October 8-9, 2025 at SEAMEO RETRAC’s premises – 35 Le Thanh Ton Street, District 1, Ho Chi Minh City, Vietnam.

This Conference is conducted with the aim of creating a global platform to bring together educational leaders, professionals, experts, researchers and educational practitioners to share and exchange different perspectives and information; explore innovative ideas, introduce practices and trends in the field of higher education leadership and management as well as suggest solutions for the current challenges in the field.

Objectives

Particularly, specific objectives of the Conference include:

- ✓ To create an educational platform for educational professionals and practitioners in sharing information, updating knowledge, exchanging up-to-date research-based results and embedding innovations, practices and strategies in leadership and management in higher education internationalization;
- ✓ To explore top-issues and concerns related to challenges affecting leadership and management practices of internationalization as well as identify solutions for coping with these issues; and,
- ✓ To promote and facilitate global networks and linkages among policy makers, educators, leaders and researchers as well as professionals in the field of international and higher education for future development.

Key theme:

Internationalization in Leadership and Management in Higher Education: Perspectives, Innovations and Best Practices

Subthemes:

- » Internationalization in educational policy, leadership, management and administration
- » Quality assurance and accreditation in higher education
- » Design, implementation and assessment of emerging technologies (e.g. artificial intelligence, virtual reality, augmented reality) in higher education to meet the internationalization context
- » Internationalization of curriculum development and implementation in higher education
- » Teaching methodologies, theories and practices
- » New trends in research in higher education

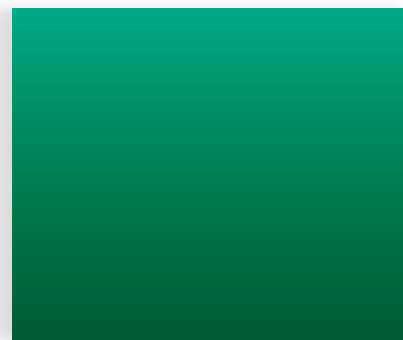
Participants

We welcome participation from local, regional and international individuals including:

- » Educational practitioners;
- » Educational leaders;
- » Educational administrators/managers;
- » University academics, researchers; and,
- » Others with an interest in education and training.



GUESTS OF HONOR



Co-Organizers

Dr. Randall Martin

Executive Director, British Columbia Council for International Education (BCCIE)
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Mr. Eduardo Jimenez Trinidad

Director, Alberta Bureau for International Education (ABIE)
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Ms. Karen Dalkie

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SEAMEO Regional Centers



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KEYNOTE SPEAKERS

Mr. John Arnold Siena is currently the Deputy Director for Programme and Development of the Southeast Asian Ministers of Education Organization Secretariat (SEAMES).

Mr. Siena has served as the Director IV of the National Educators Academy of the Philippines (NEAP), Department of Education, the Philippines for almost seven (7) years. He supported the teachers, school leaders and other teaching-related personnel of the Department of Education in the Philippines by ensuring that they are provided with relevant, responsive, and high quality professional development opportunities.

Mr. Siena rose from the ranks starting as a classroom teacher for more than 14 years. He began his leadership journey in the Department of Education as an assistant schools division superintendent and worked his way up to being schools division superintendent, assistant regional director and regional director in the Department of Education.

He holds three (3) master's degrees – Master of Education major in English from UP in the Visayas (1997), Master in Communication Studies with Distinction under the NZAID scholarship from Victoria University of Wellington, Wellington, New Zealand (2005) and Master in Development Management from Asian Institute of Management (2010).



Mr. John Arnold Siena
Deputy Director, Program & Development
SEAMEO Secretariat

INTERNATIONALIZATION OF HIGHER EDUCATION: STRENGTHENING INSTITUTIONS, ADVANCING THE REGION

In the evolving global landscape of higher education, the pursuit of internationalization is considered as an imperative. For higher education institutions (HEIs) across Southeast Asia, internationalization serves as a transformative force that strengthens institutional capacities, promotes shared excellence, and fosters mutual understanding across borders. Internationalization enables HEIs to respond more effectively to local and global challenges, prepare students for diverse pathways through innovative curricula, and establish platforms for knowledge and resource sharing through meaningful partnerships and consortia.

Colleges and universities perform distinct and complementary roles alongside government, industry, and civil society to advance national and regional development. By themselves, colleges and universities form future leaders and professionals, generate new knowledge through research, inform policies and programs led by other stakeholders informed by higher education data and practice, contribute to societal development through extension programs and outreach, and tackle evolving challenges through design thinking and innovation. By performing these functions, HEIs serve not only as spaces for learning but as drivers of collective progress.

Given this context, internationalization is able to catalyze these core functions. It broadens students' worldviews, elevates the quality of instruction through faculty development pursued through international exchange and mobility, strengthens systems through international quality assurance mechanisms, implements new modalities for teaching and learning through microcredentials and stackable competencies, and promotes regional integration by preparing students to thrive as global citizens.

However, HEIs face persistent challenges to internationalization. These include the lack of enabling policies, insufficient incentives and support mechanisms to participate in internationalization, limited funding particularly

for smaller private institutions, and limited mutual recognition of qualifications.

To this end, three key strategies are proposed to advance efforts in the internationalization of higher education:

1. **Recognize internationalization efforts as means to strengthen institutional capacity, and not merely an end goal.** Colleges and universities should utilize international benchmarks and metrics as formative tools for institutional improvement, rather than as instruments of competition. Participation in international quality assurance mechanisms should be seen as enabling tools that inform institutions how to improve their programs and offerings, and not to achieve global rankings as an end in itself.
2. **Leverage internationalization to drive regional development.** Regional partnerships, academic consortia, and cross-border platforms such as those led by the SEAMEO Regional Centre for Higher Education and Development (RIHED), are essential for promoting knowledge exchange, resource sharing, and collaborative problem solving. In particular, SEAMEO RIHED's Roadmap for Regional Integration advanced regional quality assurance and academic mobility programs, fostering partnerships among institutions and supporting the sustainability of Southeast Asian higher education.
3. **Adopt internationalization as a strategic response to future-proof learners and transition them to be stronger global citizens.** Through internationalization, colleges and universities are better able to expand student pathways, enable the portability of credentials, and promote learning beyond borders through digital platforms. Internationalization fosters global citizenship education which builds globally relevant competencies, and helps future-proof learners for success in a more digitally connected Southeast Asia.

The Southeast Asian Ministers of Education Organization (SEAMEO) plays a vital role in fostering regional cooperation in higher education. SEAMEO works on higher education on three fronts: (1) engaging directly with SEAMEO Member Countries and its ministries responsible for higher education, in conjunction with the leadership of SEAMEO RIHED; (2) collaborating with our affiliate members including universities such as The University of Tsukuba, The Education University of Hong Kong, and the Southeast Asia One Health University Network to facilitate policy dialogues, conduct capacity building initiatives, and promote research and knowledge sharing; and (3) by itself and with SEAMEO Centers, support student mobility through initiatives like the SEA Teacher Program and the Asian International Mobility for Students (AIMS) which enable college students to gain international experience and contribute to regional development.

By embracing internationalization to advance common goals and shared interests, higher education institutions in partnership with international organizations such as SEAMEO are able to cultivate a global community grounded in continuous development, innovation, and collaboration.

Dr. Tim Loreman joined Concordia University Edmonton (CUE) in 2003 as a professor in the Faculty of Education. He is known around the world for his work in inclusive education and pedagogy, and holds a Diploma in Teaching from Monash University, Graduate Diploma in Special Education from Deakin University, Master of Education from Deakin University, and Doctor of Philosophy in Education Psychology from Monash University. Prior to being installed as CUE's eighth President and Vice-Chancellor, he served as Vice-President Academic and Provost.

Under his leadership, CUE has grown into a place of spirit and discovery, offering students from around the world a boutique learning experience that prioritizes wellness, curiosity, and active citizenship.



Dr. Tim Loreman
President & Vice-Chancellor
Concordia University Edmonton, Canada

POST-SECONDARY TEACHING IN A TIME OF RAPID CHANGE

Traditional teaching methods at the post-secondary level are facing pressure due to increased student diversity, rapid technological advances, and changing expectations and knowledge about teaching and learning. This session will discuss the challenges in modern university classrooms, their causes, and potential adaptations to best meet learner needs.

Concordia University of Edmonton (CUE) has served a key role in post-secondary education for over 100 years in dynamic Alberta, Canada, a province with a diverse and growing economy, and a focus on developing and attracting world class talent. This session will be informed by the experience at CUE.

Dr. Nathalia Holtzman is the Interim Provost at the College of Staten Island, City University of New York. She earned her undergraduate degree from the University of Toronto and her PhD from the University of Oregon. A developmental biologist, she joined Queens College in 2005, where her research has focused on heart development and aquatic toxicology.

Before her current role, Dr. Holtzman served as Chair of the Biology Department and Associate Director of the Center for Teaching and Learning. As Associate Provost, she oversees the Learning Commons, Writing Center, Office of Experiential Education, Center for Career Engagement and Internships, First-Year Experience, Office of Honors and Scholarships, and the Accelerate, Complete, and Engage (ACE) program. Her current priorities include building a Transfer Hub to improve institutional pathways, investing in experiential learning, and scaling data-informed practices that close equity gaps.

Under Dr. Holtzman's leadership, Queens College has achieved measurable gains in student success and equity. The number of peer tutoring sessions has more than doubled—surpassing 10,000 annually—while the introduction of math recitations has led to a 10% increase in average course grades among participating students. Her office has secured over \$1.5 million in scholarships through private philanthropy and competitive grants, expanding access to high-impact academic opportunities. In support of transfer students, Dr. Holtzman has spearheaded efforts to accelerate credit evaluation and course equivalency decisions, reducing time to degree and improving retention for this critical student population.

Looking ahead, Dr. Holtzman is focused on embedding career readiness into the academic experience—strengthening employer partnerships, expanding paid experiential learning, and ensuring all students graduate with a clear pathway to meaningful careers.



Dr. Nathalia Holtzman
Interim Provost,
CUNY College of Staten Island, USA

CAREER-READY BY DESIGN: EMBEDDING CAREER THINKING AND AI TOOLS INTO THE COLLEGE JOURNEY

International education leaders should embrace career readiness and AI in the college environment as powerful, complementary strategies for institutional innovation and global leadership. Together, they ensure that higher education remains globally competitive, student-centered, and aligned with the rapidly shifting demands of the world economy.

Traditionally, universities have emphasized academic mastery as their central mission. While this remains vital, today's students expect more, seeking institutions that also provide clear pathways to professional success.

At CUNY, we are advancing this vision through a set of interlinked initiatives. Every major now includes an academic plan aligned with a career map, helping students connect coursework to long-term goals from the outset. We publish alumni career outcome summaries that detail job titles, salary ranges, and skill requirements, giving students a realistic view of the opportunities their degrees can open. Data-informed planning also highlights how many CUNY graduates remain in their local communities, shaping both career choices and regional workforce development. Most importantly, career awareness is now embedded across the student experience, from entry into college and academic advising, to department-level guidance and a growing number of course curricula. These practices ensure career readiness is a continuous, intentional part of academic life.

Technology strengthens this model. AI-supported advising provides students with personalized course recommendations tied to career pathways, while AI-driven platforms offer resume and cover letter drafting tools, curated job descriptions, and interview practice resources.

By embedding career thinking across the college journey, institutions can graduate students who are prepared not only to succeed, but also to lead in a dynamic global workforce.

PRESENTERS



ACADEMIC ENTREPRENEURIAL LEADERSHIP IN ACTION: GLOBALIZING KNOWLEDGE AND BUILDING COMMUNITIES

Dr. Oleg Komlik

Head, Program in Behavioral Sciences

Lecturer, Organizational and Economic Sociology

College of Management, Israel

The essential premise of this paper is twofold. First, the potential of knowledge is enormous; the main challenge lies in effectively facilitating its dissemination in our age of globalization. Second, globalizing knowledge does not, however, simply involve a top-down dissemination from the 'West' to the 'Rest of the World'; rather, it entails fostering local scholarly and professional communities to achieve a strong position in the global knowledge production institutional landscape.

To reflect on and realize this premise, this paper elaborates on two case studies of entrepreneurial leadership in academia on a global scale. Drawing on a decade of ethnographic and netnographic experiences, it examines two successful ventures that have connected tens of thousands of researchers, educators, students, professionals and policy makers worldwide: the International Sociological Association's Junior Sociologists Network and the Economic Sociology & Political Economy online community. Both case studies present a rich empirical foundation to understand the dynamics of initiating, building, sustaining, and leading international academic networks. The paper delves into the practical aspects of creating and promoting such networks, including the strategies for engaging diverse international participants. It explores the role of digital platforms and social media in propelling knowledge exchange and community building. It also addresses the structural and intercultural barriers encountered and the innovative solutions developed to overcome them.

Theoretically, the paper is based within the broader scholarship on global virtual teams and the literature on collective identity and (online) communities. It examines how the principles of virtual team management apply to academic communities, with particular attention to the role of leadership and identity building in virtual spaces.

Ultimately, the paper offers insights into the unique role of academic entrepreneurial leadership to cultivate global knowledge networks to accelerate scholarly collaboration and scientific activities globally and locally. It also provides practical recommendations for academics and institutions looking to harness the power of global networks for research, teaching, and professional development.

BIOGRAPHIES



Dr. Oleg Komlik is a scholar, academic entrepreneur, and management consultant. Oleg Komlik is a founder and editor-in-chief of the Economic Sociology and Political Economy global academic community. Established in June 2011, the ES/PE community has since become a unique source of knowledge and a widely recognized virtual venue for interaction among more than 80,000 members—including academics, students, professionals, and others—from approximately 170 countries.

Between 2014 and 2023, Dr. Komlik served as the Chairman of the Junior Sociologists Network of the International Sociological Association. During his tenure, he revitalized this global network and led a variety of online and offline initiatives to promote junior sociologists' careers and facilitate worldwide collaborations.

In recognition of his contributions to the global academic arena, Dr. Komlik was selected in 2017 by the G20's Research and Policy Advice Network as a Young Global Changer. In recent years, he has also been ranked among the Top Five sociology social media influencers in the world.

Dr. Komlik is Head of the Undergraduate Program in Behavioral Sciences and Lecturer in Organizational and Economic Sociology at the College of Management. The study of the influence of power, interests, and ideas on policymaking, institutions, and organizations shapes his professional journey. He has been awarded numerous fellowships and research grants. He currently focuses on the dynamics and workings of global virtual teams from various perspectives.

TRANSFORMATIVE LEADERSHIP AND INTERNATIONALIZATION IN MALAYSIAN HIGHER EDUCATION: ADVANCING THE SUSTAINABLE DEVELOPMENT GOALS FOR A RESILIENT FUTURE

Prof. Dato' Dr. Norazah Mohd Nordin

Director, Centre for International Strategic Negotiation and Sustainable Development Goals (UKM ISN-SDG)
Universiti Kebangsaan Malaysia, Malaysia

Leadership in higher education plays a transformative role in shaping institutional vision, fostering innovation, promoting internationalization, and addressing pressing global challenges through education, research, and societal engagement. In the context of the United Nations Sustainable Development Goals (SDGs), visionary and ethical leadership is essential in aligning university missions with sustainable and inclusive development. This paper examines how leadership practices and internationalization efforts in Malaysian higher education institutions are driving the sustainability agenda, highlighting key strategies, challenges, and success stories. Drawing on a synthesis of literature and Malaysian case study, the paper explores how Universiti Kebangsaan Malaysia (UKM), Universiti Malaya (UM), and Universiti Sains Malaysia (USM) have integrated SDG frameworks and internationalization strategies into strategic planning, curriculum transformation, and community engagement. Leadership initiatives such as the establishment of SDG-focused centres, sustainability-driven governance models, and international industry-community partnerships are discussed as impactful efforts towards advancing sustainable development. Key leadership competencies—including strategic foresight, systems thinking, inclusive collaboration, and global engagement—are identified as crucial drivers of institutional transformation. The paper also addresses challenges faced by Malaysian higher education leaders, including resource constraints, policy alignment, balancing global competitiveness with local socio-economic needs, and sustaining international collaborations. It highlights how leadership fosters cross-sectoral collaboration, empowers students as changemakers, cultivates a sustainability culture within campuses, and strengthens Malaysia's position in the global education landscape. In conclusion, the paper proposes leadership frameworks that support inclusive governance, innovation ecosystems, resilient learning communities, and robust international networks, positioning Malaysian higher education institutions as regional catalysts for SDG achievement. By embracing transformative leadership and internationalization, Malaysia's universities not only contribute to national development goals but also prepare future leaders to champion sustainable, equitable, and resilient societies on a global scale.

BIOGRAPHIES



Professor Dato' Dr. Norazah Mohd Nordin is the Director of the Centre for International Strategic Negotiation and Sustainable Development Goals (UKM ISN-SDG) at Universiti Kebangsaan Malaysia (UKM). She previously served as Deputy Vice Chancellor (Industrial Network and Community Affairs) and Dean of the Faculty of Education. She is also a Professor of Learning Technologies and Innovations. Her research expertise includes instructional design for online and futuristic learning, Massive Open Online Courses (MOOCs), and the digitalization of lifelong learning. She currently leads several impactful projects, including collaborations with Google for Education, Learning Design in the Fourth Industrial Revolution (4IR), and the 4IR Cross-Creative Learning Innovation for Autism and Learning Spaces. At the national level, she heads the Education and Human Capital Development Cluster for the National

Council of Professors. Internationally, she actively contributes to the Asia-Europe Meeting (ASEM) Lifelong Learning Hub, representing Malaysia in Research Network 1 on ICT and Culture. She also serves as the Country Chair for the Association of Universities in Asia and the Pacific (AUAP) and sits on the Board of the University Mobility in Asia and the Pacific (UMAP). Professor Norazah was also an Editorial Board Member of *The Internet and Higher Education*, a prestigious Quartile 1 journal indexed in the Web of Science by Elsevier. Her leadership and scholarship continue to shape the future of sustainable education and global academic collaboration.

FROM CHALK TO CHANGE: INCLUSION, DIVERSITY AND FUN IN SINGAPORE'S HIGHER EDUCATION SECTOR

Dr. Peik-Foong Yeap

Senior Lecturer, Head of Discipline (Business Programs), and MBA Program Coordinator
University of Newcastle, Australia

This study explores the impact of gender on perceptions of diversity management and organizational inclusion among educators in Singapore's higher education sector. It highlights the benefits of workplace diversity, such as innovation and better decision-making, and potential conflicts arising from diversity. Effective diversity management requires fair representation of both minority and majority groups without discrimination based on gender, age, religion, or other factors. In Singapore, despite women comprising over 64% of teaching force in the education sector, senior leadership roles in institutions are predominantly held by men. Women in Southeast Asia, including Singapore and Malaysia, typically earn 30% to 40% less than men, with the gap widening in professional and management roles. This disparity is exacerbated by factors such as time away from work for childcare, unfair workplace treatment, and the burden of household responsibilities. The concept of workplace fun, which includes activities like social gatherings and games, is gaining traction in HR and management studies. Research indicates a positive relationship between workplace fun and employee motivation, job satisfaction, and creativity. However, creating a unified set of fun activities for all employees is challenging. A qualitative approach will be employed, using semi-structured interviews with selected respondents. Prior to the interviews, participants will be informed of the study's purpose, and their consent will be sought for both participation and audio recording. This study aims to examine how gender influences educators' perceptions of diversity management and organizational inclusion within Singapore's higher education sector. It also explores the interrelationship between diversity management, organizational inclusion, and the experience of fun in the workplace. By addressing a gap in existing literature, the study focuses on educators who feel marginalized or excluded, shedding light on their lived experiences. The findings are expected to inform policies and practices that foster more inclusive, equitable, and engaging educational workplaces.

BIOGRAPHIES



Peik-Foong Yeap is a Senior Lecturer, Head of Discipline (Business Programs), and MBA Program Coordinator at the University of Newcastle, Singapore campus. His research interests include strategic management, international human resource management, cross-cultural management, teaching and learning, organizational behavior and development, and leadership. He is a member of the Institute of Managers and Leaders (Singapore).

STRATEGIC INTELLECTUAL PROPERTY GOVERNANCE IN PHILIPPINE HIGHER EDUCATION: A FRAMEWORK FOR INNOVATION-DRIVEN AND INTERNATIONALLY ALIGNED LEADERSHIP

Dr. Jefferson E. Flores

Assistant Professor, Applied Sciences Department, General Manager, Intellectual Property Office
Leyte Normal University, Philippines

As higher education institutions (HEIs) around the world confront the imperatives of innovation, global competitiveness, and research relevance, the strategic governance of intellectual property (IP) has become a critical leadership and management concern particularly in light of internationalization trends in higher education. This study proposes a Strategic IP Governance Framework and Implementation Roadmap, developed through a multiple-case qualitative analysis of four public HEIs in the Philippines. Drawing on the Resource-Based View (RBV) and grounded in data from interviews, focus group discussions, and document reviews, the study explores how HEI leadership, policy structures, and institutional capacity shape effective IP management. The proposed framework identifies six interconnected pillars essential for institutionalizing IP governance in HEIs: (1) Leadership and Policy Commitment, (2) Organizational Structure and Staffing, (3) IP Policy and Legal Infrastructure, (4) Capacity Building and Resource Allocation, (5) Commercialization and Partnerships, and (6) Monitoring and Evaluation. An accompanying roadmap outlines a three-phase implementation strategy designed to guide HEIs from foundational preparation to full operationalization. By embedding innovation and IP governance into core leadership and administrative functions, the framework empowers HEIs to strengthen institutional ecosystems, promote international research engagement, and align with global best practices in research utilization and knowledge transfer. It enables HEIs to actively participate in international academic-industry-government networks, comply with global standards, and enhance their visibility and relevance in the global knowledge economy. As HEIs pursue transformation in a rapidly evolving and interconnected higher education landscape, this study offers a strategic model for reform and capacity-building that is both research-informed and practice-oriented. It contributes to emerging leadership and management paradigms that position HEIs not only as national knowledge producers but as internationally engaged innovation hubs responsive to global collaboration, policy coherence, and sustainable development.

BIOGRAPHIES



Jefferson E. Flores is an educator, academic leader, professional teacher and registered nurse currently serving as a faculty member in Medical Biology under the Applied Sciences Department of Leyte Normal University (LNU) in Tacloban City, Philippines. He holds a Doctorate in Educational Leadership from the Graduate School of Teacher Education of the National Teachers College, alongside a Master of Arts in Education major in Educational Management from LNU. In addition to his teaching role, he serves as the General Manager of the Intellectual Property Office at LNU, where he leads institutional efforts in IP policy development and innovation management. His leadership contributes to strengthening the university's strategic direction in fostering research-based innovation and institutional capacity-building. His academic and professional interests lie at the intersection of higher education leadership, institutional governance, and innovation systems, particularly in advancing intellectual property frameworks within the context of Philippine higher education institutions.

EMPOWERING FEMALE FARMERS AS SOCIOPRENEURS: A GRASSROOTS INNOVATION FOR SUSTAINABLE HIGHER EDUCATION LEADERSHIP AND COMMUNITY DEVELOPMENT

Ms. Chairani Putri Pratiwi

Lecturer & Researcher

NODAI-SEARCA Scholar (Tokyo University of Agriculture) / BINUS University, Indonesia

This paper examines how female farmers in Indonesia, particularly in rural areas, are evolving into sociopreneurs, who combine agricultural entrepreneurship with social impact, to drive community empowerment and influence leadership in higher education. Grounded in participatory action research and qualitative interviews from fieldwork in West Java and Bali, Indonesia, this study highlights how women-led agri-initiatives have evolved into models of localized, practice-based learning that generate inclusive business opportunities and foster environmental sustainability and social equity.

The findings demonstrate how these women, often marginalized from formal educational systems, become informal educators and leaders by sharing their knowledge in community workshops, farmer field schools, and university-led community engagement programs. Their involvement illustrates a bottom-up model of internationalization in higher education, where local, gender-inclusive innovations are integrated into curriculum design, sustainability research, and entrepreneurial leadership development.

By positioning female farmer sociopreneurs as co-creators of knowledge, this paper advocates for a redefinition of higher education leadership—one that acknowledges and integrates grassroots innovation into institutional frameworks. Such integration not only supports the UN Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education) and SDG 5 (Gender Equality), but also presents a replicable model for cross-border academic collaboration in the Global South.

BIOGRAPHIES



Chairani Putri Pratiwi is a lecturer and researcher at Binus University and a PhD Candidate at Tokyo University of Agriculture, specializing in sustainable entrepreneurship, women's empowerment, and community-based education models. Her academic work and field research emphasize the integration of grassroots innovation into higher education leadership and curriculum internationalization. She has collaborated with farmer cooperatives, women-led enterprises, and local governments to co-design participatory training programs focused on agribusiness, digital literacy, and sustainable agriculture.

Rather than merely studying their success, she collaborates with female farmers in transforming traditional farming into innovative social enterprises. She views these women not just as subjects of study, but as co-creators of knowledge. Chairani is passionate about integrating their practical expertise into classrooms and research. She has presented her work at international forums and published in peer-reviewed journals on education, gender studies, and sustainable rural development. Her research bridges academia and community impact, contributing to educational reform and inclusive policy development.

THE IMPACT OF ETHICAL LEADERSHIP ON LEARNING PERFORMANCE: MEDIATION OF EMPLOYEE ADAPTABILITY

Dr. Hung-Yu Tsai

Assistant Professor, Department of International Business
Providence University, Taiwan

An increasing number of studies explores the relationship between ethical leadership and performance. However, it remains unclear whether ethical leadership affects perceptions about adaptability. Based on self-determination theory, this study seeks to elucidate the pathways through which ethical leadership shapes subsequent learning performance via diverse dimensions of individual adaptability. Questionnaire data were gathered from 302 full-time students and working students at multiple time intervals. Findings reveal that ethical leadership fosters learning performance primarily through adaptability cultural and interpersonal. Moreover, ethical leadership enhances learning performance mediated by adaptability, work stress and learning. Additionally, it fills gaps in the literature concerning the role of individual adaptability as a mediator mechanism within the framework of self-determination theory's intrinsic motivation perspective. Finally, based on the research framework constructed upon self-determination theory, distinct from traditional social exchange theory, this study not only offers new theoretical perspectives but also contributes to filling research gaps within the ethical leadership domain. These results have implications for management.

Keywords: *Ethical Leadership; Adaptability; Learning Performance; Self-Determination Theory*

BIOGRAPHIES



Dr. Hung-Yu Tsai is currently an Assistant Professor at the Department of International Business, Providence University in Taiwan. He obtained his PhD in Management from National Sun Yat-sen University – Taiwan and participated in several high-profile conferences. He also presented various academic as well as research-based papers at several national and international conferences including the International Journal of Human Resource Management, Computers in Human Behavior, Journal of Organizational Change Management, International Journal of Social Psychology, and Journal of Theoretical Social Psychology. His research activities are currently twofold: while the first research activity is recovery experience and off-job activities, the second major research theme is employee attitudes and behaviors.

ADVANCING INCLUSIVE EDUCATION THROUGH IOER: INNOVATIONS IN POLICY AND LEADERSHIP FOR INTERNATIONALIZED HIGHER EDUCATION

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As global higher education institutions move towards internationalization in leadership, policy, and management, it is vital that inclusion remains central to all innovation efforts. To aligned with the 2030 Agenda for Sustainable Development and the principle of “leave no one behind,” the internationalization of Open Educational Resources (OER) must prioritize accessibility and equity. The 2019 UNESCO Recommendation on OER urges member states to promote inclusive and equitable quality resources, advocating for open practices that enhance global access to education.

In this context, Inclusive Open Educational Resources (iOER) emerge as a transformative approach in higher education. iOER are designed to be accessible to all learners, including those with disabilities, through formats such as audio, Braille, and adjustable visual settings. Malaysia has taken a leading role in the region by launching a national policy for the development and use of iOER across higher education institutions.

However, several challenges hinder the international adoption of iOER, including lack of awareness, technical skills, policy support, and misconceptions about cost and quality. These barriers call for innovative leadership, inclusive policy frameworks, and cross-border collaboration in educational management.

SEAMEO SEN, as a regional centre for disability-inclusive education, advocates for strategic partnerships and structured implementation of iOER. By positioning itself as a referral centre for iOER among its 11 SEAMEO Member Countries and beyond, SEAMEO SEN supports internationalization efforts that integrate inclusive practices into educational leadership and administration.

This paper presents perspectives, innovations, and best practices in iOER implementation, offering a model for institutions seeking to lead in inclusive international education.

Keywords: *iOER, inclusive education, educational policy, higher education leadership, SEAMEO SEN, internationalization*

BIOGRAPHIES



Jamilah Kadir has devoted 30 years to the education sector, with a notable 18-year specialization in Special Education. Her journey commenced as a Mathematics and English teacher, gradually transitioning into the realm of Special Education. She has assumed a number of key managerial post from 2016 to 2023 within the Ministry of Education Malaysia before she took on the mantle as the Director of the Southeast Asian Ministers of Education Organization, Regional Centre for Special Educational Needs (SEAMEO SEN). This appointment further exemplifies her leadership quality and enduring dedication to the field of special education, contributing significantly to its growth in Southeast Asia.

Zulkarnain currently leads the Strategic Planning and Communication Division at SEAMEO SEN, a regional intergovernmental organisation dedicated to quality education for learners with disabilities across Southeast Asia. He holds a Master's in Special Education (M.Ed.) from the National University of Malaysia (UKM), earned in 2017. He has over 16 years of experience in the education sector, including 12 years at SEAMEO SEN, which evolves within the areas of cross-border capacity-building programmes, module development, and inter-organisation research collaborations. His professional interests include advocacy, bridging partnerships in education, assistive technologies solutions and Inclusive Open Educational Resources (iOER).



ADMINISTRATOR'S HEALTH - ORIENTED LEADERSHIP, ORGANIZATIONAL CULTURE AND TEACHERS' PERFORMANCE IN A HIGHER EDUCATION INSTITUTION (HEI) IN THE PROVINCE OF CAVITE

Dr. Ma Leah Ulanday

Former Campus Administrator

Cavite State University, Philippines

The quality of teaching and management directly impact an educational institution's performance. Good governance is implemented in Higher Education Institutions (HEI's) through a good functional management system that includes planning, organizing, faculty and staff improvement, leadership, assessment, and review, especially when it comes to the utilization of resources to attain program efficacy and efficiency. This study investigates how administrators' health-oriented leadership and organizational culture influence the performance of educators. These elements have been recognized as predictors of teacher performance. This study employs a descriptive-correlational approach to determine the impact of health-oriented leadership of leader and organizational culture on teacher performance in a higher education institution in the province of Cavite. Findings showed that the administrator's health-oriented leadership along with health promotion, professional development, and interpersonal relationships were highly favorable. The organizational culture of higher education institutions strongly agrees to commit to excellence, inclusivity, open communication, and a collaborative environment. The teachers' level of performance along with commitment, knowledge of the subject, teaching for independent learning, and management of learning was outstanding. There is a significant relationship between health-oriented leadership and the organizational culture of higher education institutions. Likewise, there is a significant relationship between health-oriented leadership and teachers' level of performance. Additionally, there is a notable relationship between the organizational culture of HEI and teachers' level of performance. Regression analysis findings show the predictive power of health-oriented leadership in the teachers' level of performance. Health-oriented leadership significantly predicts teachers' level of performance. Furthermore, health-oriented leadership and organizational culture significantly predict teachers' level of performance.

BIOGRAPHIES



Dr. Ma. Leah Pacleb-Ulanday is a full-time faculty member of Cavite State University-Silang Campus and presently serves as the Campus Administrator. She has over 10 years of experience in the academe and 2 years' experience in clinical settings. She has written several book chapters and research through personal and interdisciplinary research through academic collaboration, presented at local and international conferences as well as published in Scopus, Web of Science, and ISI- indexed journals. Currently, she is conducting research about inclusive education in the 5th District of Cavite and examining the different literature on the application of expert systems with artificial intelligence in the educational and medical fields. Moreover, she was recently elected as a Regular Member of the Department of Science and Technology- National Research Council of the Philippines (DOST-NRCP) Division 1 (Governmental, Educational and International Policy). She was awarded a Faculty Recognition for Research in October 2021 by the Central Student Government of CvSU- Silang. A recipient of CHED- Scholarships for Instructors' Knowledge Advancement Program (SIKAP) in 2021. Book Chapter Author of the Year (2023) by Eduheart Book Publishing Inc. "Gintong Butil ng Carmona" Plaque of Recognition Award in June 2017 and June 2024. She had over 190 Article Citations and h-index = 5 as Verified in Google Scholar. Beyond academia, she served as one of the Board Council Members of Philippine Red Cross- Cavite Chapter- Silang Branch. An esteemed speaker and lecturer, a regular member of the International Multidisciplinary Organization for Research and Extension (IMORE), Consultant & Author of Eduheart Book Publishing Inc., Peer Reviewer of International and Web of Science Indexed Journal, GAD Advocate, Extensionist, Registered Nurse, and a Licensed professional teacher.

BELONGING IN EMPLOYEE ENGAGEMENT: GLOBAL CONCEPTS APPLIED IN THE VIETNAMESE EDUCATIONAL CONTEXT

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Dr. Éric Stéphan
Professor & Deputy Director
Institute of Business Administration (IAE), University of Montpellier, France

Employee engagement has long been recognized as a critical driver of organizational performance and sustainability. However, prevailing frameworks often foreground individual motivation and job-related factors while underplaying the relational, cultural, and social dynamics that underpin engagement. This paper examines belonging as an emergent construct of engagement within Vietnamese educational institutions, drawing on global theoretical perspectives and local qualitative evidence. Guided by Vygotsky's sociocultural theory, we argue that belonging is not merely a precursor to engagement but a dynamic product of social interactions, trust, value alignment, and emotional connection. Thirty in-depth interviews with teachers, academic managers, and administrative personnel across public and private Vietnamese schools and universities reveal how belonging manifests in daily professional life, influencing motivation, retention, and collective commitment. Our findings emphasize that belonging arises from positive interpersonal interactions, mutual support, respect, and the alignment of personal and organizational values. Practical recommendations are proposed for educational organizations seeking to foster a culture of connection and engagement in increasingly hybrid and complex work environments.

Keywords: *employee engagement, belonging, social interactions, Vygotsky, Vietnamese education*

BIOGRAPHIES



Minh-Anh NGUYEN, PhD

Minh-Anh Nguyen holds a PhD in Psychology and has 20 years of experience in researching and teaching Applied Psychology in business, university leadership, clinical practice, and corporate operations. He is currently the Director of Teaching Quality and Innovation at BHL Education Group. Prior to this, he was the founding Chair of the first Liberal Arts Department at Hoa Sen University from 2016 to 2019. He served as the founding Secretary of the VinFuture Foundation under the invitation of Vingroup's Founders in 2021-2022, and senior education expert of the European Union in 2023.

As a people development expert, Dr Nguyen has provided corporations with training and consultancy on human resources and behavior, including Deutsche Bank, DuPont, IBM, Intel, Johnson & Johnson, Novaland, TTC Group and during his Fulbright Scholar appointment in the United States, he taught at the University College Absalon (Denmark), Drexel University (Philadelphia, USA), One-to-World Organization (New York City, USA), John F Kennedy University (Berkeley, USA), and University of Hawai'i (Honolulu, USA).

Dr Minh-Anh Nguyen is currently pursuing his second PhD in Management at the University of Montpellier, France.



Éric STÉPHANY, PhD

Éric Stéphaney is a professor and the Deputy Director of the Institute of Business Administration (IAE – Institut d'Administration des Entreprises) at the University of Montpellier, France. He holds a PhD in Management Sciences and specializes in the field of entrepreneurship. His research focuses on entrepreneurial processes, innovation, and the dynamics of business creation, with particular interest in how entrepreneurs adapt to complex and changing environments.

As a member of the Montpellier Research in Management (MRM) laboratory, he actively contributes to research projects that bridge academic theory and business practice. His work has been presented at numerous national and international conferences and published in reputable academic journals.

Beyond his research, Dr. Stéphaney is deeply engaged in teaching and mentoring students, especially in entrepreneurship programs, where he helps future entrepreneurs develop both their projects and their critical thinking skills. His commitment to fostering entrepreneurial spirit extends to collaborations with local and regional economic actors, supporting innovation ecosystems in southern France.

A QUANTITATIVE STUDY ON RESEARCH TRAINING NEEDS AND THEIR INFLUENCE ON ACCREDITATION READINESS OF A LOCAL COLLEGE

Dr. Ryan Jay C. Dayao

Vice President, Research, Innovation, and Internationalization
City College of San Jose Del Monte, Philippines

This study examined the influence of research training needs on the accreditation readiness of a local college. Using a quantitative research design, the study employed a structured survey administered to faculty members and academic staff to determine their competency levels, perceived gaps, and priority areas for research training. Descriptive statistics were used to identify the most critical training needs, while correlation and regression analyses were conducted to examine the relationship between research training needs and accreditation readiness indicators. Findings revealed that faculty members demonstrated moderate research competence, with significant gaps in areas such as research methodology, data analysis, publication, and compliance with ethical standards. Results further indicated a positive and significant relationship between research training needs and accreditation readiness, suggesting that addressing faculty training gaps directly contributes to meeting accreditation standards. Regression analysis confirmed that specific research competencies, particularly in publication and ethical compliance, are strong predictors of accreditation preparedness. The study concludes that strengthening faculty research capacity through targeted training programs is essential in enhancing institutional quality and sustaining accreditation efforts. It recommends the integration of a comprehensive research training framework aligned with accreditation requirements, continuous professional development, and administrative support to ensure long-term readiness. This study provides evidence-based insights that can guide policy and program development for higher education institutions aiming to strengthen their accreditation status through capacity building in research.

Keywords: *research training needs, accreditation readiness, faculty competence, quantitative study, higher education*

BIOGRAPHIES



Dr. Ryan Jay Dayao is a distinguished academic leader, researcher, and educator whose career reflects a strong commitment to advancing higher education through scholarship, innovation, and leadership. He earned his Doctor of Philosophy in Education, major in Leadership and Management, from La Consolacion University Philippines, and holds a Master's degree in Education, major in Mathematics. His academic foundation is further strengthened by continuous professional development, having participated in numerous training programs, seminars, and research conferences aimed at enhancing teaching methodologies and research practices.

Currently, Dr. Dayao serves as the Vice President for Research, Innovation, and Internationalization at the City College of San Jose del Monte in Bulacan. In this capacity, he spearheads initiatives that strengthen the institution's research culture, foster international linkages, and promote academic excellence. Prior to this role, he was the Graduate Studies Head and Research Coordinator at National University Baliwag, where he actively contributed to building faculty research capacity and supporting graduate student scholarship.

From 2021 to 2023, Dr. Dayao served as Research Director of Meycauayan College, while simultaneously holding the position of Assistant Dean of the Graduate School Department from 2020 to 2023. Earlier in his career, he was deeply engaged with La Consolacion University Philippines, where he served as Program Head of the College of Arts, Sciences and Education (2019–2020) and as a Part-time Professor in the Graduate School (2015–2020). His leadership journey began in the basic education sector, where he worked as Assistant Principal and Subject Area Coordinator for Mathematics, demonstrating his versatility as both an educator and administrator.

As a prolific scholar and mentor, Dr. Dayao continues to make meaningful contributions to the academic community. His dedication to research, innovation, and educational leadership not only advances institutional growth, but also inspires students, colleagues, and fellow educators. With a wealth of knowledge and experience, he remains steadfast in his mission to elevate the quality of education and research in the Philippines and beyond.

BEYOND NUMBERS: STRENGTHENING QUALITY ASSURANCE IN CANADIAN UNDERGRADUATE RECRUITMENT ACROSS ASEAN

Mr. Graham Barnes

Manager, International Recruitment and Partnerships
University of Waterloo, Canada

In the context of growing demand for Canadian education across ASEAN, maintaining quality assurance in undergraduate recruitment is both a strategic imperative and a reputational safeguard. I will share approaches to ensuring ethical and transparent recruitment practices in diverse ASEAN contexts. This presentation will examine agent oversight, admissions integrity, and student support systems through the lens of regional accreditation standards and cross-border education frameworks. Participants will leave with actionable strategies to enhance recruitment credibility, align with ASEAN quality benchmarks, and contribute to a more equitable and accountable international education ecosystem while understanding more of the Canadian recruitment and immigration process.

BIOGRAPHIES



Graham Barnes works for the University of Waterloo in Canada as Manager, International Recruitment and Partnerships. He has worked for the University of Waterloo and higher education for over seven years and has been privileged to represent the country globally in schools, government, and partnership settings.

Graham completed his bachelor's degree at the University of Waterloo before completing his master's degree in Leadership and Community Engagement at York University.

Graham is a firm believer of finding a "best fit" for students considering post-secondary education and is an advocate for students finding accurate and updated information from trusted professionals to make those decisions.

In his free time, Graham loves to play badminton and play the New York Times games with his wife.

ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY AND THE ANALYSIS OF GRADUATE DIPLOMA PROGRAM IN TEACHING PROFESSION' ACADEMIC ACHIEVEMENTS USING K-MEANS CLUSTERING LEARNING ALGORITHM

Asst. Prof. Dr. Suriyun Khatbanjong

Lecturer

Ramkhamhaeng University (RU), Thailand

The objectives of this research are to categorize the academic achievements of student samples into subgroups of excellent, average, or weak, and to categorize their learning achievements in each subject into subgroups of outstanding, fair, or poor. The sample group consisted of 99 Graduate Diploma Program in Teaching Profession, Semester 2, Academic Year 2024, at Ramkhamhaeng University, Bangkok in Thailand, selected through purposive sampling. The research adopted the K-means clustering algorithm, an artificial intelligence (AI) technology, as a tool for data collection. Academically, 48 students were considered excellent, 30 average, and 21 weak. With regard to learning achievement in each subject, the students were categorized as outstanding in four subjects, fair in three subjects, and poor in three subjects. Learning Management and Classroom Management (GDP5006) and Pre-Teaching Practicum (GDP5011) were the students' strongest subjects, while Language and Culture for Teachers' Instruction (GDP5004) was their poorest subject. Courses in the dominant group, there were 4 courses, and the middle group had 5 courses, and the lower group had 4 courses.

Keywords: *artificial intelligence AI, learning achievement, clustering learning K-mean, Graduate Diploma Program in Teaching Profession*

BIOGRAPHIES



Assistant Professor Dr. Suriyun Khatbanjong is a dedicated and passionate educator of experience in the field of education. Currently, he is lecturer at the Ramkhamhaeng University (RU) in Thailand. One scenario during his high school days inspired him to pursue a career in teaching, thus, he is a proud graduate of King Mongkut's Institute of Technology Ladkrabang (KMITL) in Thailand with Bachelor's Degree: B.Eng. (Telecommunication Engineering). Furthering his professional development, he enrolled at the Ramkhamhaeng University (RU) and earned his Master's degree: M.Ed. (Mathematics Education). He pursued and earned his Doctorate degree: Ph.D. (Applied Mathematics) at the King Mongkut's Institute of Technology Ladkrabang (KMITL) in Thailand. Currently he teaches at the faculty of education for almost 4 years. And in

addition, he also has experience in participating in national and international activities: (1) February 25-26, 2025, The Conference International Symposium for Science and Mathematics Classroom Teachers (ISSMCT) at SEAMEO RECSAM Campus, Penang in Malaysia. (2) May 30-June 1, 2018, Annual Pure and Applied Mathematics Conference 2018 at Chulalongkorn University in Thailand. (3) July 27-29, 2015, Teaching Technique for Education Seminar 2015 at Siem Reap Teacher College in Cambodia. And (4) October 17-20, 2013, Mathematics Education Seminar 2013 at Yunnan University of Finance & Economics in China.

HARNESSING AI FOR SUSTAINABLE PHYSICS EDUCATION NEW TRENDS IN TASK DESIGN AND ENVIRONMENTAL INTEGRATION

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Dong Thap University, Vietnam

Dr. Quach Nguyen Bao Nguyen

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Department
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University, Vietnam

Mr. Nguyen Hoang Vu

BA student, Physics Education, Faculty
of Natural Science Education
Dong Thap University, Vietnam

In the context of higher education undergoing a profound shift toward competency-based both personalized and digitalized learning, the integration of artificial intelligence (AI) has emerged as both a significant research trend and a practical approach in teaching and learning. This article focuses on analyzing and proposing strategies for providing AI to support lecturers and students in designing exercises, developing question banks for assessment, thereby preparing effectively for teaching practices in secondary schools. The primary research methods employed include document analysis, synthesis of existing application models, and illustration through an experimental case study on a physics topic related to renewable energy and climate change. The study is expected to yield: (1) a procedural framework for applying AI in the design of differentiated and contextually relevant exercises/assessments; (2) a set of criteria for embedding environmental educational content into physics exercises; and (3) recommendations for educated students and educational management aimed at the effective implementation of AI in the context of sustainable education. The findings not only reflect emerging trends in higher education for physics teacher education lecturers and students, but also contribute to improving the quality of physics teaching by fostering environmental awareness among learners.

Keywords: *Artificial Intelligence (AI), Physics Education, Sustainable Education, Environmental Integration, Task and Assessment Design.*

BIOGRAPHIES



Mrs. Ha Thai Thuy Le is a Senior Lecturer at the Faculty of Natural Science Education, Dong Thap University, Vietnam. She holds a Master's degree in Physics Education. Her research interests focus on theories and methodologies of teaching physics. She has conducted institutional-level research projects, supervised undergraduate research, and published articles in scientific journals and conference proceedings.

Dr. Quach Nguyen Bao Nguyen is a Lecturer and Deputy Head of the Postgraduate Department at the University of Education, Hue University, Vietnam. He received his Ph.D. in Physics Education. His major research interest lies in theories and methodologies of teaching physics. He has undertaken institutional-level research projects, supervised undergraduate and graduate students, guided master's and doctoral theses, and published extensively in national and international journals and conferences.



Mr. Nguyen Hoang Vu is a third-year undergraduate student majoring in Physics Education at the Faculty of Natural Science Education, Dong Thap University, Vietnam. He is actively engaged in a student-level institutional research project on physics education. His academic interest centers on the application of teaching methodologies in physics to foster problem-solving competence.

THE EFFECTIVENESS OF APPLYING ARTIFICIAL INTELLIGENCE (AI) IN LANGUAGE TEACHING FOR STUDENTS

Ms. Nguyen Ngoc My Ai

MA Student in English Language

University of Phan Thiet, Viet Nam

Dr. Tran Thi Quynh Le

Vice Dean

University of Phan Thiet, Viet Nam

In recent years, the application of Artificial Intelligence (AI) in language education has attracted considerable attention from educators and researchers, especially in language teaching. In the course of research in language education, researchers have applied AI to various skills, especially listening skills. This study presents the impact of applying AI-based tools in teaching English listening skills to 80 freshmen at University of Phan Thiet. Using a mixed method including qualitative and quantitative methods, this study examines students' engagement, performance, and perceptions when exposed to AI-enabled applications such as listening and filling in songs with instant results, adaptive listening platforms, and AI-driven feedback systems, managing results, and generating listening tests according to students' proficiency. The mixed methods study design used included a control group that received traditional listening instruction and an experimental group that used listening enhancement tools combined with AI applications. The results of the study showed that students in the experimental group showed significant improvements in listening comprehension, retention, motivation, and confidence in practicing listening skills. Furthermore, this study highlights the potential of AI in teaching by providing real-time feedback on student performance, personalized learning paths, and enhancing learner autonomy. However, the study also shows how to address some of the limitations of AI-integrated teaching, including technology dependence, internet connectivity, accessibility issues, and teachers' access to AI-integrated applications in the process of applying AI to teaching listening skills. The results of this study are a useful contribution to the language teaching process of potential English teachers who are looking to optimize language teaching in the modern era.

Keywords: *listening skills, artificial intelligence, education technology, mixed methods, teaching tool*

BIOGRAPHIES



Nguyen Ngoc My Ai, originally from Phan Thiet City, Binh Thuan Province (b. 2001), holds a Master's degree in English Language with a research orientation in foreign language teaching and the development of learners' communication skills. Her main academic interests focus on the language learning process of primary school students, particularly vocabulary acquisition, communication skills development, and the factors influencing language learning at an early age. She is also interested in the role of English language teaching in fostering intercultural communication skills and the application of Artificial Intelligence (AI) in teaching vocabulary to young learners to enhance learning outcomes. With a strong passion for research, she actively engages in publishing academic papers and presenting at conferences, aspiring to contribute to innovations in foreign language education in Vietnam.



Dr. Tran Thi Quynh Le is currently the Vice Dean at University of Phan Thiet. She has extensive experience in teaching and research, with her academic orientation focusing on the application of technology and Artificial Intelligence (AI) in higher education. Her research primarily explores the potential of AI to enhance teaching quality and learning effectiveness, particularly in foreign language instruction and student skills development. She actively contributes to scholarly publications and frequently presents at national and international academic conferences.

INNOVATING HIGHER EDUCATION THROUGH AI, VR, AND AR: TEACHING AND RESEARCH PERSPECTIVES

Ms. Tran Thi Ni Na

MA Student in English Linguistics
University of Phan Thiet, Vietnam

Artificial intelligence (AI), virtual reality (VR) and augmented reality (AR) are rapidly developing and changing the strategic environment of higher education. These technologies also pose challenges and prospects to institutional leaders and managers with regard to driving innovation and internationalization and achieving sustainability in academic excellence. In this presentation, the leadership and management approaches integrating AI, VR, and AR in teaching and research is a focus of discussion and provides initiatives for institutions in achieving institutional missions.

The presentation will provide governance models of decisions making, resource provisioning and ability building that expounds effective technology adoption. It will discuss the manner through which the leaders in academia can promote faculty development, institute trans-disciplinary research efforts, and create technology-supported curricula to design intercultural competence and international cooperation.

It will also demonstrate the adoption of a multi-stage evaluation model that needs to be applied to ascertain how the new technologies will influence the learning outcomes of students, the output of research, and collaboration between international partners. The examples will be exposed in different universities in various regions, which will give the session a comparative perspective of how the leadership vision and strategic planning will lead to scalability and sustainability of the AI-, VR-, and AR-based innovations.

BIOGRAPHIES



Tran Thi Ni Na began her academic career at Nha Trang University in Nha Trang City, where she gained extensive experience in teaching, research, and curriculum design. Her expertise focuses on integrating Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR) into teaching and research to enhance student engagement, digital literacy, and intercultural competence.

During her time at Nha Trang University, Ni Na contributed to projects on immersive learning and technology-enhanced pedagogy, laying a strong foundation for her later work. Deeply committed to higher education development, she has actively engaged in research and international conferences, publishing on digital pedagogy, global education trends, and leadership in technology adoption.

Currently, she is expanding her research and teaching activities at Phan Thiet University, where she aims to further develop innovation-driven strategies in line with emerging global trends. Her goal is to support higher education institutions in designing inclusive and sustainable frameworks for technology integration that foster both academic excellence and global readiness.

Through her ongoing work, she remains committed to promoting transformative, future-oriented higher education practices.

ENHANCING CROP INSURANCE THROUGH AI

Dr. Dian Kusumaningrum

Assistant Professor, Business Mathematics, School of STEM/ SEARCA Alumni
Prasetiya Mulya University, Indonesia

Crop insurance plays a critical role in mitigating farmers' risk due to yield and income losses caused by climate change, pests and diseases, and market price fluctuations. However, current crop insurance schemes often face persistent challenges, including basic risk, limited access to reliable yield data, lengthy claims processes, and high operational costs. These issues hinder both the adoption and the effectiveness of crop insurance, particularly for smallholder farmers in developing countries. Without significant innovation, farmers remain vulnerable, and insurers struggle with sustainability. Therefore, current research has explored the integration of Artificial Intelligence (AI) to enhance the effectiveness of crop insurance systems. By leveraging machine learning algorithms, remote sensing technologies (e.g., Sentinel-2 and drone-based imagery) and predictive modelling were integrated to improve yield estimation accuracy, reduce basis risk, and enable near real-time monitoring of crop conditions. Moreover, the use of AI-driven platforms have the potential to facilitate more transparent risk assessment, streamlined claims processing, and the development of tailored insurance products for smallholder farmers. The findings highlight how this approach improved yield prediction accuracy by incorporating multisource data, including satellite indices, weather patterns, and farmer survey inputs. Predictive models significantly reduced basis risk and provided localized risk assessments. AI-driven claims automation will further reduce processing times while lowering administrative costs. These enhancements collectively led to more tailored insurance products and increased trust and participation among farmers.

Keywords: *Crop Insurance, Artificial Intelligence, Machine Learning, Remote Sensing*

BIOGRAPHIES



Dr. Dian Kusumaningrum received her Bachelor, Master, and Doctoral degrees in Statistics and Data Science from IPB University, in 2004, 2010, and 2025, respectively. She obtained her Doctoral degree with a focus of research of Developing Hybrid Prediction Models for Crop Insurance Policy. Since 2006, she has been a lecturer, researcher, and consultant. Currently, she is an Assistant Professor at Business Mathematics Program Study, School of STEM, Prasetiya Mulya University Indonesia. She is also the head of quality assurance of School of STEM. Her scholarly work and teaching subjects are primarily in the field of statistics and data science, with a strong emphasis on crop insurance, econometrics, spatial analysis, and policy research. Over the past years, Ms. Dian has been actively involved in research projects for non-governmental organizations, private companies, government institutions, and educational institutions. Part of her work has been published in national and international reputational Scopus journals and has also been presented at national and international workshops and seminars.

CURRICULUM DESIGN WITH ARTIFICIAL INTELLIGENCE, INDIGENIZATION, AND ACTION LEARNING

Dr. Jane Rukshana Ali

Assistant Professor, Leadership and People Management
University Canada West, Canada

The rapid and persistent evolution of emerging technologies such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) is significantly transforming higher education, particularly within graduate studies. To be future-ready with AI integration, there is a strategic direction to incorporate action learning, indigenization, and career development. All four pillars create a foundation for curriculum and program growth.

This study explores the design, implementation, and assessment of these pillars to support globally connected, culturally responsive, and andragogical innovative learning environments. It further examines how artificial intelligence is being embedded not only in curricula and student experiences but also in educational policy, leadership, management, and administration. By developing opportunities in AI for action learning, VR for immersive collaboration, and AR for enhanced, real-time, context-aware instruction, institutions are redefining the boundaries of higher education. A mixed-methods approach—combining action learning, case studies, industry engagement, and performance metrics—was used to assess the andragogical impact, institutional readiness, and administrative challenges of integrating these technologies.

Findings reveal both the transformative potential and the practical complexities of aligning these pillars of innovation with graduate studies goals across all levels of institutional governance. The study concludes by proposing a strategic, policy-informed framework for the integration of emerging pillars, aiming to support inclusive, globally oriented, and future-ready higher education systems.

BIOGRAPHIES



Dr. Jane Ali is an Assistant Professor of Leadership and People Management at University Canada West. Dr. Ali holds a Doctorate of Leadership and Learning with a minor in Organizational Leadership from Aspen University. Dr. Ali has an in-depth career in special education and adult education. She currently teaches Leadership and Change Management courses. Her research is focused in Leadership and AI. With teaching and research, Dr. Ali strives to make accessibility a forefront to support learning challenges among adult learners. Apart from teaching, Dr. Ali works with career colleges to set up compliance to maintain industry-standard compliance with a variety of regulators in Canada. Outside of higher education, Dr. Ali and her husband (Doctorate in Supply Chain Operations and Management) own and operate incorporated businesses in British Columbia, Canada. On a personal note, Dr. Ali is

passionate about serving others and contributes back to society through volunteering. However, family is always first with children and elderly parents.

INNOVATING HIGHER EDUCATION THROUGH AI, VR, AND AR: TEACHING AND RESEARCH PERSPECTIVES

Prof. Dr. Cho Cho Myint

Professor, Myanmar Literature and Language Department
Yangon University, Myanmar

This study examines persisted technological integration challenges within Myanmar's Higher Education sector, focusing specifically on Arts and Science Universities under the Ministry of Education. Despite the coexistence of traditional pedagogies and modern technologies, a significant digital readiness gap persists among academic staff. While governmental policies aim to enhance faculty information technology (IT) competencies, empirical evidence indicates enduring deficiencies in technical skills. This deficit presents multifaceted challenges affecting the design, implementation, and assessment of emerging educational technologies, alongside leadership, institutional management, and research capacity. Through needs analysis incorporating observational insights, this research investigates IT preparedness among academia in these institutions. The study purposes a targeted implementation framework addressing critical barriers to meaningful technological adoption. Key recommendations include Implementing Capacity Building and Training including Digital Literacy for faculty and supporting staff, training on Online content creation and Digital assessment tools, Ongoing professional development, Developing incentive structures to reward technology integrated teaching and research, and Forming international partnerships for capacity building and resource sharing. These evidence- based interventions aim to bridge the digital divide, enhance institutional leadership capabilities and foster sustainable technological transformation in Myanmar's higher education landscape.

BIOGRAPHIES



Dr. Cho Cho Myint retired in 2024 from Yenanchaung University as a Rector. She was born on 18th, June, 1962. She got her PhD degree in 2004 from Yangon University. She has (38) years of work experience and her research interest is How to Shape Quality Education. She works just now as Part-Time Professor in Myanmar Literature and Language Department at Yangon University and also as a supervisor of PhD candidates at Magway University.

A DIGITAL LEARNING LABORATORY FOR TVET: ESTABLISHING CIVED AS A RESEARCH HUB IN INDONESIA AND SOUTHEAST ASIA

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Centre for Information on Vocational Education and Development (CIVED), Graduate School, Universitas Negeri Yogyakarta, Indonesia

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Dr. Phil. Galeh Nur Indriatno Putra Pratama & Dr. Dewi Eka Murniati

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(1) Centre for Information on Vocational Education and Development (CIVED), Graduate School, Universitas Negeri Yogyakarta, and (2) Department of Informatics Engineering, Engineering Faculty, Universitas Negeri Gorontalo, Indonesia

The Centre for Information on Vocational Education and Development (CIVED) at Universitas Negeri Yogyakarta, Indonesia, is advancing Technical and Vocational Education and Training (TVET) through digital, research-based innovation. Its core agenda is to investigate and develop learning solutions that integrate augmented reality (AR), virtual reality (VR), mixed reality (MR), artificial intelligence (AI), gamification, and immersive learning environments into vocational education. CIVED's studies address persistent challenges in Indonesia's TVET system, particularly curriculum-industry gaps, limited access to digital learning tools, and the slow adoption of emerging technologies in training institutions. To achieve this, CIVED employs a design-based research (DBR) approach, combining iterative design, development, and classroom implementation of digital learning prototypes with systematic evaluation. Data collection is carried out through mixed methods, including learner performance assessments, usability testing, focus group discussions, and surveys of student and instructor experiences. This methodology ensures that the solutions developed are pedagogically practical and contextually relevant. Pilot projects applying this approach include VR-based simulations for power plant operations and scuba diving training, digital modules for construction safety, and AI-assisted job interview preparation. Findings from these projects demonstrate increased learner engagement, improved technical skill acquisition, and higher confidence levels among trainees, thus validating the potential of immersive and AI-driven methods to enhance vocational training outcomes. By aligning its research with global agendas such as UNESCO's Sustainable Development Goal 4 and the ASEAN Work Plan on Education, CIVED aims to become a regional hub for digital TVET research and innovation. Preliminary evidence highlights its contribution to preparing a skilled and adaptable workforce for Industry 4.0 and Society 5.0. At the same time, ongoing projects continue to generate knowledge that can be scaled and shared across Southeast Asia.

Keywords: *TVET, Vocational Education, Digital Learning, Instructional Design, CIVED.*

BIOGRAPHIES



Mochamad Bruri Triyono is a Professor of the Technical and Vocational Education and Training Department at the Graduate School of the Yogyakarta State University, Indonesia. He is also a lecturer in the Department of Mechanical Engineering Education at the State University of Yogyakarta, Indonesia. His main research interests include TVET and instructional media.

Arif Ainur Rafiq is a Ph.D. in TVET from the Graduate School of Yogyakarta State University, Indonesia. He is also a lecturer in the Department of Mechatronics Engineering at the State Polytechnic of Cilacap, Indonesia. His main research interests include sensors and transducers, robotics, embedded systems, TVET, instructional media, digital learning, and immersive technology (AR/VR/MR).



Galeh Nur Indriatno Putra Pratama is a Ph.D from the Graduate School of the Yogyakarta State University, Indonesia. He is also a lecturer in the Department of Civil Engineering Education at the State University of Yogyakarta, Indonesia. His main research interests include TVET and instructional media.

Dewi Eka Murniati is a Ph.D from the Universiti Tun Hussein Onn, Malaysia. She is also a lecturer in the Faculty of Engineering at the State University of Yogyakarta, Indonesia. Her main research interests include TVET and digital marketing.



Ratna Wardani is a Ph.D from the Gadjah Mada University, Yogyakarta, Indonesia. She is also a lecturer in the Faculty of Engineering at the State University of Yogyakarta, Indonesia. Her main research interests include software engineering and TVET.

Dian Novian is a Ph.D. in TVET from the Graduate School of Yogyakarta State University, Indonesia. He is also a lecturer in the Faculty of Engineering at the State University of Gorontalo, Indonesia. His main research interests are TVET and immersive technology (AR/VR/MR).



A SHARED BLUEPRINT: FOSTERING AN INTEGRATED ECOSYSTEM FOR THE INTERNATIONAL STUDENT JOURNEY

Ms. Pham Thi Thanh Thao
Director
Grok Global Service, Vietnam

The international student journey, from initial inquiry to post-graduation success, is often fragmented, leading to student stress and attrition. This proposal outlines a strategic framework for building a collaborative ecosystem that connects local educational organizations in Southeast Asia with Canadian universities and colleges. Drawing on the expertise of leaders in global education, this presentation will demonstrate how an integrated approach, rooted in mutual understanding and shared objectives, can create a more seamless, supported, and successful journey for students. We will explore how to move beyond transactional recruitment to forge genuine partnerships that align local educational blueprints with Canada's commitment to career readiness. The session will challenge traditional recruitment models and provide attendees with a practical blueprint for collaborative success.

BIOGRAPHIES



Thao Pham is an experienced international education professional with a deep background in strategic partnerships and student recruitment. With a focus on the Southeast Asian market in over 10 years, Thao has a proven track record of building collaborative relationships between global institutions. Thao is a passionate advocate for student-centric models that prioritize ethical practices and holistic support, from a student's first day in their home country to their career success in Canada.

PEOPLE AND CULTURE FIRST: RETHINKING INTERNATIONALISATION OF CURRICULUM THROUGH PROFESSIONAL DEVELOPMENT

Ms. Nguyen Thi Thanh Hang

Director, Center of Foreign Languages - Informatics
Buon Ma Thuot Medical University, Vietnam

Internationalisation of curriculum (IoC) in higher education is often understood as aligning programs with global frameworks or accreditation requirements. Yet meaningful IoC requires more than policy or structure: it depends on the people who design and deliver curricula and the institutional learning culture that sustain their efforts. This presentation explores how professional development can act as a lever for both curriculum internationalisation and cultural change.

Drawing on experiences at a Vietnamese medical university, the presentation introduces a participatory professional development approach in which faculty collaboratively reimagined learning outcomes, assessment rubrics, and teaching activities through an internationalised lens. Using a World Café format, participants engaged in rotating small-group discussions, generating practical curriculum adaptations while also identifying cultural and institutional enablers of success.

Rather than presenting IoC as a top-down compliance process, this session highlights how collaborative, interactive professional learning empowers staff to embed international perspectives into their teaching in ways that are locally meaningful and globally informed.

The presentation will be interactive, inviting attendees to engage in short reflective activities and mini-discussions that mirror the co-design workshop model. By experiencing these activities firsthand, participants will gain practical tools to adapt for their own institutions, as well as insights into how professional development and learning culture can strengthen the sustainability of internationalisation efforts.

The session concludes with recommendations for embedding participatory approaches into IoC strategies, emphasizing the importance of people and culture as equal partners to frameworks and standards.

Keywords: *Internationalisation of curriculum, professional development, learning culture, participatory design, higher education*

BIOGRAPHIES



Hang Nguyen is an educational leader at Buon Ma Thuot Medical University, Vietnam. Her work focuses on curriculum development, professional development, and internationalisation in higher education. She is particularly interested in how learning can be leveraged as a strategic driver for institutional change, with a focus on curriculum design, instructional practice, and staff capacity-building. Hang has led initiatives on language policy, reflective practice, and teacher training, and she is currently exploring how participatory professional development and learning culture can serve as foundations for meaningful and sustainable internationalisation of curricula.

A RETROSPECTIVE ANALYSIS OF RESEARCH TRENDS AND SUB-FIELD SELECTION IN THE PGDAPE PROGRAM

Dr. Nurulhusna Ab Hamid

Deputy Dean, Post Graduate Diploma in Applied Parasitology and Entomology (PGDAPE)
SEAMEO-TROPED, Malaysia

Established in 1971 at the Institute for Medical Research, Malaysia, the Post Graduate Diploma in Applied Parasitology and Entomology (PGDAPE) has become a key program within the SEAMEO-Tropmed Network. The program has successfully trained 691 participants from 57 countries, solidifying its global impact in public health education. A core component of the program is applied research project in Parasitology, Entomology, or Acarology. These projects, supervised by resident Subject Matter Experts (SMEs), give students practical, hands-on experience and specialized skills. This unique, practical component is what sets the program apart from other higher learning institution. To understand the research trends of the program, research titles, year of enrolment, field of study, sub-field, and country, compiled and analysed using the MedCalc® program. The analysis showed that most participants chose research in Parasitology (46.60%) followed by Entomology (45.73%) and Acarology (6.80%). The research was divided into 23 sub-fields, and the top five most popular choices were Vector Bionomics (20.12%), Applied Entomological Tools & Techniques (11.14%), Insecticides Toxicology (10.42%), Diagnostic Method in Parasitology (6.22%), and Trematodes & Cestodes (6.08%). No significant difference showed in heterogeneity test among sub-field ($Q = 169.34$, $DF = 306$, $P = 1.000$; $I^2 = 0.0\%$, $95\% CI = 0.00-0.00$). However, a sub-field selection tendency was detected as indicated by Egger's test (intercept = 2.13, $95\% CI = 1.46-2.80$, $P < 0.0001$) and Begg's test (Kendall's Tau = 0.417, $P < 0.0001$). Although the studies were consistent, our analysis found that not all research areas were equally popular. This was likely due to students' backgrounds, specific research needs in their home countries or their area of interest. These trends are also influenced by other factors, such as number of scholarships available. These findings offer valuable insights into current research trends, providing data to help shape the future direction of the PGDAPE program

Keywords: *Post Graduate Diploma in Applied Parasitology and Entomology, Research Trends, Field of Study, Program Vision*

BIOGRAPHIES



Dr. Nurulhusna Ab Hamid is the Deputy Dean of the Post Graduate Diploma in Applied Parasitology and Entomology (PGDAPE) at SEAMEO-TROPED, Malaysia, and a Research Officer at the Medical Entomology Unit, Institute for Medical Research (IMR) in Kuala Lumpur. She has over 18 years of experience as a Medical Entomologist. Dr. Nurulhusna's commitment to the field led her to complete the PGDAPE program at IMR in 2012. Currently, her research focuses on mosquito population dynamics and novel vector control tools and techniques.

LEADERSHIP DEVELOPMENT FOR HIGHER EDUCATION INTERNATIONALIZATION IN SOUTHEAST ASIA: INSIGHTS FROM SEAMEO SEARCA'S CAPACITY-BUILDING PROGRAMS

Dr. Nova A. Ramos

Head, Training for Development Unit-Education and
Collective Learning Department (T4DU-ECLD)
SEAMEO SEARCA, Philippines

Mr. Sonny P. Pasiona

Program Management Specialist
T4DU-ECLD, SEAMEO SEARCA, Philippines

For almost six decades, SEAMEO SEARCA has anchored its capacity-building efforts on the belief that Southeast Asia's human resources are its strongest drivers of agricultural and rural development (ARD). Higher education institutions (HEIs) play a pivotal role in nurturing this potential, yet in today's volatile, uncertain, complex, and ambiguous (VUCA) environment, they face mounting challenges, such as massification, diversification, commercialization, and internationalization. Recognizing these dynamics, SEAMEO SEARCA positions HEIs as key stakeholders in building relevance, effectiveness, and resilience. This paper explores SEAMEO SEARCA's short-term training programs designed to strengthen the internationalization of HEIs in the region. Using a case study approach, it examines two leadership development programs and three study missions in Thailand, Indonesia, and Singapore for HEI internationalization. Data sources include the authors' reflections as learning and development practitioners, training completion reports, and participants' outputs, such as daily learning journals. Initial findings highlight two key outcomes. At the personal level, alumni reported enhanced professional networks and increased confidence in their technical and leadership capabilities. At the institutional level, results include strengthened in-country and regional collaborations through knowledge exchanges, internships, and joint research initiatives. A blended learning approach, which combines lecture-workshops with field visits and mentorship, proved effective in maximizing learning. However, challenges such as language barriers and stringent administrative requirements for international travel were also identified. The paper concludes with recommendations to refine learning strategies using more pragmatic, inclusive, and context-sensitive approaches to support HEIs in their internationalization efforts. By strengthening leadership and collaboration capacities, SEAMEO SEARCA's training programs contribute to making HEIs more resilient and responsive to the evolving demands of ARD in Southeast Asia.

Keywords: *Internationalization, university consortia, higher education leadership and governance*

BIOGRAPHIES



Dr. Nova Ramos currently serves as Head of the Training for Development Unit-Education and Collective Learning Department (T4DU-ECLD) of the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA). She is actively engaged in designing and managing capacity-building programs that strengthen institutional and individual capacities that support SEAMEO SEARCA's strategic priorities, with particular focus on leadership development and higher education internationalization in Southeast Asia. She has led learning events and study missions organized in collaboration with international and local donor agencies, ensuring that SEAMEO SEARCA's capacity-building efforts are visible, relevant, and impactful across Southeast Asia and beyond. She holds

a PhD in Agricultural Education and both an MSc and BSc in Development Communication from the University of the Philippines Los Baños (UPLB).

Mr. Sonny P. Pasiona is a program management specialist with over a decade of experience in research, development communication, and multi-sector collaboration. Deeply passionate about agriculture and rural development, he focuses on youth engagement and learning interventions in agri-food systems. At SEAMEO SEARCA, he supports capacity-building initiatives on agricultural innovation, climate change, and leadership development for researchers and practitioners across Southeast Asia. He holds a Bachelor's degree in Development Communication and a Master's in Development Management and Governance from the University of the Philippines Los Baños (UPLB). Prior to joining SEAMEO SEARCA, Sonny worked at the Philippine Rice Research Institute (PhilRice) as an agricultural journalist and researcher.



MOVING BEYOND ACCESS AND TRANSITION: LIVED EXPERIENCES OF DISADVANTAGED VIETNAMESE YOUTH (AGED 18-24) IN INTERNATIONAL HIGHER EDUCATION IN VIETNAM

Ms. Nguyen Thi Thuong

Program Development Specialist

Greenfield School, Vietnam

Vietnam's international higher education landscape is expanding, yet there remains a significant gap in understanding how disadvantaged youth access and transition into these institutions. This qualitative study aims to explore the lived experiences of three disadvantaged Vietnamese youth (aged 18-24) who have experienced the loss of one or both parents and whose remaining caregivers face economic hardship or rely on state welfare.

Using Interpretative Phenomenological Analysis (IPA), this study investigates how these youth accessed international higher education and navigated the transition into a new academic and cultural environment. The research identifies two key themes: (1) Access to international higher education, which explores the pathways and support mechanisms that enabled these youth to enter international universities despite their challenging socio-economic backgrounds, and (2) Transition to a new educational environment, which focuses on the obstacles faced in adapting to a new academic system, including language barriers, cultural differences, and financial constraints.

Participants in the study gained access to international higher education through scholarships provided by international universities and support from non-governmental organizations. However, the transition was marked by numerous challenges, including financial pressures, unfamiliar academic expectations, and the need to adapt to a new cultural setting. Despite these barriers, the youth expressed a sense of empowerment through the support they received from educational institutions, which fostered their growth in both academic and personal realms.

This research underscores the importance of creating supportive structures that facilitate access to international higher education and smooth the transition for disadvantaged youth. It also highlights the role of inclusive, culturally responsive curricula in ensuring the successful integration of these students into global academic communities. The findings have implications for educators, policymakers, and international institutions working towards more equitable and accessible higher education systems.

BIOGRAPHIES



Nguyen Thi Thuong graduated from Fulbright University Vietnam with a major in Psychology. Her academic interests include international higher education, mental well-being, and educational equity for disadvantaged youth. She is particularly passionate about improving access to global learning opportunities for underrepresented communities in Vietnam. Thuong is currently involved in educational research and student advising, aiming to bridge the gap between marginalized youth and inclusive academic environments.

ENHANCING UNDERGRADUATE RESEARCH ENGAGEMENT THROUGH INFORMAL LEARNING: TOWARDS A MULTI-LEVEL SUPPORT FRAMEWORK

Ms. Pham Nguyen Khanh Dang

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Ho Chi Minh City University of
Education, Vietnam

Ms. Le Cao Ky Duyen

Student, English Language
Ho Chi Minh City University of
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Ms. Doan Thanh Phuong

Lecturer, Business English
Ho Chi Minh City University of
Education, Vietnam

Informal learning, a key component of life-long education, is gaining scholarly attention for its values beyond traditional classrooms. However, its role in supporting undergraduate research remains underexplored in both theory and practice. This study investigates how informal learning contributes to students' research development within a Vietnamese higher education context.

Adopting a qualitative case study design, the research involved semi-structured interviews on 16 students, three lecturers, and four academic club leaders. Data were supplemented by a questionnaire survey and secondary documents. Thematic analysis identified ten distinct informal learning activities that students engaged in throughout their research journeys, along with a few formal learning experiences.

The findings suggest a complementary relationship between formal and informal learning: while formal curricula provide foundational knowledge, informal learning enhances practical research skills. Based on these insights, the study proposes a student-centered support framework operating at multiple levels: individual, departmental and institutional. At each of these levels, informal learning works alongside formal curricula to equip students with the capabilities and confidence needed for independent research.

The study provides grounded recommendations for educational practice and deepens understanding of how informal learning supports undergraduate research. It calls on institutions to rethink support structures and create environments that empower students to engage meaningfully in research beyond the classroom.

BIOGRAPHIES



Pham Nguyen Khanh Dang

Khanh Dang is a university student majoring in English Language at Ho Chi Minh City University of Education. Her research interests are lifelong learning, translation and educational psychology. She has been an active member in a social work club for two years and served as the leader of Timbre, a volunteer initiative operating across three districts of Ho Chi Minh City, dedicated to providing essential resources to underserved communities. In addition, she holds the position of assistant leader for Fly Your Dream VII, a project launched in 2024 aimed at providing educational support and resources to residents of Dong Thap province. In 2025, she was awarded First Prize in the Faculty-level Research Competition and a Consolation Prize at the University-level Competition for her work on enhancing undergraduate research engagement through informal learning.

Le Cao Ky Duyen

Ky Duyen is a student majoring in English Language at Ho Chi Minh City University of Education. She formerly served as Vice President of the English Faculty Student Union and has been actively involved in various student activities and community programs. She is currently an intern at Horizon TESOL, supporting student-related programs. Her academic interests include learner-centered education, self-directed learning, and lifelong learning. In 2025, she was awarded First Prize in the Faculty-level Research Competition and a Consolation Prize at the University-level Competition for her work on enhancing undergraduate research engagement through informal learning.



Doan Thanh Phuong

Thanh Phuong is a lecturer in Business English at Ho Chi Minh City University of Education (Vietnam) and a PhD candidate in Management at IAE Paris-Sorbonne, Paris 1 Panthéon-Sorbonne University (France), majoring in Entrepreneurship. Her academic interests include lifelong learning, research literacy, mentoring, and entrepreneurial ecosystems. She is also the founder and coordinator of an alumni network that promotes professional exchange, research collaboration, and long-term community connection.

PROFESSIONAL DEVELOPMENT THROUGH OBSERVATION, DISCUSSION, AND REFLECTION: LESSON STUDY IN IN-SERVICE TEACHER TRAINING PROGRAMS

Mr. William Tjipto

Assistant Professor
University of Fukui, Japan

Teacher professional development is most effective when it is grounded in authentic classroom practice and supported by collaborative inquiry. Lesson study, a professional learning approach originating in Japan, provides a structured framework for continuous improvement through iterative cycles of observation, discussion, and reflection. This presentation examines how lesson study has been adapted by education universities within various teacher programs, emphasizing its role in promoting professional growth and in building communities of practice through dialogue and deep self-reflection across diverse institutional and cultural settings.

To illustrate these ideas, the presentations draw on four cases: a five-week and a one-year international practicum, a two-year in-service teacher development program, and an implementation project in Malawi. These examples demonstrate how lesson study fosters collaboration among teachers in varied contexts, enabling them to conduct focused observations of student learning, to share perspectives in structured discussions, and to deepen professional insight through collective reflection. The qualitative outcomes, documented through classroom observations and discussions, written practice records, and analysis of participant reflections, show how participants gain confidence, broaden perspectives, and refine pedagogical practices.

The presentation also considers challenges in adopting lesson study within professional development programs, including constraints of time, limited institutional support, and the need for participant buy-in. It proposes strategies to address these barriers, such as localized adaptations, integration into existing curricula, and cross-institutional collaboration.

The presentation argues that lesson study, through its interwoven processes of observation, discussion, and reflection, offers a sustainable model for professional development through communities of practice. It supports both the refinement of teaching and the cultivation of reflective practitioners capable of addressing the evolving demands of education across diverse contexts and needs.

BIOGRAPHIES



William discovered an interest in the Japanese-style of holistic education when he started working in Japan as an Assistant Language Teacher, which led him to pursue a Master's in Education at the University of Fukui. Now an Assistant Professor there, he supports international educators and has collaborated on global initiatives, including JICA and MEXT-supported projects in Africa and Asia. His current research explores the roles of Assistant Language Teachers in Japan and the development of teacher communities.

ADVANCING POSTGRADUATE EDUCATION IN TROPICAL MEDICINE: INTEGRATING EMERGING HEALTH ISSUES AND TECHNOLOGY IN SOUTHEAST ASIA

Dr. Ezalia binti Esa

Deputy Director

SEAMEO-TROPMED Malaysia

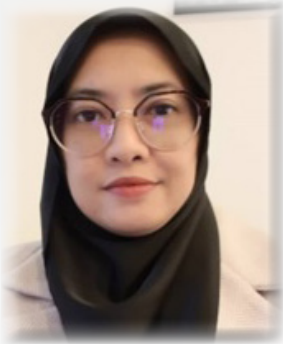
Tropical medicine is vital in addressing Southeast Asia's evolving health challenges. Since SEAMEO TROPMED's establishment in 1966, significant strides have been made to build regional capacity in this field. The postgraduate diploma programs (PG DAPE & DMM), launched in 1970, have been instrumental in training health professionals to meet the region's unique healthcare needs.

SEAMEO TROPMED Malaysia and the Institute for Medical Research (IMR) have continuously updated these programs to reflect emerging issues and align with global standards. Curriculum enhancements are guided by stakeholder input, student feedback, and relevance assessments. Recent updates include interdisciplinary topics such as: (i) One Health, linking human, animal, and environmental health; (ii) antimicrobial resistance (AMR); (iii) innovative vector control strategies like Wolbachia-infected mosquitoes; (iv) advanced tools such as whole genome sequencing (WGS); and (v) pandemic preparedness. Flexible delivery formats, including short courses and interactive webinars, are used for emerging topics like Precision Medicine and Invasive Fungal Infections. To date, the diploma programs have trained over 2,000 participants from 70 countries. Physical and online sessions have reached more than 63,000 participants from 99 countries. This wide reach reflects the programs' adaptability and relevance. The integration of region-specific health priorities with technology-enhanced learning has improved engagement, knowledge retention, and practical skills application. Participant satisfaction remains high, exceeding 88%.

This initiative highlights the value of flexible, internationalized, and technology-driven learning curricula in preparing health professionals for tropical medicine challenges. It serves as a model for institutions seeking to strengthen postgraduate education through innovation and responsiveness to global and regional health needs.

Keywords: *SEAMEO TROPMED, postgraduate education, academic excellence; tropical medicine*

BIOGRAPHIES



Dr. Ezalia Esa is the Deputy Director of SEAMEO TROPED Malaysia, appointed in June 2025. She plays a key role in managing the administration of the postgraduate diploma programmes in Applied Parasitology & Entomology (Post-DAP&E) and Medical Microbiology (Post-DMM). In addition, Dr. Ezalia leads the coordination of regional staff attachment and training initiatives involving SEAMEO TROPED centres in the Philippines and Thailand. She actively drives educational programmes that reflect SEAMEO's strategic directions, ensuring the integration of the SEAMEO Seven Priority Areas into the centre's capacity-building efforts.

In addition, Dr. Ezalia is a Consultant Haematologist with over 20 years of service in the Ministry of Health Malaysia (MOH). She holds a Medical Degree (MD) and a Master of Pathology (Haematology) from Universiti Kebangsaan Malaysia (UKM), and is a certified specialist in haematology. Her interests and expertise lie in molecular diagnostics and genetic testing for thalassemia.

At this event, Dr. Ezalia will be presenting a poster showcasing the evolution and impact of SEAMEO TROPED Malaysia's postgraduate diploma programmes in tropical medicine. Her presentation highlights curriculum innovations that align region-specific health priorities with global health competencies, incorporating technology-enhanced learning to strengthen the capacity of healthcare professionals across Southeast Asia

TEACHING BIODIVERSITY THROUGH PRACTICE: INTEGRATING BIOTROP COMPOST INTO CONTEXTUAL ENVIRONMENTAL EDUCATION

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Manager, Science Innovation Technology
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Ms. Trijanti A. Widinni Asnan

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The issue of biodiversity and suboptimal land degradation is a pressing environmental challenge that requires a contextual and applicable educational approach. Education that connects theory with real world practice is crucial for fostering ecological awareness from an early age. A survey of 208 educators from elementary, middle, high, vocational, and university levels revealed a low level of familiarity with the concept of suboptimal land. Based on the survey results, 35% of elementary and 36% of high school teachers are unfamiliar with the concept, while only 3 – 7% of elementary and vocational school teachers are very familiar. Although lecturers have a higher level of understanding (43% are very familiar), 29% are still unfamiliar with it. This data demonstrates the need for a transformative learning approach that connects soil conservation, biodiversity, and organic waste management. To increase capacity, a practice-based training model is developed using BIOPOS (BIOTROP Compost), formulated from mushroom baglog waste, straw, leaves, and lemongrass residue from distillation. This compost is applied in adaptive local plant seedling planting activities, as part of an educational strategy to restore suboptimal land and increase micro and macro biodiversity in the school and community environment. This training is designed based on a constructivist learning approach, project-based learning, and andragogy principles, to encourage active, reflective, and collaborative learning experiences. The results demonstrated increase ecological literacy and practical skills of educators in applying the concepts of soil restoration and biodiversity conservation to learning and community service. This model not only strengthens the integration between theory and practice, but also opens up collaborative spaces across levels in building sustainable environmental education.

Keywords: *constructivist learning, conservation, mushroom waste, project-based learning, environmentally friendly schools*

BIOGRAPHIES



Dr. Elis Rosdiawati

Is the Acting Director and Deputy Director for Administration at SEAMEO BIOTROP. She has experience as a developer of a national teacher performance assessment system and a master trainer in teacher professional development. Her areas of expertise include teacher education, education policy, and environmental and biodiversity education.

Dr. Doni Yusri

Is the Deputy Director for Program at SEAMEO BIOTROP and a lecturer in industrial management at IPB University. He has leadership experience in various institutions, including serving as Head of the IPB Center for Disaster Studies and Director of Business Development at PT BLST. His academic background includes agricultural socioeconomics, management, and human geography from the Universität Göttingen, Germany.



Risa Rosita, S.Si., M.Si.

She is the Science Innovation Technology Manager at SEAMEO BIOTROP, focusing on applied ecology, environmental education, and biodiversity integration in learning. She actively develops contextual learning approaches through organic waste-based innovations, and mentors teachers and communities in the conservation and restoration of suboptimal land.

Trijanti A. Widinni Asnan, SP., M.Si.

She holds an academic background in agriculture with a focus on plant protection and currently serves as Manager of the Finance and Accounting Department at SEAMEO BIOTROP, where she oversees budget planning, monitoring, and evaluation for research, training, and information dissemination programs.



TASK-BASED LANGUAGE TEACHING FOR LANGUAGE DEVELOPMENT: INSIGHTS FROM THE STEM-FOCUSED ENGLISHWORKS! PROGRAM AT VNUHCM - UNIVERSITY OF SCIENCE

Ms. Nguyen Thi Ngoc Dieu

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In the era of internationalization and Industry 4.0, English-speaking competence has become a critical skill for university students, particularly those in STEM disciplines. Effective oral communication not only facilitates participation in global academic and professional communities, but also enhances employability in technology-oriented workplaces. This study examines how Task-Based Language Teaching (TBLT) improves speaking proficiency in the STEM-focused EnglishWorks! program conducted at the Faculty of Interdisciplinary Science, University of Science, Vietnam National University, Ho Chi Minh City. Grounded in TBLT, the program engaged 27 undergraduates through communicative tasks linked to real-life professional contexts. Findings from pre- and post-tests and survey data reveal noticeable progress in speaking performance and increased learner engagement. The findings contribute to the application of TBLT in English courses for STEM students, particularly in enhancing speaking performance for non-English majors. Although based on a small-scale sample, the study provides valuable insights that suggest the potential of TBLT for employability-oriented language instruction and point to promising directions for integrating communicative methodologies into STEM programs as part of higher education's internationalization agenda.

BIOGRAPHIES



Nguyen Thi Ngoc Dieu holds a Bachelor's Degree in Chemistry and is pursuing a Master's Degree in English Language Studies. She specializes in English for Specific Purposes (ESP), particularly English for STEM and technical students. Her research interests center on applying innovative teaching methodologies and educational technologies to improve English proficiency among non-English major students in STEM and engineering fields.

FOSTERING GLOBAL ENGAGEMENT: A DECADE OF COLLABORATION BETWEEN SOUTHERN LEYTE STATE UNIVERSITY AND TRA VINH UNIVERSITY

Dr. Ingrid M. Uy

Director, External Linkages and International Affairs
Southern Leyte State University, Philippines

Ms. Nguyen Thi Mai Khanh

Director, Department for International Collaboration and
Project Promotion
Tra Vinh University, Vietnam

In the era of globalization development, the role of higher education institutions in cultivating international partnerships has become increasingly vital. This paper is to share the best practice of the ten-year collaborative journey between Southern Leyte State University (SLSU) in the Philippines and Tra Vinh University (TVU) in Vietnam, highlighting our shared commitment to innovation, research, and mutual development through internationalization. Over the past decade, SLSU and TVU have developed a multifaceted partnership that encompasses faculty exchange, joint research initiatives, curriculum development, and student mobility programs. By leveraging each institution's unique strengths and resources, we have cultivated an enriching environment for academic collaboration that prioritizes cultural exchange and capacity building. This presentation will delve into the strategic frameworks, challenges, and successes experienced over the years, offering valuable insights for higher education leaders seeking to enhance their own institutions' internationalization efforts in Faculty Exchange Programs, Joint Research Initiatives, Student Mobility and cultural Emersion, Community Engagement and Capacity Building.

Keywords: *Internationalization, Higher Education, Collaboration, Faculty Exchange, Student Mobility, Community Engagement, Curriculum Development*

BIOGRAPHIES



Dr. Ingrid M. Uy is the Director of External Linkages and International Affairs at Southern Leyte State University (SLSU). A passionate advocate for sustainable tourism, local development, and global education, Dr. Uy leads the university's strategic internationalization efforts—focusing on forging global partnerships, aligning with the UN Sustainable Development Goals (SDGs), and enhancing institutional visibility through global university rankings. She has spearheaded the development and implementation of SLSU's Strategic Internationalization Plan, which includes initiatives such as faculty and student mobility programs, cross-cultural engagement, international internships, research collaboration, and foreign language enrichment. Her leadership fosters meaningful international collaborations that benefit both the university and the communities it serves. As former Dean of the College of Hospitality and Tourism Management, Dr. Uy currently serves as the Program Chairperson of the Master in Management program. Her work demonstrates a strong commitment to innovation, cultural and global competence, and the use of international frameworks to drive institutional growth, local progress, and global impact.

Mai Khanh Nguyen is the Director, Department for International Collaboration and Project Promotion, Tra Vinh University in Vietnam. Mai Khanh has developed a broad portfolio of international partnerships and innovative exchanges with partners in Canada, Europe, Asia and Australia. Tra Vinh University was formed in 2001 under the Vietnam and Canadian Community College project and has continued to prioritize international partnerships with colleges and universities across Canada, frequently hosting Canadian students, faculty, researchers, interns and volunteers.



RECONSTRUCTING TEACHER LEARNING THROUGH INTERNATIONAL COLLABORATION: INSIGHTS FROM THE EDU-PORT JAPAN INITIATIVE

Dr. Takuya Numajiri

Special Assistant Professor
University of Fukui, Japan

This study explores how international collaboration can enhance teacher professional learning and foster educational innovation in the context of higher education. Drawing on a comprehensive analysis of 112 EDU-Port Japan projects, which promote mutual exchange between Japanese schools and global partner institutions, we identify key processes and enabling conditions that support effective internationalization in education. Using a mixed-methods approach—combining co-occurrence network analysis of project reports and in-depth interviews with educators and stakeholders—we propose a four-phase model of teacher learning through international collaboration: (1) Motivation Formation, (2) Relationship Building, (3) Collaborative Practice, and (4) Reintegration and Reflection.

Our findings demonstrate that culturally embedded lesson study and reflective dialogue stimulate both pedagogical adaptation and transformative shifts in teachers' professional beliefs, instructional strategies, and cross-cultural awareness. Teachers involved in joint lesson planning and classroom observation often reported a renewed sensitivity to student diversity, and a deeper understanding of their own educational values. These experiences contributed to the reconstruction of teacher identity and the enhancement of professional agency and leadership capacity.

Building on these insights, the paper offers a set of qualitative and potential quantitative indicators to evaluate internationalization processes, with a focus on professional learning communities, dialogic pedagogies, and sustainable institutional partnerships. These indicators are currently being piloted in a university-led initiative to assess their effectiveness and transferability across contexts.

By conceptualizing international collaboration as a reciprocal, reflective, and developmental process, this study highlights its significance not only as a strategy for advancing leadership and innovation in higher education, but also as a catalyst for cultivating 21st-century competencies in students. The findings provide a conceptual and practical foundation for educational institutions aiming to design impactful and sustainable cross-border collaborations in a rapidly globalizing world.

BIOGRAPHIES



Takuya Numajiri is a Special Assistant Professor at the University of Fukui, Japan. His research focuses on international and comparative education, mathematics education, professional learning communities, and lesson study as a driver of educational reform. He has coordinated multiple international collaboration projects, including those under the EDU-Port Japan Initiative, promoting mutual learning between Japanese schools and global partners. He is currently leading a project piloting quantitative and qualitative indicators for evaluating educational internationalization processes. Dr. Numajiri has extensive experience working with JICA, UNICEF, and teacher training institutions in Southeast Asia and Africa.

FROM INTERVIEW TO ALGORITHM: A COMPARATIVE STUDY OF IELTS AND PTE SPEAKING ASSESSMENTS FOR EFL LEARNERS

Ms. Vo Le Quynh Lam

Lecturer

NCT English Centre, Danang, Vietnam

The transition from the widely adopted International English Language Testing System (IELTS) to the emerging Pearson Test of English Academic (PTE Academic) presents significant challenges for English as a Foreign Language (EFL) learners in Vietnam, particularly in the speaking component. While IELTS uses human examiners to assess spoken English through live interviews, PTE relies entirely on artificial intelligence (AI) to evaluate recorded responses. This fundamental difference not only alters the test-taking experience, but also reshapes the speaking skills and strategies required for success.

This study explores how standardized speaking responses, drawn from official preparation materials, are evaluated under the differing criteria of IELTS and PTE Academic. Through qualitative comparative analysis, it examines how key features - fluency, pronunciation, cohesion and coherence, lexical resource, grammatical accuracy, and content - are assessed differently by human raters and AI-based systems. The findings reveal critical mismatches in scoring priorities. For instance, PTE shows high sensitivity to pacing and hesitation, while IELTS allows for natural pauses and values interactive communication. These differences can lead to unexpected performance outcomes for learners transitioning between tests.

The study underscores the need for a tailored approach to speaking preparation that aligns with the distinct demands of AI-driven assessment. By addressing these challenges, the research provides practical insights for Vietnamese educators and learners aiming to prepare effectively for both test formats. The findings contribute to more informed teaching practices and targeted language assessment training in Vietnam's evolving English language education landscape.

BIOGRAPHIES



MA. Vo Le Quynh Lam is a lecturer at the Faculty of English, VNUK, Vietnam. My research interests include second language acquisition, English language assessment in international English tests, and curriculum design and my priority is currently investigating the transition from IELTS to PTE Speaking.

PRE-SERVICE TEACHERS AND FACULTY AWARENESS AND PERSPECTIVES ON THE SEA-TEACHER PROGRAM: EXPLORING ALTERNATIVE PATHWAYS FOR ASEAN COLLABORATION IN TEACHER EDUCATION

Dr. Mary Grace A. Aquino

Associate Professor III

Pamantasan ng Lungsod ng Maynila, Philippines

Background

The internationalization of teacher education is a growing priority across Southeast Asia, with the SEA-Teacher Internship Program of the Southeast Asian Ministers of Education Organization (SEAMEO) providing opportunities for cross-cultural teaching and professional growth. In the Philippine context, higher education institutions are guided by Commission on Higher Education (CHED) policies to foster global competencies among pre-service teachers. Yet, institutional participation remains uneven, and awareness among pre-service teachers and faculty is often limited.

Method

This qualitative exploratory study examined pre-service teachers' awareness of the SEA-Teacher Program and faculty members' perspectives on its importance for internationalization. Open-ended questionnaires and interviews were administered to both groups at a Philippine local university newly introduced to the program. Responses were analyzed thematically to identify levels of awareness, perceived benefits, challenges, and proposed alternatives to physical mobility.

Results

Findings indicated that pre-service teachers' awareness of SEA-Teacher was mixed, with many encountering the program for the first time through this study. Nevertheless, students consistently viewed the program as a pathway to professional development, improved pedagogical competence, and intercultural learning. Faculty across disciplines recognized its significance in enhancing global readiness, though their emphases varied according to field. Both groups noted challenges, including financial constraints, language barriers, and institutional readiness. Alternatives such as virtual exchanges, collaborative projects, and online ASEAN linkages were frequently recommended. These were framed as complementary rather than replacement strategies to sustain cross-cultural exposure.

Conclusion

The study highlights the transformative potential of SEA-Teacher in internationalizing teacher education while pointing to gaps in awareness, preparedness, and structural support. Strengthening institutional communication, embedding orientation within curricula, and leveraging blended internationalization strategies are recommended to equip Filipino pre-service teachers with global competencies. The findings provide insights for higher education institutions seeking to balance policy imperatives with practical pathways for ASEAN collaboration.

Keywords: SEA-Teacher Program, internationalization, pre-service teachers, faculty perspectives, ASEAN collaboration

BIOGRAPHIES



Dr. Mary Grace A. Aquino is an Associate Professor at Pamantasan ng Lungsod ng Maynila (University of the City of Manila), specializing in teacher education and educational administration. With a strong academic background in mathematics, early childhood education, and educational administration (management and leadership), Dr. Aquino has made significant contributions to research in mathematics education, preschool education, and learning management. Her work includes studies on digital networked learning among faculty and staff, problem-solving in kindergarten, and the integration of geometry with project-based learning and environmental action.

She has also collaborated with other researchers on topics such as student profiling, academic performance in relation to admission tests, online learning readiness, and learning analytics in student engagement.

Currently, Dr. Aquino's research evaluates the integration of Education for Sustainable Development (ESD) in field study and teaching internship courses, to transform experiential learning in teacher education. She is also investigating the use of generative AI to summarize readings and analyze teaching-related scenarios for developing professional competencies without compromising academic integrity.

Dr. Aquino has presented her research at university research colloquia and at the Manila International Research Conference 2025. She remains actively engaged in interdisciplinary dialogue to promote innovation in teacher education, educational leadership, and management.

Beyond research, Dr. Aquino is dedicated to teaching pre-service teachers, advising student researchers, and participating in community extension programs for young learners in her local community.

GOVERNMENT-UNIVERSITY-INDUSTRY NEXUS: A TRIPLE HELIX REVIEW OF EMPLOYMENT OPTIONS FOR COLLEGE GRADUATES IN ZAMBOANGA CITY

Dr. Josephine L. Sulasula

Vice President, Administration and Finance

Zamboanga Peninsula Polytechnic State University, Philippines

Using the Triple Helix framework as a theoretical lens, this study focuses on the interactions among government, academia, and industry, and how they impact the employability of college graduates. This study analyzes the roles of government, academia, and industry in addressing the skills mismatch between college graduates and industry demands. The study draws on local references and data sources to provide an overview of the current state of employment opportunities for college graduates in Zamboanga City. The study finds that government policies have aimed to address the skills mismatch, but implementation has been insufficient. Universities have made efforts to align their programs with industry demands but need to strengthen their industry-academia linkages. Industry has also made efforts to bridge the skills gap but struggles with the availability of qualified candidates. The study recommends collaborative efforts among the government, academia, and industry to address the skills mismatch by providing more opportunities for industry-academia collaboration, developing skills training programs, and strengthening labor market information systems. Overall, the study contributes to the discussion on improving employment opportunities for college graduates in Zamboanga City and has implications for other regions in the Philippines and other countries facing similar challenges.

BIOGRAPHIES



Josephine L. Sulasula is a distinguished academic leader and administrator currently serving as the Vice President for Administration and Finance for more than four years at the Zamboanga Peninsula Polytechnic State University (ZPPSU). With over two decades of experience in higher education governance, public financial management, and institutional policy development, she has played a pivotal role in advancing ZPPSU's operational excellence and regulatory compliance.

She is actively pursuing her Doctor of Public Administration, with a dissertation titled "Assessing the Equity and Effectiveness of Budget Allocation under Republic Act 10931: A Policy Analysis of State Universities in the Zamboanga Peninsula," reflecting her deep commitment to fiscal transparency, educational equity, and evidence-based policymaking in the Philippine higher education sector.

Ms. Sulasula leads university-wide initiatives in budgeting, procurement, human resource management, and compliance with COA, CHED, and DBM issuances. She is also the Chairperson of the University Climate Change Committee, where she steers climate-responsive strategies and sustainable development integration into the institution's operations and curriculum. Her work has been instrumental in developing institutional policies such as the Financial Operations Manual, Work-from-Home Policy, and Internal Audit Systems aligned with national standards and other productivity policies.

ADVANCING REGIONAL COLLABORATION THROUGH INTERNATIONALIZATION: INITIATIVES OF THE SOUTHEAST ASIAN UNIVERSITY CONSORTIUM FOR GRADUATE EDUCATION IN AGRICULTURE AND NATURAL RESOURCES (UC)

Ms. Paula Grace M. Muyco

Program Specialist, Graduate Scholarships and Institutional Development (GSID) Unit,
Education and Collective Learning Department
SEAMEO SEARCA, Philippines

The rapid globalization of economies and societies has made internationalization an essential component of higher education leadership and management, driving institutions to adopt strategies that extend their reach, enhance academic quality, and promote cross-border collaboration. University consortia serve as strategic platforms for such internationalization, enabling institutions to pool resources, share expertise, and address challenges that transcend national boundaries. This paper presents the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA)'s role as Secretariat of the Southeast Asian University Consortium for Graduate Education in Agriculture and Natural Resources (UC). The UC, established in 1989, is a network of 16 leading universities in Indonesia, Malaysia, Thailand, the Philippines, Taiwan, Japan, Canada, and Germany that advance graduate education, research collaboration, and capacity building in agriculture, environment, and natural resources. The study examines how the UC's governance structure, leadership processes, and collaborative mechanisms operationalize internationalization in educational policy, leadership, management, and administration. It highlights how SEARCA, as Secretariat, facilitates both programmed and nonprogrammed decision-making to align consortium activities with regional priorities such as food security, climate change adaptation, and sustainable development. The UC's long-standing initiatives such as joint academic programs, research grants, and annual scholarly learning events demonstrate the value of structured yet adaptive leadership in sustaining an international network. The findings show that effective internationalization in higher education requires not only visionary policy and strategic management, but also dynamic facilitation, trust-building, and equitable participation among diverse institutional members.

Keywords: *Internationalization, university consortia, higher education leadership and governance*

BIOGRAPHIES



Paula Grace M. Muyco is a Program Specialist at the Graduate Scholarships and Institutional Development (GSID) Unit, Education and Collective Learning Department, SEARCA. She manages scholarship programs with partner universities in Taiwan, South Korea, and the Philippines, and coordinates the Southeast Asian University Consortium for Graduate Education in Agriculture and Natural Resources (UC). She earned her BA in Communication Arts and MS in Development Communication from the University of the Philippines Los Baños (UPLB), where she is also pursuing her PhD in Development Communication. Her work focuses on scholarship management, project development, and capacity-building across Southeast Asia.

CORRELATION BETWEEN THE END-OF-COURSE EXAM AND OTHER ASSESSMENT FORMS OF A TERTIARY COURSE

Ms. Vu Doan Thi Phuong Thao

Lecturer/ Researcher

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As an educational tool which has significant impacts on learning and teaching, assessment attracts attention from educators and researchers who desire to deliver meaningful instruction. Thus, designing tests, quizzes and other assessment forms which well and consistently reflect multifaceted levels of the educational objectives is a fundamental yet challenging task. The relationship between different tests in a course is always in the center of consideration. The current study aims at investigating the correlation between the end-of-course exam and regular quizzes and oral presentations in the course Cultures of ASEAN Countries offered to sophomores at ULIS. Over 420 students' results of the three assessment forms mentioned above were analyzed using Pearson's correlation coefficient. The findings revealed a strong correlation between the quizzes and the exam at over 0.7 while the relationship between the presentations and the exam proved to be weaker, at nearly 0.5. The high correlation between the written tests implies the consistency in students' efforts and testing intention. On the other hand, the lower value for the second pair of assessment forms may be explained by the differences in their purposes, one focusing on understanding textbook content, while the other on deepening personal research of the field.

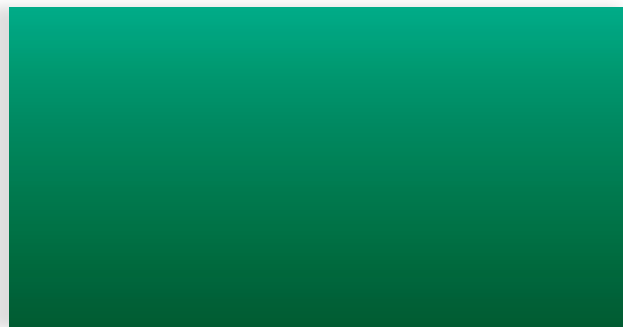
Keywords: *Assessment correlation, end-of-course exam, quizzes, presentation, Cultures of ASEAN Countries*

BIOGRAPHIES



Vu Doan Thi Phuong Thao has been working as a lecturer/ researcher at ULIS, VNU. Her expertise is SLA, language testing and assessment, in which she has conducted a number of research projects on institutional and national scale as the main author or a co-researcher. Her research interest and working field are curriculum development, material development, plus international relations.

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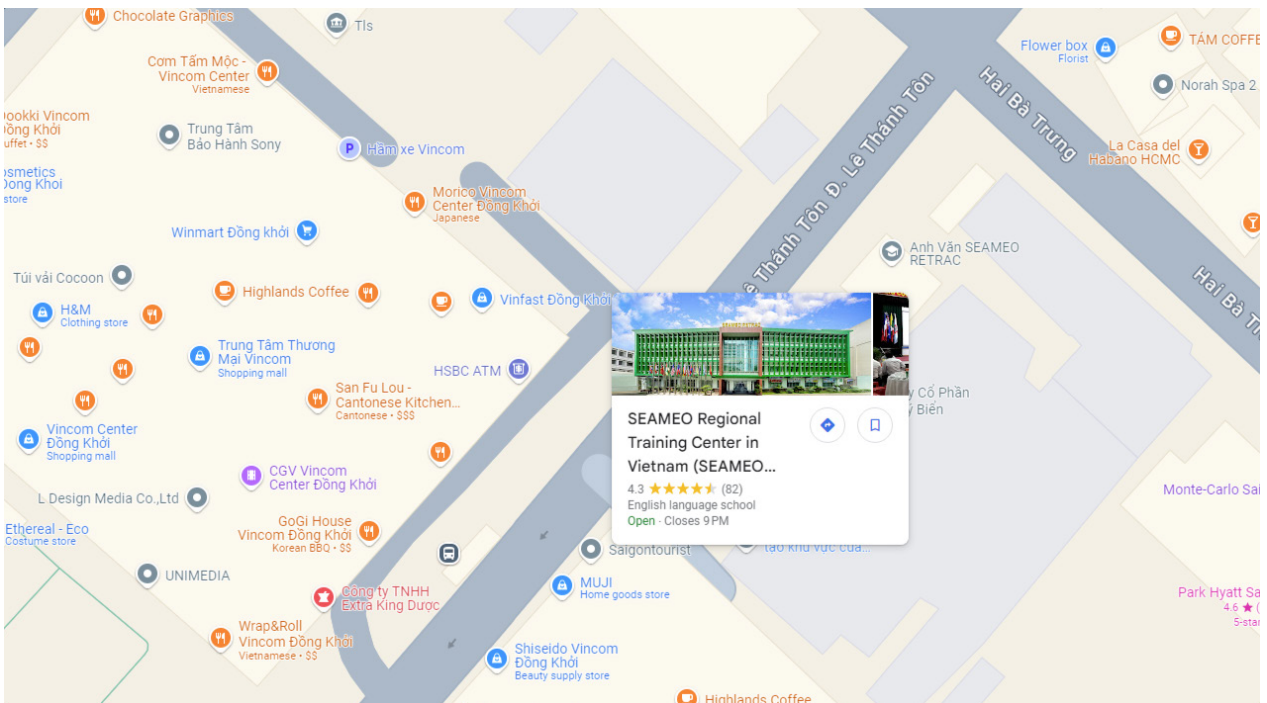


USEFUL INFORMATION

CONFERENCE VENUE



SEAMEO Regional Training Center (SEAMEO RETRAC)
35 Le Thanh Ton Street, Sai Gon Ward, Ho Chi Minh City, Vietnam
☎: (+84-28) 3824 5618
✉: internationalconference@vnseameo.org
🌐: www.vnseameo.org



HOUSE KEEPING INFORMATION

- 👉 Please wear your name badge at all times
- 👉 Please be punctual (bell will ring 5 minutes before each session starts)
- 👉 Turn off or set your mobile phones on silent mode
- 👉 Smoking is prohibited in the whole campus
- 👉 Photographing and filming in process. Please inform us if you have any objections.
- 👉 Please complete your feedback form and return it to the reception area at the end of the conference.
- 👉 For any assistance, please ask SEAMEO RETRAC's staff or enquire at our Registration Desk

PUBLIC TRANSPORTATION

From the airport: There are two means of transportation for you to commute from the airport: (1) taxi companies and technology cars (Grab, Be, etc.); and (2) private taxi services.

(1) After you arrive, you will go out of the arrivals hall and go across the street. There is a hub for you to catch a taxi or a technology car

(2) The private taxi services are available right in the arrivals hall. Please be advised that the fares might be around US\$ 5 higher than option (1).

The trip costs around US\$ 10. It takes up to 30 minutes to reach the heart of Ho Chi Minh City, depending on the traffic.

For personal trips, please refer to the following options of transportation:

- 🔍 **Taxi:** There is a variety of taxi companies operating in Ho Chi Minh City. Vinasun Taxi can be contacted at (84-28) 3827 2727, Mai Linh Taxi at (84-28) 3838 3838.
- 🔍 **Grab:** This is the most common form of transport. Grab provides faster transportation during traffic jams. Many Grab drivers speak basic English. It is likely to cost 40,000 – 50,000 VND from city hotels to the conference venue. You can download the app to your smartphone and connect it with your credit card as a payment method.

EXCHANGE RATE

Foreign currencies are not accepted at most shops, so it is best for you to change your foreign currency to the local currency, which is the Vietnamese Dong.

The current foreign exchange rate is approximately US\$ 1.00 = VND 26,418 (referred to September 20, 2025 at <http://vietcombank.vn/>). These rates are subject to market fluctuations so please check them again prior to your departure date. If you come to Vietnam with some foreign cash, you can exchange it for VND upon arrival at the international airport, banks or currency exchange establishments. You may get a slightly better rate of return at banks, but you will always lose a little bit in the exchange agencies. When going to exchange currencies, you need to show passport for identification. Alternatively, at currency exchange booths you can exchange money instantly. The currency exchange booths around tourist locations such as Ben Thanh Market may charge a higher transaction fee so it is best to avoid them unless you are in a hurry. Please note that many exchange places will not accept old or

torn bills. Bring new and crisp bills in order to get the best exchange rate. If you happen to have damaged bills that no one else will accept, simply go to a bank and exchange it for a new note for a nominal fee.

Credit cards are accepted by hotels and some shops; however, cash is also necessary. There are now a number of ATMs accepting international cards. Please note that most ATMs charge a fee of approximately US\$ 4 for use of international cards. For large withdrawals, the ATM will dispense 500,000 dong notes which you will then have to exchange for smaller bills for small purchases.

If you really need large sums of cash, Western Union is the best way to go. It is less expensive and more hassle-free than bank wire transfers, and there are hundreds of locations within Ho Chi Minh City alone. Depending on the amount, you may pay less in a Western Union transaction fee than on international cash advance fees through your bank or credit card. Simply get a friend or family member to go to a Western Union branch back home and fill out the appropriate paperwork. Be sure that the spelling of the name of the recipient matches exactly as it is shown on the passport – even one letter off is grounds for refusal.

CLIMATE AND ATTIRE

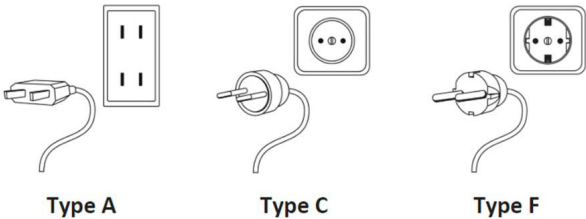
The weather in Ho Chi Minh City, Vietnam at the time of the Conference should be warm and humid in the daily temperature range of 25-34°C. Light clothing will be necessary for the outdoors, but it is worth noting that the Conference's venue is fully air-conditioned. It is advised that you pack appropriate clothing for your attendance. You may wear your national dress or formal attire (suit) during the Conference. Though this is optional for all participants, speakers, and guests, attendees are requested to dress professionally for the event. Please also note that rain is expected at this time in Vietnam and an umbrella will be useful.

Ho Chi Minh City Weather for October 2025

5	6	7	8	9	10	11
						
31° 24°	32° 24°	31° 25°	32° 25°	32° 24°	32° 24°	31° 25°

ELECTRICITY

The electricity supply in Vietnam is 220 Volts at 50 Hz. Plugs type A (two flat vertical pins), type C and type F (two round pins) fit most Vietnam electrical outlets.



SHOPPING

Ho Chi Minh City is truly a hub for shopping enthusiasts. Everything from handicrafts to imitation brand name clothes and shoes are available at a fraction of what it would cost overseas. As tourism has increased over time in Ho Chi Minh City, so has the establishment of trendy boutiques that cater to the tourist crowd. However, you can find the same treasures within the many shopping areas throughout the city. Our aim in providing these pieces of information is to guide you in your shopping adventures and help you find what you're looking for at bargain prices.

Important Note on Addresses in Ho Chi Minh City

As of July 1, there has been an official change in the city's administrative divisions. District names have been removed from addresses and replaced with ward names. However, many establishments have not yet updated their information accordingly, so discrepancies may occur. It is recommended that visitors search for the name of the destination (e.g., market, shopping center, or restaurant) rather than relying solely on the written address.

CLOTHES

As one of the world's major apparel producers, Vietnam offers clothing at prices often below international retail rates. In Ho Chi Minh City, you can find global brands such as American Eagle Outfitters, Gap, and Old Navy, alongside local boutiques. **Nguyen Trai Street** is popular for ready-to-wear fashion, while **Le Thanh Ton Street** is well known for quality tailoring services.

SHOES

Ho Chi Minh City has a specific street for everything, and shoes are no exception. In fact, the city has two streets dedicated entirely to shoes. They are **Ly Chinh Thang Street** and **Luu Van Lang Street**. As is the case with clothes, you will find great imitations of brand name shoes. Be careful with the quality of these imitations as the heel or main body of the shoe may show wear and tear very quickly.

Ly Chinh Thang Street is lined with shoe shops which carry shoes in a variety of sizes and styles. The other shoe street, Luu Van Lang Street, is just outside of Ben Thanh Market and one block away from Le Loi Street. The shops on this street have more sports shoes and sandals whereas the shops on Ly Chinh Thang Street carry more fashion shoes.

HANDBAGS AND LUGGAGES

For those needing extra luggages to carry newly purchased items, Le Lai Street—located between the New World Hotel and Ben Thanh Market—offers a wide range of shops featuring well-known brands such as North Face, Samsonite, and others. If you are looking for fashionable handbags or wallets, recommended places include Saigon Square and Binh Tay Market in Cho Lon. When carrying handbags around the city, it is advisable to ensure that straps are strong and secure to avoid the risk of petty theft.

HANDICRAFTS

Vietnamese handicrafts are unique and intricate. Vietnam is especially famous for lacquerware and coconut dinnerware. Bowls, plates, spoons and chopsticks make great gifts and decoration. You can also find fabulous fabric creations with path-work and threadwork embroidery. Or, if you prefer wood items, you might like the handcrafted wooden boats and figurines that are often sold at the markets.

The best place to find a huge variety of lacquerware at the best bargain prices is **An Dong Plaza**, near Cho Lon in District 5. You can find that the choices for fabric and wood crafts are the best at **Ben Thanh Market**.

PAINTINGS

Ho Chi Minh City is home to many art galleries which host the most talented local artists. However, for copies of famous pieces of art or for original paintings by lesser-known artists, visit the “painting street”. Like shoes, there are not one but two streets that are chock-a-block full of painting shops! More locals shop at the painting stores in **Tran Phu Street** (District 5) than **Bui Vien Street** (District 1), but you will surely find a great selection wherever you choose to go.

FABRIC

For people interested in tailoring custom outfits, a visit to the so-called “fabric street” is highly recommended. Located directly across from **Tan Dinh Market**, this area offers a wide selection of fabrics suitable for tailored creations. While the shops across the street provide greater variety, even better deals can often be found inside Tan Dinh Market itself. Another option is **Soai Kinh Lam Material Market** in Cho Lon (District 5) or around the area of **Pham Van Hai Market** (Tan Binh District), a wholesale market where both prices are lower and the range of fabrics is more extensive.

Tailors generally charge less if you provide your own fabric, but it is advisable to confirm in advance how much material is required for your garments. When shopping in local markets, bargaining is expected. Since many stalls often sell similar products, the best strategy is to remain patient and not commit too quickly to a purchase. In many cases, if you walk away, vendors may call you back with a more reasonable price.

Useful Shopping Phrases in Vietnamese

English	Vietnamese	Transcript
Where is the market?	Chợ ở đâu?	/Cho uh dow?/
How much is it?	Bao nhiêu tiền?	/Bow nyew teen?/
This is too expensive!	Mắc quá	/Mak wa/
Cheaper	Rẻ hơn	/Reh hun/
I don't want this	Tôi không muốn cái này	/Toy khong moon kai nai/
I don't like this	Tôi không thích cái này	/Toy khong tick kai nai/
I want to order	Tôi muốn đặt hàng (goods) / gọi món (food & drink)	/Toy moon dat hang/ /Toy moon goi mon/
I want to have a bill	Tính tiền	/Tinh teen/
Can you pack and ship overseas?	Bạn có thể đóng và gửi hàng ra nước ngoài không?	/Ban co teh dong va gooeey hang rah nook ngwhy khong/

If you are in Ho Chi Minh City for a limited amount of time, you can visit **Ben Thanh Market**, **Saigon Square** or **An Dong Plaza** for a one-stop shop experience. Keep in mind that Ben Thanh Market, albeit convenient, can be much more expensive than the other markets due to its central location and frequency of tourist shoppers. When shopping at Ben Thanh Market you should start with 40-50% of the original asking price and negotiate from there. If the store owner does not lower the price, you can just as easily go to the next stall. In comparison, you should expect to get no more than 10-20% discount on goods that you purchase at Saigon Square 1 & 2. You will see more locals shopping at Saigon Square or An Dong Plaza. Wherever you choose to shop, we are confident that you will be thoroughly impressed with what Vietnam has to offer.

FOOD AND DRINKS

The Conference's venue is in the downtown area so it is easy to find good restaurants nearby the Center. There are many restaurants serving a variety of food from Vietnam, China, Japan, Thailand, France, etc. You can also find the food courts available in basement floor no. 3 in **Vincom Shopping Mall** (opposite to the Center).

Following are some suggestions:



Com Tam - Broken Rice

Cơm Tấm, or broken rice, is one of the most popular dishes in Southern Vietnam, particularly in Ho Chi Minh City. It can be enjoyed at any time of the day—breakfast, lunch, or dinner. A typical plate consists of grilled pork chops, shredded pork skin, and a steamed egg patty served over fragrant broken rice. The dish is then topped with scallion oil and accompanied by pickled carrot, white radish, and fresh cucumber slices. An essential component is the dipping sauce, prepared from fish sauce, sugar, lime, and chili, which enhances the overall flavor of the meal.

Com Tam Cali

Add 1: 48 Nguyen Hue Street, Ben Nghe Ward

Add 2: 236 Le Thanh Ton Street, Ben Thanh Ward

Com Tam Moc

Add 1: 85 Ly Tu Trong Street, Ben Thanh Ward

Add 2: 72 Le Thanh Ton Street, Ben Nghe Ward (Floor B3, Vincom Dong Khoi)

Com Tam Thuan Kieu

Add 1: 26 Ton That Tung Street, District 1

Add 2: 114 Yersin Street, District 1



Pho /Fuh/

Phở is considered the quintessential Vietnamese dish, featuring a fragrant beef or chicken broth slowly simmered with traditional spices. It is served with rice noodles, thinly sliced meat, and a selection of fresh herbs and garnishes. The balance of rich broth, tender noodles, savory protein, and crisp vegetables creates a distinctive harmony of flavors and textures. Widely regarded as a comfort food in Vietnam, phở is enjoyed at any time of the day and has become internationally recognized as a wholesome and flavorful meal.

Pho 24

Add: 158D Pasteur Street, District 1

Pho Hai Trieu

Add: 31 Hai Trieu Street, District 1

Pho Hung

Add: 243 Nguyen Trai, District 1

Pho Le

Add: 415 Nguyen Trai, Ward 7, District 5



Bun Bo Hue - /Boon Boh Hway/

Bún Bò Huế is a renowned specialty from the city of Huế in central Vietnam. Its distinct flavor comes from a spicy, aromatic broth prepared by simmering beef bones and shank with lemongrass, shrimp paste, and chili peppers. The dish is served with thick rice vermicelli noodles and topped with tender slices of beef and pork. Fresh herbs, lime,

and chili sauce are added as garnishes, creating a vibrant and flavorful combination that reflects the rich culinary traditions of the Huế region.

Bun Bo Hue Duyen Mai

Add: 4A Tran Hung Dao Street, District 1

Bun Bo Hue 175

Add: 175, Co Giang Street, District 1

Bep Ong Cau

Add: 4E Vo Thi Sau Street, Tan Dinh Ward, District 1



Decent Restaurants

This restaurant offers an authentic taste of Hue, the cultural capital of Vietnam. The menu features regional specialties like the iconic Bun Bo Hue, a spicy lemongrass-infused noodle soup, as well as other local delicacies. The cozy, intimate atmosphere transports diners to the historic streets of Hue.

Nam Giao Restaurant

Add: 136/15 Le Thanh Ton Street, District 1

Nestled in the heart of the city, this restaurant boasts an unparalleled dining experience. The menu features a tantalizing array of locally-sourced, expertly-prepared dishes that delight the senses. But the real showstopper is the stunning panoramic view, offering diners a breathtaking outlook over the bustling urban center. Whether enjoying a leisurely lunch or an elegant dinner, this establishment effortlessly combines exceptional cuisine with a magnificent vista, creating an unforgettable culinary journey.

Ngon Restaurant

Add: 160 Pasteur Street, District 1

Di Mai Restaurant in Ho Chi Minh City offers a captivating fusion of traditional Vietnamese countryside cuisine and contemporary design. The restaurant's façade features a dual room dining area that subtly blends the essence of street food and time-honored cooking techniques. Inside, the harmonious blend of rustic and modern elements creates a refined, yet nostalgic ambiance. The menu showcases a diverse array of regional Vietnamese dishes, each crafted with meticulous attention to detail and high-quality, locally-sourced ingredients. Di Mai Restaurant transcends the boundaries of conventional Vietnamese cuisine, providing diners with an elevated experience that celebrates the country's rich gastronomic heritage in a sophisticated, modern setting.

Di Mai Restaurant

Add: 138 Le Thi Hong Gam Street, District 1

Bánh Xèo is a popular Vietnamese savory crepe, originally from the central region of the country. This golden, paper-thin crepe is made from a batter of rice flour, turmeric, and coconut milk, and typically filled with sautéed shrimp, pork, and crisp bean sprouts. It is enjoyed with fresh herbs, lettuce leaves, and a tangy sweet-and-sour dipping sauce. The contrast of its crispy exterior, tender fillings, and refreshing accompaniments makes Bánh Xèo a distinctive and memorable part of Vietnam's street food culture.

Banh Xeo Dinh Cong Trang

Add: 46A Dinh Cong Trang Street, District 1

In the heart of Ho Chi Minh City, this Thai restaurant transports diners to the vibrant streets of Bangkok. The menu features a symphony of authentic Thai flavors, from rich curries to refreshing salads, crafted with the freshest local ingredients. The warm, inviting atmosphere complements the exceptional cuisine, promising an unforgettable

culinary journey.

Lac Thai Restaurant

Add: 71/2 Mac Thi Bui Street, District 1

Thiên Lý's clay pot rice showcases the essence of Vietnamese cuisine with its distinctive aroma, sticky texture, and robust flavors. Complemented by a diverse selection of fresh, expertly-prepared dishes, this dining experience promises to delight even the most discerning palates. From the sizzling, golden-brown rice to the harmonious blend of savory, sour, and sweet components, every bite delivers an unforgettable taste of Vietnamese culinary mastery that leaves a lasting impression on all who partake.

Com Nieu Thien Ly

Add 1: 16 Nguyen Dinh Chieu Street, District 1

Add 2: 114-116 Ham Nghi Street, District 1

Pizza 4Ps is a renowned pizza chain in Ho Chi Minh City, renowned for its commitment to quality and innovation. Serving authentic Neapolitan-style pizzas crafted with the finest, locally-sourced ingredients, the restaurant offers a unique fusion of Italian tradition and Vietnamese flair. Complemented by a warm, inviting ambiance, the 4Ps dining experience is further elevated by a thoughtful selection of pastas, salads, and desserts. With its dedication to the art of pizza-making and exceptional service, Pizza 4Ps has firmly established itself as a culinary icon in the vibrant culinary landscape of Ho Chi Minh City.

Pizza 4Ps

Add 1: 151B Hai Ba Trung Street, District 3

Add 2: 8/15 Le Thanh Ton Street, District 1

Add 3: 8 Thu Khoa Huan Street, District 1



Vegetarian Restaurant

In the heart of the city, this vibrant vegetarian restaurant offers a delightful sanctuary for those seeking a plant-based culinary journey. The menu celebrates the bounty of fresh, locally-sourced produce, with creative dishes that combine bold flavors and stunning presentations. From hearty vegetable curries to innovative plant-based burgers, each plate is a testament to the boundless potential of vegetarian cuisine. The warm, inviting atmosphere complements the exceptional food, making this establishment a beloved destination for health-conscious diners and vegetarian enthusiasts alike. Discover a new appreciation for the power of vegetables at this exceptional eatery.

Buddha Chay Phi Nhung

Add: 31 Dang Tat Street, District 1

OM Eatery - Vegetarian & Vegan Food

Add: 80 Dinh Cong Trang Street, District 1

Tue Restaurant

Add 1: 76 Mai Thi Luu Street, District 1

Add 2: 162 Tran Hung Dao, District 1

Shamballa Vegetarian, Restaurant & Lounge - Sai Gon

Add 1: 31 Ly Tu Trong, Ben Nghe Ward

Add 2: 17-19 Trinh Van Can Street, District

Loving Hut Hoa Dang Vegetarian Restaurant

Add: 63 Mai Thi Luu Street, District 1

Sanité Restaurant

Add: 2B Ho Xuan Huong Street, District 3

Prem Bistro and Cafe

Add: 187/15 Dien Bien Phu, District 1



Halal Restaurant

In the heart of Ho Chi Minh City, this halal restaurant offers a culinary journey through the flavors of the Middle East and Vietnam. The menu features authentic dishes that blend aromatic spices and traditional cooking methods with fresh, local ingredients. From succulent lamb kebabs to fragrant vegetable curries, each plate is a harmonious symphony of flavors that cater to discerning palates. The warm, inviting ambiance complements the meticulously prepared halal fare, creating an unforgettable dining experience for locals and visitors alike. This restaurant is a must-visit for those seeking a taste of halal indulgence in the city center.

The Daun Restaurant

Add: 48 Le Lai Street, District 1

Kedai Muslim Al-Amin Restaurant

Add: 31 Nguyen An Ninh Street, District 1

Taj Mahal Restaurant

Add: 31 Bui Vien Street, District 1

Halal@Saigon Restaurant

Add: 31 Dong Du Street, District 1

Al Sham SaiGon Restaurant

Add: 314 Vo Van Kiet Street, District 1



Coffee shop

In the lively center of Ho Chi Minh City, a diverse array of coffee shops cater to a wide range of tastes. While some establishments showcase the country's renowned coffee culture with meticulously crafted brews, others offer an eclectic menu of creative beverages and light bites. Housed in charming, modern settings, these coffee shops provide a welcoming escape from the city's vibrant streets. Patrons can sip on innovative specialty drinks, indulge in delectable pastries, and immerse themselves in the vibrant atmosphere that embodies the spirit of Ho Chi Minh City's thriving cafe culture.

Trung Nguyen Legend Café

Add 1: 80 Dong Khoi Street, District 1

Add 2: 240-242 Ly Tu Trong Street, District 1

Add 3: 35 Bui Thi Xuan Street, District 1

Add 4: 19 Nguyen Van Trang Street, District 1

Highlands Coffee

Add 1: 28 Le Duan Street, District 1

Add 2: 27 Nguyen Dinh Chieu Street, District 1

Add 3: 135A Tran Quang Khai Street, District 1

Cafe Amazon

Add 1: 97 Hai Ba Trung Street, District 1

Add 2: 5 Nguyen Trai Street, District 1

Cong Ca Phe

Add 1: 26/15 Ly Tu Trong Street, District 1

Add 2: 274 Hai Ba Trung Street, District 1

The Coffee Bean & Leaf Tea Coffee

Add: 27 Han Thuyen Street, District 1

Egg Coffee 3T

Add: 1A Ton Duc Thang Street, District 1

The Running Bean

Add 1: 33 Mac Thi Bui Street, District 1

Add 2: 115 Ho Tung Mau Street, District 1



Milktea shop

Amid the bustling center of Ho Chi Minh City, tea and milk tea shops provide a welcoming retreat where visitors can enjoy quality beverages at reasonable prices. Reflecting Vietnam's rich tea culture, menus often feature signature milk tea with bold flavors and smooth textures, as well as a wide range of premium loose-leaf teas. In these warm and inviting spaces, guests can savor the aromas and flavors while taking a moment of calm from the city's lively atmosphere. Whether for a refreshing break or an indulgent treat, these establishments offer a memorable tea-drinking experience accessible to all.

Cheese Coffee

Add 1: 45 Dinh Tien Hoang Street, District 1

Add 2: 15 Pauster Street, District 1

Add 3: 32 Bui Vien Street, District 1

Phuc Long Coffee & Tea

Add 1: 26 Huynh Thuc Khang Street, District 1

Add 2: 1A Nguyen Van Thu Street, District 1

Add 3: 159 Nguyen Thai Hoc Street, District 1

Phe La

Add 1: 1-3 Phan Chu Trinh Street, District 1

Add 2: 125 Ho Tung Mau Street, District 1

Add 3: 60-62 Cach Mang Thang 8 Street, District 1

ATTRACTIONS AND POINTS OF INTEREST

For those who find some time outside of Conference hours to see the sights of this fantastic city, here are a few of the points of interest and attractions which Ho Chi Minh City has to offer.



Ben Thanh Market

Le Loi street, Ben Thanh Ward, District 1

As we have already mentioned throughout the shopping section of this document, Ben Thanh Market is an exciting chance to see a historic market in the center of Ho Chi Minh City. Many restaurants and stores surround the market itself, along with a lively shopping environment within the market. This neighbourhood offers everything from custom-made clothing to budget-friendly luxury replicas for those hoping to get some shopping done whilst in Vietnam.



The War Remnants Museum

28 Vo Van Tan street, Ward 6, District 3

For those interested in learning about the rich history of Vietnam, the War Remnants Museum may be of interest to you. Located in District 3, the War Remnants Museum displays exhibits relating to the First Indochina War and the American War in Vietnam. The museum has many powerful exhibitions portraying the cost of war on this country and its people. Exhibits are in Vietnamese and English, and tickets for adults start at 40,000 VND.



Historic District 1

Surrounding SEAMEO RETRAC here in Ho Chi Minh City is the historic District 1, an area of the city with a mixture of French colonial and modern architecture. Renowned 19th Century buildings such as the Ho Chi Minh City Opera House, Notre Dame Cathedral of Saigon, and the Sai Gon Central Post Office are all viewable within a 10-minute walk from the Conference. District 1 is also filled with other museums and cultural sites like the Reunification Palace, the Ho Chi Minh City Museum of Fine Arts, and Nguyen Hue Walking Street.



Ho Chi Minh City Tour

If you wish to discover Ho Chi Minh City by bus, Hop-on-Hop-off tours are suggested as one of the most fantastic activities. You can explore 11 exciting tour stops, and experience the best views of the City on the open top deck. The tour route will cover the key landmarks of Ho Chi Minh City, including Notre Dame Cathedral, Independence Palace, Saigon Zoo – History Museum, Opera House, War Remnants Museum, Ben Thanh Market. For further information, you can visit the website <https://hopon-hopoff.vn/>

USEFUL WEBSITES

General Information:

<https://hochiminhcity.gov.vn/>

The Ministry of Culture, Sports, and Tourism of Vietnam:

<http://english.bvhttdl.gov.vn/>

Other useful websites for tourists are:

<http://hochiminhcitytravel.net/>

<http://www.viator.com/Ho-Chi-Minh-City/d352-ttd>

<https://www.vietnamonline.com/destination/ho-chi-minh-city.html>



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