



RESEARCH
MONOGRAPH



RESEARCH MONOGRAPH SERIES ON SOUTHEAST ASIA

Southeast Asian Studies Program
Graduate School, Chulalongkorn University
in cooperation with the Rockefeller Foundation

NO.
4

Salita Seedokmai

THE ROLE OF THE ASEAN UNIVERSITY NETWORK
IN CREATING AWARENESS OF ASEAN
THROUGH YOUTH PARTICIPATION

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PARTICIPATION**

by

Salita Seedokmai

Research Monograph Series on Southeast Asia
Southeast Asian Studies Program
Chulalongkorn University

2013

***The Role of the ASEAN University Network in
Creating Awareness of ASEAN through Youth
Participation***

by Salita Seedokmai

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Graduate School, Chulalongkorn University

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ISBN

Printed by Chulalongkorn University Printing House

Tel.: 022183549-50, 022183563

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PREFACE

The Southeast Asian Studies Program at Chulalongkorn University offers multidisciplinary courses and research training leading to a Master of Arts degree. From 2003, the year when the curriculum began, to 2010, the program was financially supported by the Rockefeller Foundation under the fellowship program entitled “Weaving the Mekong into Southeast Asia” or WMSEA. This support enabled the program to select outstanding candidates from Cambodia, Laos, Thailand, and Vietnam to take courses and conduct research for their M.A. degrees. Most of the theses written by these students and some other students in the program are interesting, diverse in topics, and provide insight into various issues of Southeast Asia.

In order to disseminate the new knowledge provided by those theses to the public, the program has initiated the “Monograph Series on Southeast Asia” publication project. For the first lot, twelve interesting theses of good quality have been selected for publication.

On behalf of the Southeast Asian Studies Program, I would like to express my gratitude to the Rockefeller Foundation for previously supporting students from Southeast Asian countries and for sponsoring the publication of the research monograph series. I hope that this research monograph will add to the reader’s knowledge of Southeast Asia and create a better understanding of this region and its people.

Sunait Chutintaranond
Director, Southeast Asian Studies Program
Chulalongkorn University

SERIES EDITOR'S NOTES

This research monograph is part of the first collection in the *Research Monograph Series on Southeast Asia* published by the Southeast Asian Studies Program, Graduate School, Chulalongkorn University in cooperation with the Rockefeller Foundation.

The first collection in the series is composed of twelve research monographs adapted from twelve M.A theses in Southeast Asian Studies selected on the criteria of high evaluation, interesting topics, and great contribution to the study of Southeast Asia.

The editorial process of each research monograph consists of several procedures. First, it is edited for length and accuracy of the content by a scholar in Southeast Asian Studies. Secondly, the series editor edits it for consistency and appropriateness of the layout. Thirdly, the monograph is stylistically edited by a native speaker of English for grammaticality and clarity. Finally, the monograph is formatted into the form of a book and generally checked for all the details before being sent to the printing house.

The research monographs in the first collection cover various aspects concerning Southeast Asian countries; namely, politics, social issues, education, art, and architecture.

It is hoped that the *Research Monograph Series on Southeast Asia* will be beneficial to scholars, students and any general reader interested in Southeast Asia.

Amara Prasithrathsint
Series Editor

AUTHOR'S ACKNOWLEDGMENTS

First and foremost, I owe my deepest gratitude to the Rockefeller Foundation for the grant that provided me the opportunity to study in this program.

My study would not have come to completion without my advisor, Associate Professor Dr. Nantana Gajaseni. I would like to express my appreciation for her valuable guidance and advice. It is also an honor for me to thank my thesis committee members: Associate Professor Dr. Wittaya Sucharithanarugse and Associate Professor Dr. Piniti Ratananukul.

I wish to thank Dr. Sunait Chutintaranond, Director of the Southeast Asian Studies Program, and all the other lecturers for providing lessons and knowledge both from courses and extracurricular activities. I am also beholden to the staff at the Southeast Asian Studies Program for their kind hospitality and assistance during the period of my study at the university.

I am especially grateful to those who contributed to this study: all of the respondents, students in the sampling, AUN staff, research assistant, and thesis editor. I offer my regards and blessings to all those who supported me in any respect in the completion of this study.

Finally, I am grateful to family and friends for the kindness, encouragement, joy, warmth, and liveliness that these loving people have shared with me. Most important are the love, understanding, and support of my parents and loved ones. They placed significance upon the accomplishment of my studies.

Salita Seedokmai

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THE ROLE OF THE ASEAN UNIVERSITY
NETWORK IN CREATING AWARENESS OF
ASEAN THROUGH YOUTH PARTICIPATION ¹

ABSTRACT

Focusing on regionalization in Southeast Asia, the focus of this work is on the roles and impact of academic cooperation which supports ASEAN integration. Using the ASEAN University Network (AUN) as a case study, the AUN's role and progress after more than a decade of operation was explored through a review of related documents from its planning phase up to the present. An adaptation of its roles, as well as its planning and implementation to be in accordance with the ASEAN aspiration, can be perceived through the course of the AUN's development. The impact of its implementation was investigated through observation, questionnaire, and interview in field research. Empirical data was collected from research sampling which included 210 youth participants in three of the AUN's youth activities: Japan-ASEAN Student Conference, the 8th ASEAN Youth Cultural Forum, and the 8th International College Student Exchange. Based on a pre-test and post-test design, the impact of such activities on the improvement of

¹ This research monograph was adapted from an M.A. thesis entitled "Roles and Impact of the ASEAN University Network on Youth Development towards ASEAN Integration." The thesis advisor was Associate Professor Nantana Gajasen, Ph.D.

participants' ASEAN consciousness in some aspects was confirmed: understanding of ASEAN, general knowledge of ASEAN, and attitudes and awareness towards ASEAN. The findings verified what was hypothesized in this research that the activities must nurture a sense of regional awareness to participants apart from attaining the specific objectives of each academic cooperation activities. In addition, it was found that variables which were used to select research sampling, namely, types of activity (academic and non-academic), duration of activity (short and long term), and knowledge background and familiarity with ASEAN (ASEAN youth and non-ASEAN youth), have a relationship with the significance of the increment of participants' ASEAN consciousness. For instance, results from respondents in academic activities show more of an increase than non academic activities. The results in longer activities proved that duration of participation makes participants feel stronger about ASEAN citizenship. Despite a lower initial awareness of ASEAN, non-ASEAN youths (Japanese youths) show more improvement on understanding and knowledge after attending relevant activities. Theoretically and empirically, this research presents an analysis, conclusions, and recommendations aimed at making another step for academic cooperation development towards regional integration.

สตีตา สีดอกไม้

**บทบาทของเครือข่ายมหาวิทยาลัยอาเซียนในการสร้างความ
ตระหนักรู้เกี่ยวกับอาเซียนโดยการเข้าร่วมของเยาวชน²**

บทคัดย่อ

งานวิจัยนี้ศึกษาบทบาทและผลของความร่วมมือทางด้านการศึกษาเพื่อส่งเสริมการรวมตัวของอาเซียน ซึ่งมีเครือข่ายมหาวิทยาลัยในอาเซียน (AUN) เป็นกรณีศึกษา ผลที่ได้จากการศึกษาข้อมูลที่เกี่ยวข้องกับแผนและกลยุทธ์ขององค์กรแสดงให้เห็นถึงการปรับบทบาทขององค์กรหลังดำเนินงานมากกว่าทศวรรษตามความมุ่งหมายของอาเซียนและมีการพัฒนาเชิงนโยบายและเชิงปฏิบัติตั้งแต่ก่อตั้งถึงปัจจุบัน สำหรับผลของกิจกรรมต่อผู้ร่วมกิจกรรม ศึกษาโดยใช้การวิจัยภาคสนามด้วยวิธีการสังเกต สัมภาษณ์ และแจกแบบสอบถามแก่กลุ่มตัวอย่าง ซึ่งประกอบด้วยผู้เข้าร่วมกิจกรรมจำนวน 210 คน ใน Japan-

² หนังสือรายงานวิจัยเล่มนี้ตัดแปลงมาจากวิทยานิพนธ์ปริญญาโทชื่อเรื่อง

“บทบาทและผลของเครือข่ายมหาวิทยาลัยอาเซียนในการพัฒนาเยาวชนเพื่อการบูรณาการอาเซียน” อาจารย์ที่ปรึกษาวิทยานิพนธ์ คือ รองศาสตราจารย์ ดร. นันทนา กษเสนี

ASEAN Student Conference, the 8th ASEAN Youth Cultural Forum, และ the 8th International College Student Exchange การให้ผู้เข้าร่วมกิจกรรมทำแบบทดสอบก่อนและหลังร่วมกิจกรรมพิสูจน์ผลของกิจกรรมต่อผู้เข้าร่วม โดยเฉพาะความตระหนักถึงอาเซียน ซึ่งแบ่งเป็นด้านความรู้ ความเข้าใจ และทัศนคติและการรับรู้เกี่ยวกับอาเซียน ข้อมูลเชิงประจักษ์ได้พิสูจน์สมมติฐานงานวิจัยนี้ว่านอกเหนือจากการบรรลุเป้าหมายเฉพาะของแต่ละกิจกรรมแล้ว ทุกกิจกรรมส่งเสริมให้ผู้เข้าร่วมกิจกรรมมีความตระหนักถึงอาเซียนที่เพิ่มขึ้น นอกจากนี้จากผลการศึกษายังแสดงให้เห็นว่าตัวแปรที่ใช้ในการคัดเลือกตัวอย่างซึ่งประกอบด้วยประเภทกิจกรรม (เชิงวิชาการและไม่ใช่เชิงวิชาการ) ระยะเวลาที่เข้าร่วมกิจกรรม (กิจกรรมระยะสั้นและกิจกรรมระยะยาว) ความรู้พื้นฐานและความคุ้นเคยกับอาเซียน (เยาวชนอาเซียนและเยาวชนนอกอาเซียน) นั้นมีผลต่อระดับการเพิ่มขึ้นของความตระหนักในอาเซียน อาทิ ผลของความตระหนักถึงอาเซียนทำให้มีกิจกรรมทางวิชาการสูงกว่ากิจกรรมที่ไม่ใช่เชิงวิชาการ ระยะเวลาที่เข้าร่วมกิจกรรมมีผลให้ผู้เข้าร่วมกิจกรรมรู้สึกถึงความเป็นอาเซียนเพิ่มขึ้น กลุ่มที่มีความตระหนักถึงอาเซียนที่น้อยกว่า (เยาวชนญี่ปุ่น) มีอัตราการเพิ่มของผลมากกว่า หลังเข้าร่วมกิจกรรม ผลจากการวิเคราะห์ข้อมูลเชิงทฤษฎีและข้อมูลเชิงประจักษ์นำไปสู่บทสรุปและข้อเสนอแนะ โดยมุ่งหวังให้เกิดพัฒนาการอีกก้าวหนึ่งของความร่วมมือด้านการศึกษา ผู้การบูรณาการภูมิภาค

INTRODUCTION

1.1 Rationale

The proliferation of regionalism after the second half of the twentieth century has become a contemporary global trend in the international relations system. The attempt at regional integration in the European Union is perhaps “the best known example of this trend” (Schulz, Söderbaum and Öjendal, 2001: 1). Since current global regionalization processes are seen as having the potential to “create a more peaceful world” (De Lombaerde, 2006: 248), a world paradigm of procedural consensus and political frameworks has become widely adopted. Undoubtedly, the intensification of relations among sovereign states within geographical proximity affects the architecture of global governance. In the post-Cold War era, most sovereign states have changed its international relations strategy towards interdependence as manifested in the expansion of transnational cooperation. The process of regional integration affects the global system even further as this phenomenon has been divided and has caused the formation of regional entities to arise in many parts of the world.

In Southeast Asia, although there were attempts to form regional organizations prior to the establishment of the Association of Southeast Asian

Nations (hereinafter referred to as ASEAN), it was the inception of ASEAN in 1967 that caused the shared aspirations for regional cooperation amongst Southeast Asian countries to become more concrete. Through the course of ASEAN's development over four decades, since its inauguration until the present, ASEAN has managed to achieve its current status as an internationally recognized regional organization (Suvanajata, 1997: liii). Along the lines of slowly creating peace and regional integration, several fields of cooperation in ASEAN have been growing, including the field of education.

In the knowledge era, education is viewed as a primary means to develop human resources for the benefit of the region's improvement. Moreover, education is also seen as a tool to cultivate a sense of political entity and identity within a geographical area, which could help promote social integration in the region. Thus, the goal of providing a better understanding and awareness of the region has been pushed forward with the aim to lay a strong foundation for regional consolidation. The rise of regionalization in Southeast Asia has motivated the formation of a linkage between education and regional integration. This can be noted if one observes the rapid increase of multilateral agreements and regional cooperation in the field of education, particularly after the 1950s.

Since the establishment of ASEAN, education has been one of its significant spheres as evidenced by the aims of ASEAN mentioned in the Bangkok

Declaration,¹ many of which are related to education development. Activities for the regional integration of ASEAN cooperation on education include, for example, student and faculty exchange, information networking among ASEAN universities, conference and training sessions, seminars, collaborative research. The issue of creating a mechanism such as the “ASEAN university” or some such form which could allow special collaboration amongst the higher learning institutions of ASEAN countries was raised in 1977. However, this was not brought into being until 1992 when this issue came to the attention of ASEAN leaders. The ASEAN commitment to strengthen regional cooperation in the field of higher education was affirmed when ASEAN leaders agreed on the establishment of an ASEAN university. After more consideration, the initiative evolved into the establishment of the ASEAN University Network (hereinafter referred to as the AUN) in November 1995.

Following the aim of becoming regionally integrated, academic cooperation activities for regional integration have intensified on the grounds that they could enhance regional consciousness, which is one of the significant foundations for regional integration. Currently, academic cooperation for regional integration has been expanding in many regional entities all over the world. However, this concept should not be taken for granted without being empirically verified. Therefore, this research will focus on academic cooperation as a method of improving regional

¹ See Chapter 2 for details.

integration, by concentrating on the academic cooperation processes in Southeast Asia which takes place under the umbrella of ASEAN.

Since the ASEAN Vision on establishing the ASEAN Community was agreed to be accelerated, in order to be achieved by 2015, the mechanisms and implementation of cooperation in ASEAN for regional integration must be more carefully monitored in order to ensure the effectiveness of its operation and following its objectives to provide regional benefit. The AUN, in recognition of the need to strengthen cooperation on higher education to enhance ASEAN solidarity and consolidation, was created as a platform to tighten the academic cooperation network amongst the leading universities of the ASEAN countries. Thus, the AUN should improve ASEAN awareness and nurture a sense of “ASEANness” through its implementation of initiatives and activities. The AUN is used as a case study for this research in terms of studying its role and impact on increasing awareness of ASEAN. Investigation of the current AUN’s planning and implementation will be undertaken to monitor the operation after fifteen years of its establishment (in November 2010) whether it is in line with ASEAN’s aspirations to promote the awareness of ASEAN to youth through their participation in the regional academic cooperation activities.

As a result of a review of the literature on the objectives and related documents regarding the AUN initiatives, it appears the main aim underlying these academic cooperation activities is to promote regional integration. In accordance with ASEAN aspirations on

functional cooperation on education (ASEAN Secretariat, n.d.d.), the activities of the ASEAN Committee on Education (ASCOE) and the ASEAN University Network (AUN) complement ongoing regional initiatives to promote ASEAN awareness, solidarity and identity in education institutions. In this sense, ASCOE remains focused on its mission to promote ASEAN awareness in schools through its implementation. Thus, the AUN promotes ASEAN awareness at the higher education level through its implementation. As mentioned, the programs implemented by the AUN may possibly enhance the awareness and attitudes of participants towards ASEAN. However, there has been no empirical research conducted to prove this assumption. Therefore, in this work I intend to prove this assumption on an empirical basis by means of the quantitative method. The results from a pre-activity questionnaire and post-activity questionnaire completed by participants before and after their engagement in an AUN program will be analyzed to infer a pattern of improvement and the impact of such programs.

Moreover, searching for published works regarding the AUN has led to a finding that information related to the AUN's planning phase, namely background, policies, and strategies, can be found: "ASEAN University Network" (ASEAN Secretariat, 1995) and "ASEAN University Network: Co-operation in Higher Education in ASEAN" (Yavaprabhas, 2000). However, publications or thorough studies on the aforementioned cooperation from the initial stage to present-day implementation are very limited. Now that it has been

over a decade since the establishment of the AUN, there must have been many programs implemented following its objectives and planning strategies. Therefore, I would like to fill this gap by conducting this research to examine the role and progress of this academic cooperation organization for regional integration and how it has impacted youth development towards ASEAN integration. This investigation emphasizes that the implementation of the AUN's activities has an impact on human resource development. Youth is selected as a focus group in this research since the role of youths in raising ASEAN awareness and helping ASEAN community-building has been stressed; the scope of the empirical data collection examines the incremental increase of ASEAN consciousness among youths after their participation in these academic cooperation activities.

Apart from the rationale, the course of action of selecting AUN as a case study in this research was taken for several reasons. Firstly, I am interested in the field of international cooperation, particularly in the academic field, with the ultimate aim of promoting better understanding between different countries. Moreover, I have background involvement with the AUN, as both a scholarship recipient in 2005 and an employee in 2008. Additionally, the AUN Secretariat is located in Bangkok, where I also reside. These factors lead to a particular vantage point for the acquisition of knowledge, namely information and statistical data which have not been published, but about which is possible to inquire. Furthermore, the AUN regularly has activities which gather students

from all the ASEAN countries. Therefore, this provides a practical channel to obtain responses to both questionnaires and interviews from a variety of ASEAN students. Overall, these points make the data collection and field research process for this research appropriate to the designed timeframe and budget limit. In conjunction with my aforementioned topical interest, this has been the inspiration for conducting this research.

1.2 Research Objectives

The objectives of this research are as follows.

- (1) to study the role of the ASEAN University Network towards regional integration in Southeast Asia and its progress after nearly fifteen years of operation (by November 2010).
- (2) to examine the impact of the implementation of the ASEAN University Network on youth development towards ASEAN integration.

1.3 Research Questions

In response to the research objectives, the following are the research questions of this study:

- (1) How has the AUN developed from its inauguration to the present-day, and is the current planning in line with ASEAN objectives in establishing the AUN?

- (2) Do the AUN's activities have an impact on participants which improves ASEAN consciousness, e.g., understanding, knowledge, attitudes and awareness towards ASEAN?

1.4 Hypothesis

Based on the assumption that AUN activities must have an impact on their participants towards ASEAN integration, particularly in terms of perception and attitude, this research emphasizes the improvement of ASEAN consciousness in the participants after participating in AUN activities. *Therefore, it is hypothesized that apart from attaining the specific objectives of each academic cooperation activity, the activities must nurture a sense of regional awareness to participants which is a necessary step towards ASEAN integration.* In this respect, the AUN's activities must show its impact on improving participants' consciousness of ASEAN in some aspects selected to be proved in this research: a deeper understanding of ASEAN, general knowledge of ASEAN, and attitudes and awareness towards ASEAN. These impacts will be empirically measured from the output of these activities by qualitative and quantitative methods. This evidence-based research should be able to pinpoint the impact of academic cooperation activities in enhancing ASEAN consciousness in youth participants. After investigation of the research sampling set in this research, the empirical results obtained should be able to verify this hypothesis.

1.5 Scope of the study

The content of this research involving academic cooperation for regional integration is scoped down to a study case, which is the AUN. In order to test the hypothesis and to respond to the research questions, the study looks at two phase of the AUN: its planning phase and its implementing phase. The planning phase concentrates on the roles and strategic planning and policy of the AUN, relying on literature review. The implementing phase concentrates on the impact of AUN activities on participants by focusing on youth activities.

This study focuses specifically on academic cooperation activities for ASEAN youth development towards regional integration by taking AUN youth activities as a research sampling. To control the sampling size, the activities were chosen relying on certain variables, such as types of activities (academic and non-academic) and the duration of activities (short programs and long programs). An analysis of the impact of these activities on participants will be based on the research findings from the research sampling. More details of sampling size and criteria are described in Chapter 3 under the “Sampling” section.

1.6 Research Framework

In conformity with the scope of research, the research framework is as follows:

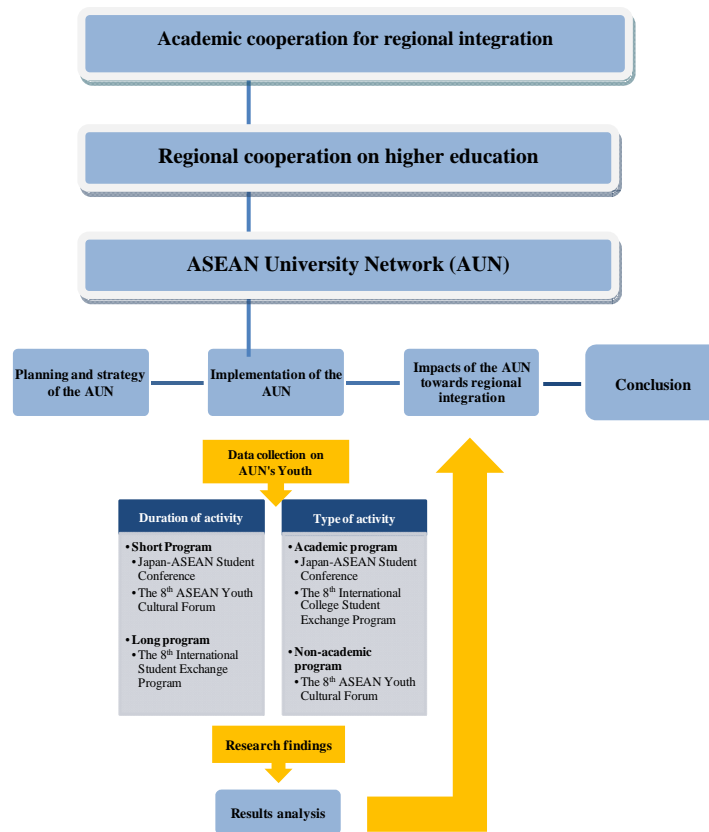


Figure 1: Research framework

1.7 Research Methodology

Relying on the conceptual framework, the empirical research design is what best describes the data collection methodology of this research since

apart from the documentary research on theory, concepts, and issues regarding the topic, evidence was needed to testify to the hypothesis and respond to the research questions. The combination of the two methods makes up the data collection methodology of this research: theory and experiments leads to an empirical research finding.

The data collection methodology of this research is shown in figure 2.

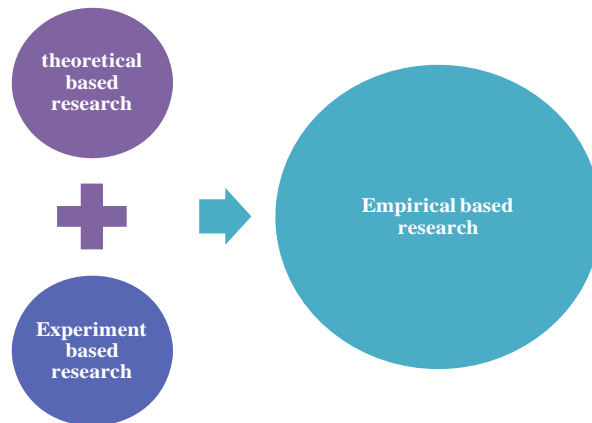


Figure 2: Data collection methodology

Regarding the AUN, two phases of the AUN are involved: the planning phase and the implementing phase. For the planning phase, the focus is on the policy and strategic planning of the AUN. Data for this part is documentary. For the implementing phase, the focus is on the impact of the AUN programs, as they are revealed by field research. More details of the

research methodology will be described in detail in Chapter 3.

1.8 Key Terminology

For the purpose of clarifying some key terminologies used in this research, a definition of terms as defined in reliable sources is provided. The terms which are often found in this research are “higher education”, “regional cooperation on higher education”, and “youth”. The definitions that are applicable to the content of this research are referred to below.

Higher Education

Higher education is regarded as a mechanism to create development on a large scale. As described by Singh, higher education is the creation of knowledge through research, the dissemination of knowledge, the training of high-level specialists, and service to the community at large (Singh, 1986: 153). Scholars, a group in the population which has gone through the higher education system, usually have an impact on the macro scale, e.g., national policy, technology advancement, innovations. In the knowledge-based economy, there are various ways in which higher education in each country might help to meet its social and cultural, as well as economic, needs more adequately (Hayden, 1967: 402).

In this study, higher education refers to the level of education after secondary level in the

contemporary educational system. Higher education is offered at higher education institutes, e.g., university, college, or a specialized institute, and involves research and skilled training in a more comprehensive way than at a basic level. The expertise gained from higher learning levels can always be of use in a students' future profession.

Regional Cooperation on Higher Education

Regional cooperation is referred to as cooperation amongst nation states, usually within adjacent areas, which agree to join in the making of a region for their stability or mutual interests in certain fields, e.g., energy, education. The desirability of regional cooperation has been frequently referred to and sometimes stressed as grounds for optimism: if it is reinforced by cooperation in various spheres, a way may yet be found to resolve political barriers and conflicts among neighboring countries. Significantly, it can also strengthen economic, political, and social stability within the region in the global arena.

When this trend was adopted in Southeast Asia, transnational cooperation started to spread throughout the region in many fields including the area of higher education. Obviously, the development of higher education in Southeast Asia has largely concerned itself with the aspirations of the region, with the aim of strengthening cooperation across boundaries. Particularly during the late 1980s and 1990s, new initiatives were established and existing ones strengthened to cooperate and to coordinate

developments at both the inter-governmental level and the inter-university level in the Southeast Asian region (Beerkens, 2004: 38). Sudarmo has stated that the term “regional cooperation”, in relation to higher education levels in Southeast Asia, should refer to cooperation between institutions of higher learning in two or more countries in Southeast Asia (Sudarmo, 1977: 83).

In this research, regional cooperation on higher education shall refer to regional organizations that cooperate on academic aspects, particularly at the level of higher education in Southeast Asia, one of which is the AUN.

Youth Youth is defined by the United Nation, for statistical purposes, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.² Although the age of youths may differ in each country due to physical and sociological differences or other, generally they are those treated as youths under the law, who will become adults when they leave this age group.

The definition of “youth” stated in the implementation guideline at one of the youth activities arranged by the AUN, the Japan-ASEAN Student Conference, which was held in Japan in November 2009, was slightly different from the UN’s definition. For suitability to the objectives of the program, youth was defined as:

² This definition was made during preparations for the International Youth Year in 1985. All United Nations statistics on youth are based on this definition.
(Source: <http://www.un.org/esa/socdev/unyin/qanda.htm>)

“...a person at the age of between 18 and 25 in university or graduate school who is appropriate for three pre-defined themes of the conference. In principle, applicants should belong to AUN member universities. If unavoidable necessary, students in non-member university could be accepted”

(Japan International Cooperation Center)

Occasionally, graduate students are eligible to participate in some of the AUN programs if their age suits the criteria. Since the focus of this research is on AUN activities for students at higher education levels, the term “youths” in this research, therefore, refers to undergraduate and graduate students aged between 18-25 years old who are studying at an academic institution which belongs to AUN member universities and, sometimes also non-member ones.

1.9 Limitations

In conducting this research, there are some difficulties with and limitations to the research. Firstly, although this research is related to the impact of AUN activities, there are a number of AUN activities which could not be covered within the designed timeframe and budget limit. Therefore, I decided to limit the focus of this research to youth activities by selecting only certain activities as a research sampling.

Secondly, the International College Student Exchange Program is a long activity which requires a

one-year commitment by participants. Due to the timeframe of this research, there are no pre-tests and post-tests conducted for this activity. Unlike other activities in which pre-tests and post-tests were distributed to participants, the empirical data collection in this activity was designed to occur only once. A questionnaire was distributed after the participants finished their first semester in Korea (July 2010), which was after four months of participation. Since this is somewhat in the middle of the program, it is, therefore, referred to as a mid-activity test.

Thirdly, the total number of questionnaire respondents should be 260. In other words, total questionnaires to be evaluated should be approximately 500 sets. However, the number of the sampling size mentioned was less than expected due to some limitations which occurred during or after the data collection process, e.g., missing participants, lost or missing data, incomplete questionnaires or other unexpected circumstances, which led to invalidity of certain data. This is also due to the condition set that only results from participants who completed both a pre-activity questionnaire and a post-activity questionnaire would be considered to be valid. Hence, this led to a lower number for the sampling size than expected, from 260 to 210 respondents.

1.10 Contributions

This study will provide knowledge in the fields which are related to academic cooperation in Southeast Asia for regional integration; to be more specific,

academic cooperation at the higher education level by taking the AUN as a case study. The literature review explores regional integration theory and concepts, academic cooperation in Southeast Asia, and higher education in this region and its development. The literature review also investigates the planning phase of the AUN from past to present which shows the progress of the AUN. The analysis of the results of empirical data collected from youth participants will be useful to pinpoint if the AUN has had an impact on participants. By doing so, this will bring about an opportunity to monitor the current stage of operation of the AUN with regard to its attempt at attaining the objectives of regional academic cooperation for regional integration. Since the timeline for ASEAN Community is near, cooperation in various spheres must show more concreteness on its integration efforts. Hopefully, the findings of this research will be beneficial to the further development of implementation of AUN activities for ASEAN integration. Ultimately, this will help strengthen the regional academic cooperation network which will be beneficial for the future development of the region. Furthermore, the findings may also be advantageous to those involved in higher education cooperation, which aims to enhance understanding and solidarity amongst ASEAN nations in their future activities. To any extent, this research can profit those who are interested in this or a related field.

LITERATURE REVIEW

This chapter presents a synthesis of the literature reviewed on the theories, concepts, and issues related to the topic of this research. The literature review has been conducted mainly relying on published works and accredited internet sources. Moreover, it is also based on unpublished works, particularly regarding the AUN, acquired directly from the AUN.

2.1 Theory and Concepts

This section includes theory and concepts related to the topic of this research. Since regional cooperation and regional integration underlie the focus of this study, regional integration theory is taken into account as a basic theory. The concepts of region, regionalism, and regionalization relate to this topic. This theory and these concepts must be explored for a more comprehensive understanding in theoretical terms which can lead to a theoretically-based analysis.

2.1.1 Regional Integration Theory

The rise of regional integration processes in the post World War II period in Europe and many regions has simultaneously raised interest in, and the

development of, this political phenomenon in theoretical terms. Since regional integration theory has been extensively studied and discussed, a wide range of definitions and modalities has been given. Defining the concept of integration is an ongoing process and there has yet to be an agreement upon a universal definition or single, concrete viewpoint. According to Deutsch (1966), what matters in regional integration is community building. It is more of a final condition, rather than a process, the attainment of a sense of community amongst a population within the same territory. Therefore, communication is significant in Deutsch's perception of regional integration, as evidenced by the hypothesis in his work that the intensity of an international community can be measured using the quantity of transnational communication between the countries within that community. Nye agrees that integration is a condition that makes a group of people accept the commitment to, and agreement on, mutual benefits, which is a process in community building (Nye, 1968: 7 cited in Suvanajata, 1997: 22-23). According to Hass (1970), regional integration theory is concerned with explanations on how and why states cease to be wholly sovereign, how and why they voluntarily mingle, merge, and mix with their neighbors so as to lose the factual attributes of sovereignty while acquiring new techniques for resolving conflict between themselves. Integration, in view of Lindburg means a process of making a structure of collective commitment according to the agreement and satisfaction of all member countries (Lindburg, 1971: 54 cited in Suvanajata,

1997: 25). The definition and perception of the nature of regional integration is varied and has yet to reach a static point up to the present. Duffy and Feld (1980: 497) summarize these different perspectives in a broad sense: that regional integration theory evolved into a cornucopia of explanations for the development of governmental institutions which seemed to go beyond the nation state.

When speaking of regional integration theory, one must take into account different viewpoints on “integration” from many schools of thought since its process covers a variety of concepts and, so too, theoretical frameworks. Some influential, conventional mainstream theorizing approaches which are often referred to in this field are: *federalism*, *transactionalism*, *functionalism*, and *neofunctionalism*. *Federalism* is a form of an integrated system that unites several states into one country. There must be a legal limitation on the decentralization of political power under a constitution. Examples of federalism are the United States of America and Australia. One might say that regional integration theory evolved from federalism, if one considers that a federalist approach had been accepted as a prior aim of European integration. *Transactionalism* is different from federalism in terms of its form. Instead of depending on law or institutions, a significant element of transactionalism is a sense of community among people. The concern of recognized transactionalist as Deutsch (1966) is the conditions of a community, whereby communication is important in creating a sense of community. In these terms, integration can be measured quantitatively through the

capacity of transnational communication. *Functionalism* attempts to improve common economic and social problems by establishing a mono-functional organization which is believed to give spill-over effects. Experienced in both World Wars, David Mitrany, an early functionalist, gave his hypothesis on the resolution to transnational conflicts: through more interaction in a particular sector, layers of sovereignty can be removed (Mitrany, 1948). Moreover, social and economic problems which overwhelm the abilities of one nation can also be solved. *Neofunctionalism* is based on the functionalist principle of spill-over effects which will result in an ever-widening circle of social and economic integration. However, this raised a question, according to Hass, who argued that functionalism has less political involvement in its process. This led to the main difference with neofunctionalism, which places an emphasis on political action in regional integration process, particularly the establishment of supranational institutions, unlike functionalism which is merely a loose structure of integration (Duffy and Feld, 1980: 500-505).

In summary, different school of thought created unique approaches which make regional integration theory embody extensive definitions and concepts. In a general sense, at the core of regional integration theory is an effort to give an explanation for the intensification of relations among nation states which has become a current global political phenomenon. Yet, regional integration experiences in the globalization era still cannot be theoretically defined using a single approach. As long as attempts at regional integration

remain ongoing, discussions and studies on this theory and the development discourse of this process will continue.

2.1.2 Region, Regionalism, and Regionalization

To gain a more comprehensive understanding of regional cooperation and regional integration, fundamental terms, such as region, regionalism, and regionalization, are studied. The various views which are expressed in previous studies of regional cooperation and integration reveal that what these terms denote changes according to context. It is from this “flexibility” in definition that confusion derives. Apart from giving a scope of definitions, the definitions which are most appropriate to the context of this research are formed and provided in this section.

Region

“The word region stems from Latin ‘regio’, which denotes “direction, point of the compass”, but later develops by association with ‘regere’, to direct or rule. Region was defined as the territory controlled by a regent and his regiment, so it should not come as a big surprise that a region had indeterminate boundaries. While this points at a potential essence of ‘region’, it is impossible to assert any original meaning to the concept as its particular connotations have varied greatly over history and across different cultural contexts.

What, then, is a region? It's a simple question, yet one that defies a simple answer (United Nation University, n.d.)”

In accordance with the statement above, the meanings of region are available in a myriad of connotations, but one might have difficulty in giving a simple answer to the question of what a region is. Notwithstanding abundant definitions that scholars have drawn in theoretical terms, “region” has neither a single definition nor an exact territory. Thus, defining the term “region” is a challenging task because concepts around region are in flux.

In general, the term “region” involves a geographical sense, but the perception of its territory can belong to manifold typologies. Relying on the broadest distinctions involves dividing region by geography and region by construction. This means apart from regions which have emerged historically according to geographical features, such as physical barriers that line the borders of different states, regions can also be bounded by different constructed approaches, e.g., physiographic regions, paleogeographic regions, natural resource regions, religious regions, political regions.

Region by geography was perhaps the most familiar type prior to the rise of regionalization and globalization. Common perception of a region was related to an area within one nation’s territory. This is known as a “micro region”, which is defined as a territorial area that is smaller than the state to which it belongs, for instance, a Northern region and a Southern

region in a country. Regions are usually referred in international relations as “macro region” or the world’s regions. For instance, in the World Health Organization (WHO), member states are grouped into six geographical regions: Africa, the Americas, the Eastern Mediterranean, Europe, South-East Asia, and the Western Pacific (The World Health Organization, n.d.).

Through an expansion of regionalization in the globalization era, increased regionalization in political-security (state-led), economic (market-led), and other issues has led to the active role of governments and non-national agents in processes of regionalization. Thus, region in contemporary international politics frequently refers to an agency basis which is usually rooted in historical communalities, e.g., proximity, homogeneity. The establishment of economic agents, such as a free trade area or common markets (NAFTA, AFTA, etc.), exemplifies the distinction we can make between regions on an agency basis (Beerrens, 2004: 29).

Speaking of region in contemporary international politics can refer to a constructed region. Region was suggested by Hettne (2003 cited in Tarling, 2010: 6) that regions come to life as we talk and think about them. In other words, regions have been invented. One may find this idea a parallel of the concept of imagined community (Anderson, 2006).

In summary, through the enlargement of transnational cooperation and linkages between countries, the notion of “region” has become more varied and flexible. It may be sensible to define the

term contingent on perspective and how it is conceptualized in each context. For clarification of the meaning of the term “region” used in this research, the region of “Southeast Asia” involves a political agency basis, since it refers to the collection of ten ASEAN member states.

Regionalism

Regionalism usually connotes a body of ideology, as it suffix (-ism) suggests (Frost, 2008: 15). Regionalism is used as a theoretical term which could lead to political movement and regional integration. Although regionalism has manifested itself in the international relations, particularly in the post Cold War period, it is not a new concept. In the historical archives of several parts of the world, military alliances and trade agreements are a familiar scenario. Analogous experiences are mentioned as existing since Greek times, around 200-300 B.C. It is believed that they laid the foundation for the more complex structure of the present European Union (EU) (Nuansuwan, 2000: 1).

In terms of contemporary trends of regionalism, the first wave was observed to have proliferated in the 1930s. During the 1950s and 1960s, regionalism was embraced in Europe as a strategy to enhance the region’s security and stability, but enthusiasm for regional integration declined in the late 1960s. In the early 1970s, regionalism ceased to function because its ambitious strategy was found to have limited impact, and the progress of globalization had started to gain

global attention. Regionalism was revitalized following an intensification in Europe in the mid 1980s which laid out the contemporary trend of global governance. This return of regionalism, addressed in recent studies as “new regionalism”, has now become one important trend in contemporary international relations (Schulz, Söderbaum and Öjendal, 2001: 1). This chronology conforms to Hettne, as he asserts that old regionalism was created in the bipolar world, whilst new regionalism originated in the more pluralistic conditions of the post-Cold War era (Hettne, 2003). This revitalized regionalism weaves linkages across countries in many spheres, which has caused a multiplication of transnational organizations in a number of fields. As mentioned by De Lombaerde, regarding new regionalism:

“Although the process of regional integration that emerged after the Second World War were emphasized mostly on economics, but it has become perspicuous that regional integration can be seen as a multidimensional process. With the so-called “new regionalism” wave, the regional integration process implies not only economics but also politics, diplomacy, security, culture, and etc (Hettne, 1999 cited in De Lombaerde, 2006: 9).”

In summary, regionalism is used in theoretical terms to refer to the body of an ideology which could form a political movement. Regionalism influences the expansion of a political unit by increasing transnational

cooperation in several fields, particularly amongst groups of adjacent countries. Many approaches have been used when studying regionalism. Observing the development of regionalism up to the present in a regional entity, more than one approach might be necessary. The revitalization of regionalism, the “new regionalism”, is often found in recent research since it has become a vivid feature in international relations in recent decades.

Regionalization

“Regionalization is a process, integration is its fruit (Frost, 2008: 14).”

As stated above, regionalization is often referred to as a process whereby regional integration is emphasized. Such processes enhance cooperation within a geographical space towards integration in various fields, e.g., security, economy, culture. Among various fields of cooperation, economic cooperation is often emphasized in the regionalization process. Hurrell (1995) defined regionalization as a process of connecting between borders, which includes the transference of products, services, capital, technology, information, human resources, etc. This process emphasizes the roles of market and economic actors among interdependent states within a region, based on a significant scheme which is a trade agreement. However, the field of cooperation has been broadened, particularly since the 1980s. Schulz, et al. concluded in their study on regionalization:

“Ranging over nearly all the important “world” regions in the global- system today – Europe, the Middle East, West Africa, Southern Africa, Caucasia and Central Asia, South Asia, the Caribbean, Southeast Asia, East Asia, North and finally South America – this study emphasizes that regionalization is an unevenly developing, heterogeneous, pluralistic and multidimensional phenomenon, but nevertheless global (Schulz, Söderbaum and Öjendal, 2001: 2)”

Regionalization has most obviously proliferated in Europe, but now it has also become a truly global phenomenon. Amidst the globalization era, where attempts at enlarging and intensifying relations between countries are still in the making, the growth of regionalization through the enlargement and intensification of a region still actively proceeds. Parallel concepts, such as globalism and regionalism, are both trends which are closely intertwined with global governance. Regionalization has been viewed at the regional level as a strategy to create stability in a region and to gain more bargaining power when it comes to the global arena. Thus, regionalization shows dynamism at the sub-global, or in other words, regional level.

Overall, regionalization connotes a process of building a network within a region which directly involves the governmental level, e.g., foreign policy and security issues. Therefore, if the state and people in a given geographic location deny the necessity of

such a network, attempts at regionalization will undoubtedly be useless.

Through recourse to the theoretical literature regarding these correlatives: regional integration theory, region, regionalism, regionalization, one might have difficulty in offering concise and solid explanations of them. Being terms which are much debated and have extensive ideological overtones, their meanings are subjective and varied. To sum up the connection between these terms in a concise way, this research perceives regionalism as being an ideology or theoretical concept in creating a region, of which regional integration is the goal, and regionalization refers to the process of making it so.

2.2 Background Literature

2.2.1 Higher Education Cooperation in Southeast Asia

The development of higher learning levels in Southeast Asia is the result of direct and indirect influence from the West. According to the historical backgrounds of Southeast Asian countries, most of their systems have their roots in non-Asian systems, e.g., French, Dutch, Spanish, and British. Thus, they operate in very different administrative and political contexts (Beerkens, 2004: 29-40). Realizing the significance of higher education and its contribution to economic and social development at large, there was a rapid expansion of higher education institutions, especially after the struggle for political independence

and national reconstruction of many former colonies. Following the increase of international cooperation, particularly after World War II, new initiatives on higher education cooperation at both the inter-university level and inter-governmental level have been created. Global cooperation on higher education, e.g., UNESCO and the International Association of Universities (Hayden, 1967), has had a strong influence on higher education development in Southeast Asia.

Chronologically, major initiatives and cooperation on higher education that have involved Southeast Asian countries can be traced to 1956 when the Association of Southeast Asian Institutions of Higher Learning (ASAIHL) was founded. The ASAIHL is a non-government organization comprising 110 member universities from eight states within the region and 42 member universities from Japan, Australia, New Zealand, the USA, Canada and Sweden. ASAIHL provides a forum for, and assistance to, member institutions for the development of cooperative arrangements on specific projects and relationships with regional and international bodies. UNESCO also pushes some initiatives on higher education cooperation through its regional office, the "Asia and Pacific Regional Bureau for Education". In 1961, a UNESCO office was established in Bangkok as the Asian Regional Office for Primary and Compulsory Education and was expanded to cover all levels of education.

An early initiative on education at the inter-governmental level was the establishment of the

Southeast Asian Ministers of Education Organization (SEAMEO) in 1965 (ASEAN Secretariat, n.d.d). SEAMEO aimed to promote cooperation in education, science and culture in the Southeast Asian region. To achieve this aim, specialized institutions were formed as regional centers under the SEAMEO network, one of which focuses on higher education and development and is known as the Regional Institute of Higher Education and Development (RIHED). RIHED was conceived jointly by UNESCO and the International Association of Universities (IAU) in collaboration with the Ford Foundation in 1959, but it began to operate officially under the umbrella of SEAMEO in 1992. Part of the vision of SEAMEO, RIHED was to be a catalyst in higher education with an emphasis on management and administration. Its aim was to play a significant role in the enrichment and reform of higher education by conducting training, workshops, seminars, conferences, and research, as well as in the dissemination of information (SEAMEO, n.d.). In 1993, "University Mobility in Asia and the Pacific" (UMAP) was established with the aim of achieving enhanced international understanding through increasing the mobility of university students and staff from institutions in the Asia-Pacific region. UMAP is a voluntary association of government and non-government representatives of the higher education (university) sector in the region (UMAP, n.d.). In 1995, the Association of Universities of Asia and the Pacific (AUAP) was established by representatives of universities from the Asia-Pacific region. Its primary purpose was to provide the means to strengthen the

capacity of member institutions which would lead to well being, community, human resources development, socioeconomic development, and peace. Regular membership and associate members of AUAP (as of 27 November 2009) include 209 institutions from 19 countries within the region.

At the ASEAN level, one of ASEAN's aspirations for education cooperation can be seen through the formation of the ASEAN Education Task Force in 1977. Notable ASEAN cooperation in the field of education was made in the 1980s under the ASEAN Development Education Project (ADEP) with financial assistance from Australia (ASEAN Secretariat, n.d.h.) Nevertheless, the focus of early initiatives was not on higher education in particular. In terms of ASEAN cooperation on higher education, the most notable case was the initiative to establish an "ASEAN University" which later developed into the collaborative network known as the ASEAN University Network established in 1995.

2.2.2 Regional Cooperation in Southeast Asia: The Establishment of the Association of Southeast Asian Nations (ASEAN)

During the pre-formation years of ASEAN, there were earlier attempts by Southeast Asian countries to form regional organizations (Pollard, 1970: 244): the Southeast Asia Treaty Organization (SEATO) from 1954 to 1977 and the Association of Southeast Asia (ASA) from 1961-1967. The flaws in these previous organizations were taken into account in

order to protect the new regional cooperation attempt, ASEAN, from encountering similar problems. For instance, member countries are limited to being merely countries within the region, and the structure of the organization was adapted to be more loose and flexible (Suwanajata, 1997: liv-lv). ASEAN started with a common vision among its five founding member countries – Indonesia, Malaysia, the Philippines, Singapore and Thailand – to enhance the political stability and prosperity of the region. As declared on 8 August 8, 1967 in “The ASEAN Declaration” (Bangkok Declaration), ASEAN was established with the following aims and purposes (ASEAN Secretariat, n.d.i):

1. To accelerate economic growth, social progress and cultural development in the region through joint endeavors in the spirit of equality and partnership in order to strengthen the foundation for a prosperous and peaceful community of South-East Asian Nations;
2. To promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries of the region and adherence to the principles of the United Nations Charter;
3. To promote active collaboration and mutual assistance on matters of common interest in the economic, social, cultural, technical, scientific and administrative fields;
4. To provide assistance to each other in the form of training and research facilities in the

- educational, professional, technical and administrative spheres;
5. To collaborate more effectively for the greater utilization of their agriculture and industries, the expansion of their trade, including the study of the problems of international commodity trade, the improvement of transportation and communications facilities and the raising of the living standards of their peoples;
 6. To promote South-East Asian studies;
 7. To maintain close and beneficial cooperation with existing international and regional organizations with similar aims and purposes, and explore all avenues for even closer cooperation among themselves.

These aims eventually came to be shared by ten Southeast Asian nations when Brunei Darussalam joined in 1984, Vietnam in 1995, Lao PDR and Myanmar in 1997, and Cambodia in 1999. Although in the early days of ASEAN some skepticism over its efficiency was expressed (Hill, 1978) and questions about Southeast Asia and its regional status were raised (Xuto, 1973: 13-15), after a four decade journey ASEAN has shown to the world that it has been an active regional body in Southeast Asia up to the present.

In order to strengthen the consolidation of ASEAN countries, the ASEAN leaders agreed to establish the ASEAN community on a shared vision of ASEAN as “a concert of Southeast Asian nations, outward-looking, living in peace, stability and

prosperity, bonded together in partnership in dynamic development and in a community of caring societies, to be achieved by 2020” (ASEAN Secretariat, n.d.a). The agreement was legally announced in the Declaration of ASEAN Concord II at the 9th ASEAN Summit in Bali in 2003. To affirm their strong commitment to this initiative, the Leaders agreed to accelerate the establishment of an ASEAN Community from 2020 to 2015 at the 12th ASEAN Summit in January 2007. The Acceleration of the Establishment of an ASEAN Community by 2015 was signed in the The ASEAN Community comprises three pillars: ASEAN Political-Security Community (APSC), ASEAN Economic Community (AEC), and ASEAN Socio-Cultural Community (ASCC). It is undeniable that all three pillars interact and intertwine. A blueprint in each field, the APSC Blueprint, AEC Blueprint, and ASCC Blueprint, were created to be used as guidelines for the further implementation of ASEAN countries and related ASEAN bodies.

2.2.3 ASEAN Cooperation on Education

When the trend of “new regionalism” started to become apparent in the region, the concept of spill-over effects motivated ASEAN cooperation in several spheres, one of which was education. On the route to community building, education has been one of ASEAN’s focuses to secure political and economic stability against big power rivalry. Education is viewed as a mechanism for creating a knowledge-based society and enhancing the competitiveness of ASEAN

member countries. Hence, regional cooperation in education should be emphasized since it “leads to more material benefits by pooling together the best R & D researchers for the common benefit of the member countries of the region”, which helps uplift capacity of the region in this competitive world (De Jesus, Lee and Taroepratjeka, 1991).

Furthermore, education is also seen as an important vehicle for increasing ASEAN consciousness and sense of belonging to the ASEAN community. Thus, it is a significant tool to embed the “we feeling” by providing a deeper understanding of history, languages, culture, and common values amongst all ASEAN countries. Taking communal perception of the population into account, a significant factor in the process of regional integration is education. This concept was mentioned by Severino, former Secretary General of ASEAN:

“Underlying all this would be the expansion of the scope of perceived common interests, common interests in peace and stability, in regional economic integration, and cooperation for common purpose. This would require the patient and long term endeavor of education, both of the public at large and of children in their formative years” (Severino, 2008: 110).

Although several points of the declared purposes for ASEAN’s establishment (inclusive of aims number 1, 3, 4, and 6 in the Bangkok Declaration) indicated the intention for education

cooperation, there had yet to be any concrete cooperation on education a decade after ASEAN's establishment. It was only after the 1980s when material ASEAN cooperation on education became more visible. In 1977, the ASEAN Education Task Force was formed to study problems and necessities in the educational aspect of ASEAN countries. Recommendations on academic cooperation among ASEAN countries were given from these baseline studies (Srisa-Arn, 1977: 2). The task force was comprised of representatives who specialized in education from ASEAN countries (not over two representatives from each country).

Realizing the significance of education to future development, cooperation on education has been placed at the core of ASEAN's development process towards ASEAN Community. In recognition that the contribution by SEAMEO to regional cooperation on education preceded ASEAN's establishment, ASEAN's cooperation on education prioritized its mission in collaboration with SEAMEO. At the 11th ASEAN Summit in December 2005, ASEAN leaders agreed on the ASEAN Education Ministers' decision to convene the ASEAN Education Ministers' Meetings (ASEM) annually. Four priorities in ASEAN cooperation on education were addressed by the ASEAN Education Ministers:

- a. Promoting ASEAN awareness among ASEAN citizens, particularly youth;
- b. Strengthening ASEAN identity through education;

- c. Building ASEAN human resources in the field of education; and
- d. Strengthening ASEAN University Networking. To this end, various projects and activities have been/are being developed/ organized to fulfill the directives.

At the ministerial level, planning is done by ASED and the implementation of the programs and activities initiated is carried out by the ASEAN Senior Officials on Education (SOM-ED), which then reports to ASED. SOM-ED also oversees cooperation on higher education, which is coordinated by the AUN as mentioned in the ASCC Blueprint (ASEAN Secretariat, n.d.e):

V. Promote education networking in various levels of educational institutions and continue university networking and enhance and support student and staff exchanges and professional interactions including creating research clusters among ASEAN institutions of higher learning, in close collaboration with the Southeast Asia Ministers of Education Organization (SEAMEO) and the ASEAN University Network (AUN).

Figure 3 shows the structure of ASEAN Cooperation on Education.

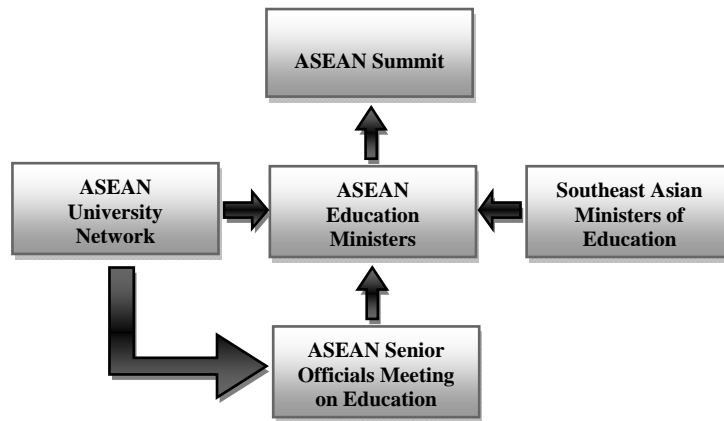


Figure 3: Structure of ASEAN Cooperation on Education
 Source: Adapted from ASEAN University Network (AUN)
 Secretariat, 2007

To strengthen the relationship of ASEAN countries following ASEAN's aim to become more integrated, the private sector and non-government stakeholders made inroads into collective regional consciousness (Abad, 2009). In this research, the ASEAN University Network was chosen as a case study of an autonomous organization aiming to promote regional integration through human resource development, specifically by cooperation on higher education.

2.2.4 ASEAN Cooperation on Higher Education: The Establishment of the ASEAN University Network (AUN)

Realizing the significance of encouraging unity not only among governments, but also among the

diverse populations of states, cooperation on the people-to-people aspect has been emphasized. Underlying the perspective that the socio-cultural pillar is the foundation which permeates all three pillars of the ASEAN Community, human resource development has been stressed as a means of enhancing the competitiveness of individual member-states, as well as ASEAN as a region. The aspiration to create a mechanism to link ASEAN's higher education institutions and enhance academic cooperation at the higher education level was added in the initiative of ASEAN's Function Cooperation on Education.

The primary initiative for ASEAN cooperation on higher education was born at the first meeting of the ASEAN Ministers of Education in 1977, when the concept of an 'ASEAN University' was raised, but this initiative was not developed until 1992. Although there was ASEAN cooperation in the field of education in the 1980s, e.g., the ASEAN Development Education Project (ADEP) (which is a joint project of the Governments of ASEAN and the Australian Government), this project does not place an emphasis on higher education in particular (Beerrens, 2004: 45). Hence, the issue of strengthening the existing network of higher education institutions in the region and ultimately establishing an ASEAN University was raised again by the ASEAN leaders at the fourth ASEAN Summit in 1992. It was decided that ASEAN should help hasten the solidarity and development of a regional identity through the promotion of human resources development by considering ways to further strengthen the existing network of the leading

universities and higher education institutions in ASEAN countries. On this occasion, a study regarding the possibility of this matter was conducted and reported at the first meeting of the ASEAN subcommittee on Education (ASCOE). It was suggested that establishing the ASEAN University should be done on a phase-by-phase basis. The subcommittee agreed upon the initial phase of an ASEAN University by forming a network of degree-granting institutions in the region in a pilot phase. At the second ASCOE meeting in 1994, a draft charter for the ASEAN University Network was prepared for its establishment in the following year.

In November 1995, the initiative was implemented in the form of the AUN, with the aim of ultimately establishing an ASEAN University based on this expanded network. The AUN's work is governed by its Charter and principles outlined in the Memorandum of Agreement. The AUN was officially established by the signing of the AUN Charter by the Ministers responsible for Higher Education from ASEAN countries. Moreover, the "Agreement on the Establishment of the ASEAN University Network" was signed by presidents, rectors, and vice-chancellors of founding member universities. The signing of the agreement and the charter mandated the structure of the AUN.

The AUN's Structure

As stated in the AUN Charter, the organizational structure of the AUN comprises three

interrelated working levels: the policy level (AUN Board of Trustees), the implementing level (participating universities in ASEAN member countries), and a coordinating and monitoring agency (AUN secretariat).

The structure of the AUN and its connections are shown in figure 4.

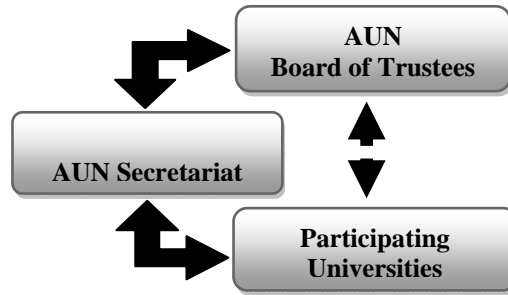


Figure 4: Structure of the AUN

AUN Board of Trustees (AUN BOT)

The AUN BOT is the policy making level which comprises one representative from each of the ASEAN member countries as designated by their respective governments and the Secretary-General of ASEAN, the Chairman of SOM-ED, and the Executive Director of the AUN, as ex-officio members. The AUN BOT was originally organized to meet twice a year but the new AUN Charter has mandated the meeting to be once a year since July 2010. The AUN BOT meeting is organized by ASEAN countries,

rotating in alphabetical order, through the facilitation of the AUN Secretariat in association with the participating university of the particular country in charge of organization. The main function of AUN BOT is to formulate policies for the operation of the network, to approve proposals for projects, to appoint the Executive Director and staff of the AUN Secretariat, and to conduct the periodic review and evaluation of on-going projects and activities.

Participating Universities (AUN Member Universities)

The Participating Universities implement the activities of the AUN. 14 years since its establishment, there are now 26 member universities from 10 ASEAN Member Countries (as of September 2010).³ The current AUN participating universities are:

- Universiti Brunei Darussalam, Brunei Darussalam
- Royal University of Phnom Penh, Cambodia
- Royal University of Law and Economics, Cambodia
- Universitas Gadjah Mada, Indonesia
- Universitas Indonesia, Indonesia
- Institut Teknologi Bandung, Indonesia
- Universitas Airlangga, Indonesia
- National University of Laos, Lao PDR

³ There are 13 founding AUN member universities from the 7 ASEAN countries in 1995.

- University of Malaya, Malaysia
- Universiti Sains Malaysia, Malaysia
- Universiti Kebangsaan Malaysia, Malaysia
- Universiti Putra Malaysia, Malaysia
- Institute of Economics, Myanmar
- University of Yangon, Myanmar
- De La Salle University, The Philippines
- University of the Philippines, The Philippines
- Anteneo de Manilay University, The Philippines
- National University of Singapore, Singapore
- Nanyang Technological University, Singapore
- Singapore Management University, Singapore
- Chulalongkorn University, Thailand
- Burapha University, Thailand
- Chiangmai University, Thailand
- Mahidol University, Thailand
- Vietnam National University, Hanoi, Vietnam
- Vietnam National University, Ho Chi Minh, Vietnam.

AUN Secretariat

The AUN Secretariat plans, organizes, coordinates, monitors and evaluates AUN activities. Since the AUN is a self-sustaining organization, it proposes and develops ideas for sourcing and generating funds for the self-reliant operation of AUN. Working under the umbrella of ASEAN, the AUN Secretariat collaborates with the ASEAN Secretariat regarding implementation and funding, and periodically assesses accomplishments following its

plan. The office of the AUN Secretariat is based at Chulalongkorn University, Thailand. Based on the AUN Secretariat profile (as of June 2010), inclusive of an AUN executive director and an AUN deputy executive director, there are 13 staff members (AUN Secretariat, n.d.a).

The AUN's Objectives

In this part, the objectives of establishing the AUN set by ASEAN, the objectives stated by the AUN in the Agreement on the Establishment of the ASEAN University Network, and the AUN objectives declared in the Charter of the ASEAN University Network are studied. Comparison and consideration of the objectives from these official documents pertaining to the AUN's establishment markedly show their coherence and/or distinction. Furthermore, the AUN's accordance with these objectives in its implementation can also be assessed after learning these objectives.

As stated by ASEAN, the AUN was established to serve as an ASEAN mechanism to (ASEAN Secretariat, n.d.b):

- a. Promote co-operation among ASEAN scholars, academics, and scientists;
- b. Develop academic and professional human resource in the region;
- c. Promote information dissemination among the ASEAN academic community;

- d. Enhance the awareness of regional identity and the sense of “ASEANness” among members.

As declared in the Agreement on the Establishment of the ASEAN University Network, the AUN shall have the following objectives (ASEAN Secretariat, n.d.b):

1. Promote cooperation and solidarity among professionals, academics, scientists, and scholars in the region;
2. Develop academic and professional human resources in the region; and,
3. Promote information dissemination including electronic networking of libraries, exchanges and sharing of appropriate information among the members of the academic community, policy makers, students and other relevant users.

As stated in article 2 of the AUN charter, the objectives of the AUN are as follows (ASEAN Secretariat, 1995: 8):

“The general objective of the AUN is to strengthen the existing network of cooperation among universities in ASEAN by promoting collaborative study and research programs on the priority areas identified by ASEAN. The specific objectives are to promote cooperation and solidarity among scientists and scholars in

the ASEAN Member Countries; to develop academic and professional human resources in the region; and to produce and transmit scientific and scholarly knowledge and information to achieve ASEAN goals.”

Comparison of the objectives from various official documents pertaining to the AUN's establishment will show its accordance with these objectives in its implementation and thus must be taken into account when considering whether the AUN is able to realize its stated goals. Furthermore, the coherence and/or distinction of the objectives should be observed. The AUN serves objectives set by ASEAN, yet the point of “ASEANness” enhancement is not explicitly mentioned in its objectives. This fact inspired this field research to assess the impact of the AUN's efforts to improve ASEAN consciousness amongst the participants in its activities.

The AUN's Activities

In pursuit of its objectives, the AUN provides interdisciplinary activities related to human resources development. The AUN's activities can be initiated by various actors: member universities, the AUN Secretariat, ASEAN Secretariat. In addition to these actors, the Dialogue Partner can also propose activities. Requests are put on the agenda for the BOT to consider.

In terms of the AUN's framework for implementation, the initial strategic focus of the AUN

was built on factors identified by ASEAN as helping facilitate regional cooperation in development. Those objectives are (AUN Secretariat, n.d.a):

- i. Southeast Asian studies interdisciplinary academic programs and the availability of academic degrees in these fields of study in at least one major university in each of the member states;
- ii. ASEAN MA and PhD programs to be undertaken as cooperative regional academic programs, each involving courses offered by institutions of higher education in more than one member state;
- iii. ASEAN regional research projects to be undertaken jointly by scientists/scholars of more than one member state; and
- iv. ASEAN Visiting Professors programs to enable academics from one member state to lecture for a given period of time at an institution of higher education in another member state.

These priorities identified by ASEAN, and the objectives of the AUN made upon its establishment, have led to four key areas of implementation:

- A. Student and faculty exchanges
- B. ASEAN studies
- C. Information networking
- D. Collaborative research

As more activities emerged following the early years of the AUN, the activities have been expanded to six categories (Yavaprabhas, 2000: 19):

- A. ASEAN Studies Program
- B. Student and Faculty Exchange Program
- C. Scholarship for study at ASEAN universities
- D. Information Networking among ASEAN universities
- E. Collaborative Research
- F. Executive Development Program

Details of these activities can be summarized as follows.

ASEAN Studies Program

“The ASEAN Studies Program is perceived as the main device to help enhance awareness, solidarity and identity in the region (Yavaprabhas, 2000: 20).”

In order to develop this program, a workshop and survey on ASEAN Curriculum was organized with the objective of creating an ASEAN Sourcebook to be utilized as a reference for an ASEAN curriculum for all ASEAN countries. It is hoped that the ASEAN Studies Program developed by the AUN can be applied to the curricula of all ASEAN member countries. The Sourcebook, in a CD-ROM format, has been distributed to all AUN member universities.

Student and Faculty Exchange Program

The activities in this program allow students, as well as faculty, to participate in an exchange with another AUN member university. For instance, the annual AUN Education Forum and Speaker Contest offers a stage for participants to gain more understanding on ASEAN through lectures, presentations, and cultural activities which aim to enhance ASEAN's spirit. ASEAN Distinguished Professors Program provides an opportunity for faculty to make an academic visit to another ASEAN university. The Student Exchange Program allows at least a one-semester exchange of undergraduate students under the mutual agreement of a home university and host university.

Scholarship for study at ASEAN universities

This activity enables students from an AUN member university to study at an AUN member university under the conditions of the scholarships offered by particular universities, e.g., tuition fee waiver, accommodation, allowance, airfare.

Information networking among ASEAN universities

The objective of this initiative is to enhance the information networking among ASEAN universities. It was hoped that through the AUN's website, which comprises links to member universities' website, there would be a foundation for a virtual university, particularly with an ASEAN studies program.

Collaborative Research

This activity focuses on the generation of knowledge and expertise in any fields to strengthen ASEAN universities and to promote research collaboration among universities. This program also includes exchange of faculty, staffs, graduate students, and research publications.

Executive Development Program

The general aim of this program is to educate and train executives who are well aware of Asian environment, culture and character in order to anticipate trends in world changes and the global economy.

Apart from the mentioned categories, in the field of Business Administration, another activity is the AUN Graduate Business/Economics Program Network (AGBEP), which includes a staff exchange and research database, an annual symposium, and a journal of ASEAN business and economic research.

At present, in addition to intra-ASEAN activities, there are also activities in collaboration with ASEAN-Dialogue Partners: ASEAN-China, ASEAN-EU, ASEAN-Japan, ASEAN-Republic of Korea. Examples of these activities are: China-AUN Scholarship, ASEAN-European Engineering Exchange (ASE), ASEAN Sub-network of Higher Engineering Education for Development (SEED-NET), ASEAN-Korea Academic Exchange Program.

Generally, from studying the AUN's activities in its early years, these activities involve a disciplinary

nature and are mainly aimed at exchange and joint curriculum development. A recently emphasized initiative is AUN Quality Assurance which has the ultimate goal of harmonizing the educational systems and standards of universities in ASEAN (Beerkens, 2004). Some more investigation into the progress of the AUN on its implementation is described in the section “Role and Progress of the AUN towards Regional Integration” in this chapter.

2.2.5 AUN’s Academic Cooperation Activities for Youth Development towards ASEAN Integration

Realizing that human resource development leads to sustainable development, youth development has been emphasized as a strong foundation for further development. Asia is, and will continue to be, the region where most of the world’s youth reside, according to the United Nation.

Statistics of regional distribution of youth population in 1950 and the projection of youth population in 2050 is shown in figure 5.

Figure 5 clearly indicates that youth populations at their highest percentages are found residing in Asia and the highest percentage of global youths in the next four decades is projected to remain in Asia. Human resource development for this group of the population is of global concern, as stated by the UN:

World youth population (15 to 24 years old)

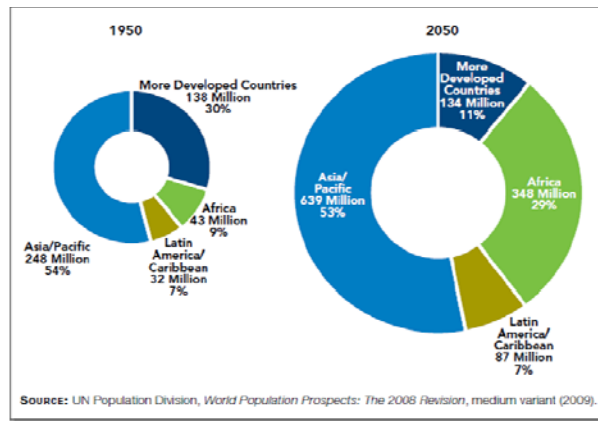


Figure 5: World youth population projection to 2050
Source: Population Reference Bureau (PRB). 2009

“This very large group will arrive at working age with a right to expect gainful employment, adequate health care, and the ability to raise a family with an appropriate living standard if they so choose. Before those things can come about, they must have had access to sufficient education and training so that they can take part in building their country’s society and economy (Population Reference Bureau, 2009).”

Understanding the significance of youth, youth development in Asia has been emphasized and has been taken as a necessary issue of development for each country, with the ultimate aim of benefitting the country, region, and the world.

In Southeast Asia, when it comes to regional cooperation and the attempt to create an ASEAN Community, ASEAN sees the significance of youth as those who will reap the benefits of ASEAN integration, while some will become future leaders. Encouragement of a strong sense of community amongst youth will help lay a strong foundation for regional solidarity and consolidation for the establishment of ASEAN Community. Thus, the key role of youth in helping create an ASEAN community has been stressed and cooperative efforts in youth development towards ASEAN integration have grown. Investigating the implementation of the AUN, many programs were initiated to encourage people-to-people networking and increase ASEAN attitudes and awareness, particularly among youth. Their shared experiences can create an ASEAN bond towards the region and also among participants from ASEAN countries. It is expected that these youth activities will help foster a greater ASEAN integration. The implementation of AUN programs which encourage youth development are, for example, Youth Cultural Forum, student exchange programs, and student conferences.

Recent AUN youth activities include the ASEAN University Youth Summit 2008 held during 15-16 September 2008 with the collaboration of the Thai Foreign Ministry and the AUN. This summit enabled students from ASEAN countries to share ideas and create a joint statement as the output, to be presented to the ASEAN leaders at the 14th ASEAN Summit in Thailand on the 28 February 2009. Another example is the second ASEAN University Youth

Summit 2009 held in Hua Hin, Thailand. The activity was a cooperative project between the Ministry of Foreign Affairs of Thailand and the AUN. In this activity, youth participants from 10 ASEAN countries gathered to discuss, express, and exchange their views under the theme “Empowerment through Education”. As an output of this activity, a joint statement on ASEAN Youth was tabled at the 15th ASEAN Summit in Thailand.

In this research, empirical data collection is conducted with youth participants from three recent AUN youth activities: the Japan-ASEAN Student Conference, the 8th ASEAN Youth Cultural Forum, and the 8th International College Student Exchange Program. The details of these programs and rationale for their selection are described in Chapter 3.

2.3 Role and Progress of the AUN towards ASEAN Integration

In search of the role and progress of the AUN towards regional integration, the literature review has been conducted based on documents regarding the development of a strategic framework and policy, and updated information on the implementation of the AUN. Data acquisition in this section was obtained from both published and unpublished documents of the AUN, including the official website of the AUN.

The details of these developments are elaborated below.

2.3.1 The Role of the AUN towards ASEAN Integration

Education is seen to hold a significant role in building a regional community. In particular, it is viewed as a mechanism to promote a deeper sense of regional consciousness which establishes a strong foundation for regional integration. Initially, the AUN was established to lay a strong structure for establishing an ASEAN University, as described in the objectives of the AUN establishment by ASEAN. This ultimate goal was also emphasized in the Agreement of AUN Establishment and the Charter of the AUN signed upon its establishment in 1995. Two years after the establishment of the AUN, the role of the AUN was once again highlighted as evidenced by Section V of the Hanoi Plan of Action (HPA) signed in 1997 (ASEAN Secretariat, n.d.g.).

V. PROMOTE HUMAN RESOURCE DEVELOPMENT

5.1 Strengthen the ASEAN University Network and move forward the process of transforming it into the ASEAN University

In the early years of the AUN's establishment, when newer members had just become part of ASEAN, the AUN's roles towards an ASEAN Community were the continuation of its current mechanisms for regional collaboration and the enhancement of the capacities of newer ASEAN

member countries, while the establishment of an ASEAN University was still kept in sight.

In 2005, the ASEAN Education Ministers met and raised the notion of transforming the AUN into an ASEAN University. The AUN was then tasked with exploring the feasibility of an ASEAN University by being mindful of duplication or competition with existing programs by AUN member universities and the practicality of establishing a full-fledged campus. Thus, an Ad Hoc Task Force under the AUN member universities was appointed to work with a one year time frame or until the ASEAN decision makers accepted the recommendations of the Task Force. The Task Force suggested that the establishment of the ASEAN University should be done on a phase-by-phase basis. The pilot phase was a three year period when a program focusing on ASEAN's issues would be developed by a team of experts. It was decided that the program should be at the post-graduate level (MA and PhD) which would provide a forum to discuss and suggest solutions to key issues of ASEAN in a multi-disciplinary perspective, based on 50 percent classroom and 50 percent virtual learning. Moreover, the credit transfer for students from AUN member universities must be ensured so that students could receive credit from this program. The coordination of this program should be the responsibility of the AUN Secretariat while the funding for a pilot phase should be requested from the ASEAN Secretariat (AUN Secretariat, 2008b).

At the 19th AUN-BOT meeting in June 2006, it was pointed out the AUN-BOT would agree to the

pilot phase implementation by starting at the Master's Degree level and enlargement of the program would rely on its success from the pilot phase. However, a view on the necessity of establishing an ASEAN University was raised for reconsideration by the ASEAN leaders. Thus, during this time the role of the AUN was, as tasked by SOM-ED, working out the modalities that would focus on strengthening the existing network of higher education institutions, ensuring mutual recognition of academic degrees and qualifications of ASEAN Studies programs, and promoting ASEAN Studies programs which draw on the strengths of different universities in ASEAN member countries. At the 20th AUN-BOT meeting in November 2006, it was reaffirmed that establishing a physical campus for an ASEAN University was not necessary. Instead, the AUN should, as suggested by SOM-ED, focus on strengthening the network of existing programs and collaborative linkages among member universities (AUN Secretariat, 2007).

Through nearly fifteen years of the AUN's operations towards regional integration, the focus and direction of the AUN has been periodically adapted to be suitable to ASEAN aspirations in its planning and also to be practical in its implementation. Hence, the dynamic of the AUN's role towards regional integration is observable in its course of development from its initial stage to the present. The role of the AUN has now become more static regarding the aspect of strengthening the existing network of learning universities and institutions of higher learning. An initiative reflecting its prior prime role in laying a

foundation for the ASEAN University is reflected in the implementation of the MA in ASEAN Studies at Asia-Europe Institute (AEI), University of Malaya. The initiative on ASEAN Studies was perceived as a primary mechanism to enhance ASEAN awareness and identity in the region. It is interesting that the success of this program, if it succeeds, lies upon whether the AUN is able to draw on the strength of its member institutions to expand as a network of ensured, mutually-granted degrees, particularly in ASEAN Studies, which would link to a stage that is very close to its initial objective and original vision.

As defined by the AUN, the development of its role and progress is generally demonstrated in term of its planning and implementation. A brief introduction to the AUN, as declared on the official AUN website is (AUN Secretariat, n.d.a):

“...The ASEAN University Network (AUN) is an autonomous organization, established under an umbrella of ASEAN and the mandate of Ministers responsible for higher education in ASEAN countries, dealing with the promotion of human resource development in the field of higher education within ASEAN and with its dialogue partners, namely Japan, Korea, China, India, Russia and the EU.”

The implication which lies beneath this general statement is the AUN's current standpoint in terms of its roles and progress. Its current primary focus is on the promotion of human resource development in the

field of higher education. What could be seen as a significant change is that apart from its original attempt at regionalization upon its establishment, the AUN has also now shown its attempt at globalizing human resources through more implementation with dialogue partners.

2.3.2 Progress on Planning and Implementation of the AUN

Following the agreement of the ASEAN leaders in 2007 to accelerate the establishment of an ASEAN Community by 2015, many sectors serving the mechanism of ASEAN integration must be adapted to their strategic plan. The AUN as a mechanism to encourage ASEAN awareness and human resource development must also adapt itself to better serve the new ASEAN commitment. In this regard, the AUN made progress in terms of its planning when a “Workshop on Strategic Directions towards ASEAN Community 2015” was arranged by the AUN in November 2007. There, SWOT analysis of the AUN was conducted and future strategies of the AUN were discussed in order to formulate a strategic framework towards creating an ASEAN Community by 2015. Despite the formulation of a strategic framework for the period 2008-2015, periodic reviews are required to be undertaken to add new priorities when necessary. The key objectives and strategies in the framework as summarized by the AUN Secretariat were divided into four main priorities (AUN Secretariat, 2008a: 58-59): investing in people, narrowing the development gap,

narrowing the digital divide, and promoting deeper regional awareness.

For present development, according to the AUN annual report (2009-2010)⁴ (AUN Secretariat, 2010), it was found that the key objectives of the AUN had increased from its initial stage. Studying the progress on planning and implementation of the AUN at present, based on the AUN's updated progress report and other related documents, some development can be found. For instance, there are 10 key objectives indicated in the AUN Secretariat Strategies Plan for 2010-2014, and the key results area has now been expanded to six key result areas.

The table below shows the present aims of the AUN, its key objectives, and progress.

Overall, comparing the planning and implementation of the AUN from AUN documents created prior to and upon its establishment up to the present, the AUN as of today has shown dynamism and changes in its role, direction, and progress towards ASEAN integration to a great degree. Being one of the mechanisms which provide assistance and support towards achieving regional goals, the AUN has been shown to play a part. The intensity of its impact towards the establishment of ASEAN integration will rely on the future direction of the AUN and how it addresses its role in serving the ASEAN Community from the present onwards.

⁴ See details in Appendix F.

Table 1: The AUN's aims, key objectives, and progress 2009/2010
 Source: Adapted from AUN Secretariat, 2010 page 44-45

AIMS	OBJECTIVES	PROGRESS 2009/2010
1. To ensure delivery of high quality AUN programs, projects and activities	1. Ensuring and promoting the strong commitment of participants and key stakeholders	5 Key stakeholders who actively participated in the programs and activities during 2009-2010: -22 member universities -520 students -850 academic staff -5 dialogue partners; China, the European Union, the Republic of Korea, Japan, the United States -Government Bodies and ASEAN Secretariat
	2. Ensuring delivery of key project results	6 Key Results Areas -Academic Exchange -Cultural and Non-academic Program -Training -System and Mechanism of Higher Education -Program/Course Development -Dialogue or the Exchange of Ideas & Views
2.To meet the challenges of collaborative research work and capacity building in ASEAN	3. Improving AUN database	Currently, the AUN Database has been in an accumulating process and it has been targeted for completion in 2011 by pooling the list of AUN area experts and other relevant resources.
	4. Promoting new collaborative	N/A

	research	
	5. Achieving successful capacity building activities in the interests of ASEAN	3 Series of AUN QA Training were conducted in CLV countries. 1 Initiated Training on Intellectual Property & Innovation was successfully implemented in Spain.
3. To expand the network's collaborative partners with primary interests in cooperation with universities in ASEAN	6. Delivering new collaborative initiatives with new dialogue partners	Current 4 Dialogue Partners are: -The European Union -China -The Republic of Korea -Japan Started cooperation between ASEAN & U.S.
	7. Investigating new sub-network initiatives	Sub-network on AUN Human Rights Education already set up in February 2010 in order to serve and support the promotion of human rights in ASEAN.
4. To seek new funding sources for the operation of AUN activities	8. Locating new funding sources for the long-term implementation of AUN activities	Japan Foundation has granted 14,000 USD to support AUN initiatives on the University Social Responsibilities and Sustainability (USR&S) Program. Two local private sectors in Thailand namely, PTT Exploration and Production Public Company Limited, and Thai Beverage Company Limited provided the financial support for AUN Activities in the amount of 5,000 USD

5. To improve the managerial aspect of the network's programs, projects and activities	9. Delivering improvements in staff performance	AUN Secretariat conducted an in-house training every 3 months; topics included in the trainings were Project's Thinking and Planning, Immediate Problem Solving and Strategic Planning.
	10. Delivering improvements in the core business processes of the Secretariat	The AUN Secretariat has developed a new model approach and workshop technology for AUN meetings and conferences. This is to encourage and increase an active participation from Member Universities which is geared toward concrete outcomes.

Implementation must be assessed by measuring the impact of the AUN's activities; that is, whether the activities implemented by the AUN can, as they are supposed to, enhance ASEAN consciousness. Hence, empirical data collection was conducted using youth participants who engaged in AUN activities by giving them a pre-test and a post-test, before and after participating in the activities, in order to assess their attitudes and awareness about ASEAN. The questions given relate to fundamental knowledge regarding ASEAN. The field research involved observation, interviews, and a questionnaire. More details on the research methodology are elaborated in Chapter 3.

3

RESEARCH METHODOLOGY

The research methodology of this study is as it appears in figure 6.

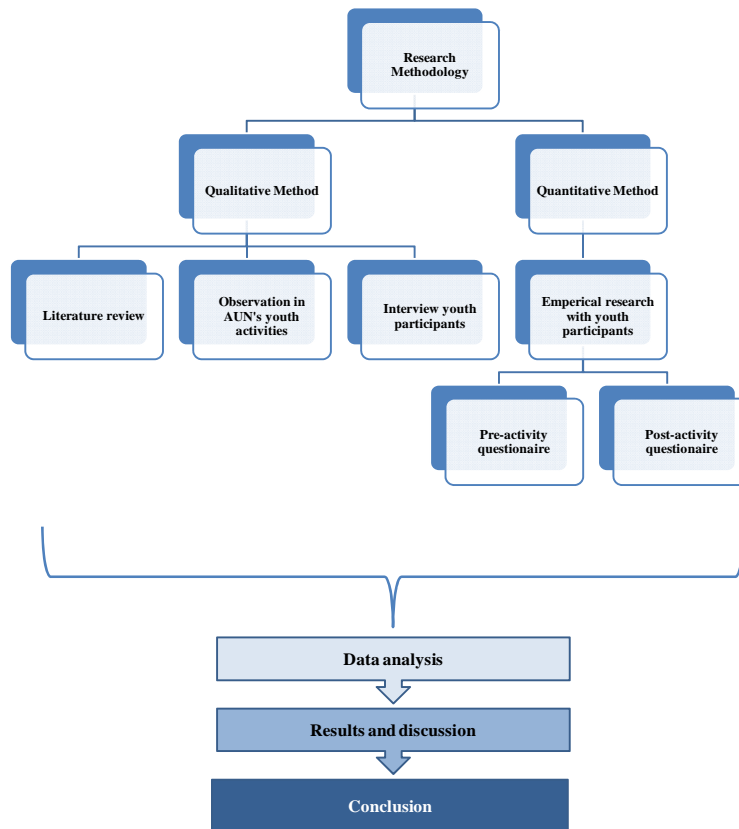


Figure 6: Research methodology

Data collection was conducted in various ways: documentary research, observation, interview, and empirical research (pre-test and post-test design). Generally, data collection was conducted with youth participants who participated in selected AUN youth activities, the key informants to this research.

After the data collection by both qualitative and quantitative methods was accomplished, the findings from this research were analyzed for overall results. Programs such as Microsoft Excel and SPSS were used in the analysis process. The results of this mixed method study were interpreted and summarized in descriptive statistics and discussion. Finally, the conclusions and recommendations based on the findings from this research are presented in the last part of this study.

3.1 Research Methodology

The research methodology of this study involves a combination of qualitative and quantitative methods.

3.1.1 Qualitative Method

The qualitative method requires that observations be made in natural settings, the archives of written or image-based documents be reviewed, interviews be undertaken with key participants or informants, or the collection and description of artifacts. The results of these data collection techniques are generally in the form of words or pictures, rather

than numbers (Quartaroli, 2009: 260). In terms of the qualitative methods used in this research, data collection was based on documents, observation, and interviews.

The literature review was carried out based on published works, including accredited websites related to the research topic. The prime objective of this review was to gain background knowledge on regional integration and the efforts of ASEAN's academic cooperation organization, the AUN. This information was beneficial in explaining the roles, strategic plan and implementation of the AUN. Moreover, the proposal and implementation guidelines of some selected AUN programs used as case studies in this research were also studied to rate the results in accordance with identified success indicators.

Apart from the literature review, observation of the AUN's youth activities as selected case studies for this research was also carried out. During the period when the 8th Youth Cultural Forum was being arranged, I visited the research site not just to observe, but also to conduct field research by interviewing and distributing questionnaires to participants. Moreover, I had direct participation experience in the International College Student Exchange Program for one academic year as a scholarship recipient in 2005. The experience gained from participating in these activities was beneficial to the further development of this research. The knowledge and information gathered from the literature review and observation was taken into consideration for structuring the questions for the interviews.

The interviews were conducted with participants to obtain the opinions of youth participants of the programs. Generally, the interviews with the key informants were semi-structured interviews in order to create a relaxed atmosphere to bring about unprepared and genuine responses from the interviewees.

3.1.2 Quantitative Method

The quantitative method involves a research topic that can be empirically tested, often based on questionnaires, to find out quantitative data, e.g., scores, counts, values, or ratings, which can be transformed into figures and statistical data. Experimental methods are evidence-based practice essential in answering important questions about health, mental health, and educational issues (Martin Jr. and Bridgmon, 2009: 35-57). There must also be a control of threats to internal and external validity. In terms of the quantitative methods used in this research, an experimental method (pre-test and post-test design) was conducted to measure the impact of the programs on participants.

Empirical research was conducted to test the impact of the activity on the participants by pre-test and post-test design. Pre-activity and post-activity questionnaires were used as the main tool to discover to what extent participants, generally and individually, have gained more opinions and awareness of ASEAN perspectives, before and after the activity. The questionnaires also identify whether some factors, such as knowledge background, types of activity and

duration of activity, affect the results. Thus, pre-activity and post-activity questionnaires were distributed to be completed by all participants in the selected AUN youth programs. The questions in the pre-activity and post-activity questionnaire were similar. Pre-activity questionnaires were provided at the beginning of the conference and post-activity questionnaires were given to the same group of students at the end of the conference.

Because of the time limitation, an exception was made regarding the long International Student Exchange Program. The questionnaire was distributed only once. However, it was completed after four months participation by students in the activity.

3.2 Research Design

3.2.1 Questionnaire

There are five forms of questionnaires (A, B, C, D, and E) used in this research as shown in table 2.

Table 2: Questionnaire forms

Name of program	Questionnaire form
Japan-ASEAN Student Conference	Form A and B A: pre-activity questionnaire ⁵ B: post-activity questionnaire ⁶
The 8 th ASEAN Youth Cultural Forum	Form C and D C: pre-activity questionnaire ⁷ D: post-activity questionnaire ⁸
The 8 th International College Student Exchange program	Form E: mid-activity questionnaire ⁹

Primarily, the pre-activity and post-activity questionnaires were identical. Although the questions in all forms were generally similar, there were minor adjustments on some points in the questionnaires for different activities. For instance, form A and B were identical, but they have some minor differences from form C and D. In this chapter, the details and reasons behind each question are given. Since the questions in all forms were alike, the details of questions were based on form A and B. The changes in the questionnaires for suitability for each activity were pointed out in order to show the differences.

The questionnaires were divided into 3 sections (40 questions in total): general information on

⁵ See appendix A

⁶ See appendix B

⁷ See appendix C

⁸ See appendix D

⁹ See appendix E

respondents (10 questions), opinions on the activity (10 questions), and attitudes and awareness about ASEAN (20 questions). The questions in the third section which were related to knowledge about ASEAN were adapted from a survey on attitudes and awareness about ASEAN conducted by Thompson and Thianthai (2008). The questions and the reasons for asking the questions are described by section.

Section I: General information

Questions in this section aimed to gain information about the participants mainly regarding their personal backgrounds, education, and familiarity with the AUN. Names of the participants were required in order to pair the results of pre-activity and post-activity questionnaires to observe the impact not only in general but also on an individual scale. Questions in section I (question 1-10) are as shown in figure 7.

I. General Information

1. Name: _____
2. Gender: Male Female
3. Age: _____
4. Country of origin: _____
5. University: _____
6. Is the university you are studying a member university of ASEAN University Network?
 Yes No Unknown
7. Level in university: First Year Second Year Third Year Fourth Year Other: _____
8. Area of studies: Social Science Humanities Science Other: _____
9. Have you ever participated any activities arranged by ASEAN University Network: Yes No
 If your answer is YES, please identify the activity arranged by ASEAN University Network that you participated.

10. Please list the activities or projects arranged by ASEAN University Network that you know.

Figure 7: Questions in section I: General information (question 1-10)

Section II: Overall program

Questions in this section were mainly related to the activity and attitudes towards the activity amongst participants. Questions in section II: Overall programs are shown in figure 8.

Question 11 aimed to discover the channel that is most effective in advertising the program to participants. This would be beneficial to further developing the channels of communication for better results in the public relations process.

Question 12 aimed to find out whether participants' reasons to apply for the conference were in accordance with the objectives and success indicators set in the program.

Question 13 aimed to let the youths have a chance to share their opinion in creating a theme for an academic cooperation activity. Moreover, this question sought to find out the issue of interest of the participants, comparing the results from the pre-activity and post-activity questionnaire to determine whether joining the conference had any impact on their interests.

Question 14 aimed to let the participants show their initiative in designing the theme of a future activity by letting them comment freely on issues of interest about ASEAN.

Question 15 aimed to find out what participants found most useful in attending the program.

Questions 16-19 aimed to find out the impression of the participants toward the program and

whether their impressions changed after participation in the program.

Question 20 aimed to seek suggestions or comments from the participants for further consideration on the program's development.

II. Overall Program

11. How did you hear about the conference? Please identify the source of information.
 Office of International Affairs of your university Publication: _____
 Internet: _____ Other: _____
12. What is the main reason to apply for the conference? If more than one reason, please identify number(s) in accordance to the significance in your opinion. Start from number 1 for the most significant reason.
 To discuss on ASEAN issues and gain more knowledge on ASEAN
 To participate in an activity aimed to promote the cooperation between ASEAN and Japan
 To create friendship with (a. ASEAN / b. Japanese / c. Both) students
 To have an opportunity to travel to Japan and learn more about Japan
 To follow the recommendation from teacher(s), parents, friend(s), and etc
 Other: _____
13. Which of ASEAN issue that most attracts you in this conference? If more than one issue, please identify number(s) in accordance to the significance in your opinion.
 Environment (political-security) Economy Socio-culture All issues about ASEAN
14. If you can design the theme of the future activity, what aspect on ASEAN would you be interested? If more than one aspects, please identify number(s) in accordance to the significance in your opinion.

15. What do you find most useful in arranging the conference?

16. How much do you think the conference would be beneficial to you?
 Strongly Positive Positive Neutral Negative Strongly Negative
17. How much do you think the conference would be beneficial to enhance your knowledge on ASEAN?
 Strongly Positive Positive Neutral Negative Strongly Negative
18. How much do you think the conference would be beneficial to strengthen the cooperation between ASEAN and Japan?
 Strongly Positive Positive Neutral Negative Strongly Negative
19. What is your total satisfaction in this conference?
 Strongly Positive Positive Neutral Negative Strongly Negative
20. Please feel free to leave your comments or suggestion on the conference?

Figure 8: Questions in section II: Overall program (question 11-20)

Section III: Attitudes and awareness towards ASEAN

Questions in this section were mainly related to attitudes and awareness about ASEAN amongst participants. Questions in section III: Attitudes and awareness towards ASEAN are shown in figure 9.

Question 21 aimed to uncover the self-evaluation of participants regarding their own familiarity with ASEAN. The results from the pre-activity questionnaire were compared with the post-activity questionnaire in order to find out the impact of this program on increasing familiarity with ASEAN amongst participants.

Question 22 aimed to determine the main channel of communication between ASEAN and the public in order to analyze the current situation of the public relations process between ASEAN and people.

Question 23 aimed to find out the self-evaluation of participants of their own understanding of various aspects of ASEAN. The results from the pre-activity questionnaire were compared with the post-activity questionnaire in order to evaluate the impact of this program on increasing participants' understanding of ASEAN.

Questions 24-27 aimed to determine general knowledge about ASEAN, namely, the location of ASEAN member countries (question 24), fields of ASEAN cooperation (question 25), crucial issues in ASEAN (question 26), and religion in ASEAN (question 27). The results from the pre-activity questionnaire were compared with the post-activity questionnaire in

order to find out the impact of this program on increasing participant's knowledge of ASEAN.

Questions 28-29 aimed to observe attitudes toward ASEAN member countries, namely, preferred country to travel to and country to work in, according to participants' opinions. The results from the pre-activity questionnaire were compared with the post-activity questionnaire in order to assess the impact of this program on changing participants' attitudes towards ASEAN member countries.

Questions 30-39 aimed to find out the degree of agreement on various aspects of ASEAN integration and academic cooperation. The results from the pre-activity questionnaire were compared with the post-activity questionnaire in order to explain the impact of this program on changing the degree of agreement on these issues amongst participants.

Question 40 aimed to find out youths' ideas on helping to further promote ASEAN awareness to other people.

III Attitude and awareness towards ASEAN

21. In general, how familiar are you with ASEAN?

- Very familiar
 Somewhat familiar
 A little familiar
 Not at all familiar

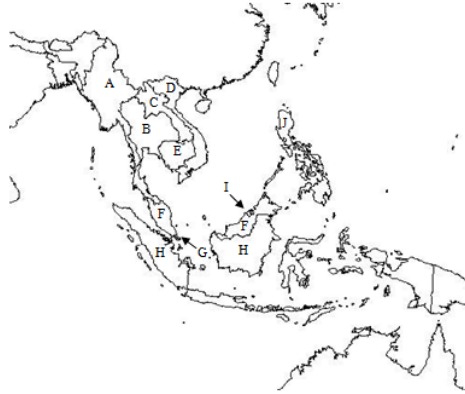
22. In what ways have you learned about ASEAN? (Check ALL that apply)

- Advertising Books Television Radio Newspaper Internet
 Movies Music Sports Family members Friends School
 Traveling Work Experiences Other: None of the Above

23. At what level do you think you understand ASEAN in each perspective?

- Economy Very Good Good Medium Low
 Politic Very Good Good Medium Low
 International Relations Very Good Good Medium Low
 Culture Very Good Good Medium Low
 Language Very Good Good Medium Low
 History Very Good Good Medium Low
 Religion Very Good Good Medium Low
 Environment Very Good Good Medium Low

24. List the names of the ASEAN member countries according to the map of Southeast Asia as below.



A: _____ B: _____

C: _____ D: _____

E: _____ F: _____

G: _____ H: _____

I: _____ J: _____

25. Over four decades since the establishment of ASEAN on 8th August 1967, what pillars of ASEAN has the most vivid cooperation and development in ASEAN countries in your observation?
 Political-Security Community Economic Community Socio-culture Community All three pillars
26. Please check the issues that you feel most crucial for ASEAN to enhance cooperation and awareness:
 Health maintenance and disease control
 Natural resource and environmental management
 Disaster prevention, relief and recovery assistance
 Educational improvements and exchanges
 Reduction of poverty and economic disparities
 Science and technology development and applications
 Cultural, literary and artistic preservation and promotion
 Regional identity and solidarity enhancement
 Others (Please specify): _____
27. Which religion is practiced by populace in all ASEAN countries?
 Buddhism Christianity Muslim Hinduism Other: _____
28. If I could travel to any ASEAN countries, I would most likely to travel to:
 Name of country: _____
29. If I could work in any ASEAN countries, I would most likely to work in:
 Name of country: _____

Please share your attitude and awareness towards ASEAN by giving your true opinion of the importance of the following aspects of integration and cooperation among ASEAN countries:

30. I feel that I am a citizen of ASEAN.
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 31. Political Cooperation among ASEAN countries is important.
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 32. Economic Cooperation among ASEAN countries is important.
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 33. Cultural Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 34. Educational Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 35. ASEAN University Network is a hub for higher education cooperation in ASEAN countries.
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 36. ASEAN studies should be applied to compulsory course in primary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 37. ASEAN studies should be applied to compulsory course in secondary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 38. ASEAN studies should be applied to compulsory course in university curricular in ASEAN countries
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 39. Academic cooperation in ASEAN countries is a significant mean to enhance ASEAN solidarity.
 Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree
 40. At your position of a junior ASEAN ambassador, what activities and cooperation would you wish to do to enhance people's awareness towards ASEAN?
-

Figure 9: Questions in section III: Attitudes and awareness towards ASEAN (question 21-40)

The differences in the questionnaires used in the 8th ASEAN Youth Cultural Forum (form C and D) and the 8th International College Student Exchange Program (form E) were question numbers 12, 13 and 18. For questions 12 and 18, there was a minor change in wording to suit the nature of each activity, while question 13 has more major changes.

In Question 12, the main reason for applying to the activity was asked. Therefore, the choices were given differently. However, the set of choices given relied on the same criteria.

Question 13 inquired as to the main ASEAN issue that attracted participants to the event. The choices were adapted in the questionnaires used in the 8th ASEAN Youth Cultural Forum (form C and D), while this question was deleted in the questionnaires used in the 8th International College Student Exchange Program (form E) in order to add another question asking about the future plans of participants. This “future” question was added because of the suitability to the long program and also to investigate, as well as to emphasize, participants’ commitment to the region, and was meant to observe whether awareness of the region would affect their future career paths. Therefore, instead of asking about ASEAN pillars, a new question was added to form E alone.

Regarding Question 18, since the activity has different collaborators, e.g., ASEAN-Japan, within ASEAN, and ASEAN-ROK, the wording on the question was changed in each form. The details of the differences are as follows.

The differences in the questionnaires used in the 8th ASEAN Youth Cultural Forum (form C and D):

12. What is the main reason to apply for the activity? If more than one reason, please identify number(s) in accordance to the significance in your opinion. Start from number 1 for the most significant reason.
- To perform cultural activities to others
 - To participate in an activity aimed to promote the cooperation between ASEAN countries
 - To create friendship with ASEAN students
 - To have an opportunity to travel to Singapore and learn more about Singapore
 - To follow the recommendation from teacher(s), parents, friend(s), and etc
 - Other: _____
13. Which aspect of ASEAN pillars that would be most attractive for you to participate?
- Political-security Economy Socio-culture
18. How much do you think the activity would be beneficial to strengthen the cooperation within ASEAN?
- Strongly Positive Positive Neutral Negative Strongly Negative

Figure 10: Questions differences in form C and D

The differences in the questionnaires used in the 8th International College Student Exchange Program (form E):

12. What is the main reason to apply for the activity? If more than one reason, please identify number(s) in accordance to the significance in your opinion. Start from number 1 for the most significant reason.
- To gain academic knowledge in the field of ICT in Korea
 - To participate in an activity aimed to promote the cooperation between ASEAN countries and Korea
 - To create friendship with ASEAN and Korean students
 - To have an opportunity to travel to Korea and learn more about Korea
 - To follow the recommendation from teacher(s), parents, friend(s), and etc
 - Other: _____
-
13. After your participation in this program, what is your future plan? Would your future career path involve in promoting ASEAN countries relations?
-
-
18. How much do you think the activity would be beneficial to strengthen the cooperation between ASEAN and Korea?
- Strongly Positive Positive Neutral Negative Strongly Negative

Figure 11: Questions differences in form E

Apart from the mentioned differences, all forms were similar. For the purpose of testing the impacts of the activity on participants, pre-activity and post-activity questionnaires for each activity were identical.

3.2.2 Sampling

The empirical data collection was conducted with participants who participated in the most recent youth activities of the AUN, in other words, activities held between 2009 and 2010. Because of limits of time and budget, three AUN activities were selected as a sampling for this research. In designing the sampling, different variables were taken into consideration in order to prove if they affect the impact of the programs on participants. These variables were: types of

activities (academic and non-academic), duration of the activities (short and long), and knowledge background of participants (ASEAN youth and non-ASEAN youth). According to these variables, the research was designed to be conducted with two short programs (Japan-ASEAN Students Conference and the 8th ASEAN Youth Cultural Forum) and one long program (the 8th International College Student Exchange Program). These three activity types can also be divided into two types which are non-academic activity (the 8th ASEAN Youth Cultural Forum) and academic activity (Japan-ASEAN Students Conference and the 8th International College Student Exchange Program).

More clarifications on the sampling design are shown in table 3. The details of each activity are as below.

The Japan-ASEAN Students Conference

The Japan-ASEAN Students Conference was held as part of the Japan-East Asia Network of Exchange for Students and Youths (JENESYS) Program.¹⁰ The expectation in initiating the JENESYS

¹⁰ Following the announcement by Mr. Shinzo Abe, Prime Minister of Japan at the Second East Asia Summit (EAS) in January 2007 regarding the initiation of JENESYS, the Government of Japan has launched the JENESYS with 35-billion-yen to implement youth exchange program. Approximately 6,000 young people youths from the EAS member states (ASEAN, Australia, China, India, New Zealand, the ROK) are invited to

program is to deepen mutual understanding among young people who assume important roles in the next generation in each East Asian country.

Table 3: Sampling design

Type of activity	Duration of activity	Name of program	Number (nationality) of total participants	Research Methodology	Questionnaire form
Non-academic	Short program (one week)	The 8 th ASEAN Youth Cultural Forum	90 (All ASEAN member countries exclude Brunei, Cambodia, and Myanmar)	- Observation - Literature Review - In-depth interview - Empirical data collection	Form C and D (C: pre-test and D: post-test)
Academic	Short program (one week)	Japan ASEAN Student Conference	150 (120 ASEAN, 30 Japanese)	- Literature Review - Empirical data collection	Form A and B (A: pre-test and B: post-test)
	Long program (one academic year)	International College Student Exchange program	20 (All ASEAN member countries exclude Myanmar, and Singapore)	- Literature Review - Empirical data collection	Form E (mid-activity test)

visit Japan every year for five years by various kinds of exchange programs (Japan International Cooperation Center, 2009).

The activities in this program include discussion, field trips in Japan, and submitting a proposal to the government. Three themes of discussion in this conference are environment, economics and socio-culture. Mutual understanding and trust, a foundation for building a sense of community, a more accurate knowledge of the history, culture and society of participating countries, and a regional awareness to promote interest in common issues in the region, are expected to be further gained by participants.

The conference was held from the 13-19 November 2009 in Japan. At the conference, 30 Japanese and 120 ASEAN participants gathered to discuss common interests and issues in order to conclude a joint statement to be reported at the next Japan-ASEAN Summit. A proposal regarding the future of ASEAN integration, as well as that of the Japan-ASEAN partnership, while bearing in mind the prospect of building an East Asian Community in the future, was submitted to the Japanese government. It is expected that these cooperative activities can form a network between the youth who will play an important role in future exchanges between Japan and ASEAN. Moreover, it is expected that Japanese students will further deepened their interest and understanding of ASEAN countries (Ministry of Foreign Affairs of Japan, 2009).

The 8th ASEAN Youth Cultural Forum

The ASEAN Youth Cultural Forum was initiated by De La Salle University under the theme of

using culture as a way to foster regional solidarity and identity. The first ASEAN Youth Cultural Forum was organized in March 2003 and has been held annually since. The activity brings together the ASEAN countries' cultures and traditions for university students who are talented in performance arts, e.g., dance and music, to share in an interactive manner. Each year, AUN member universities are invited to nominate five students and one faculty staff to join this six day forum on a cost-sharing basis (AUN Secretariat, 2008a: 13).

Generally, the activities in this program include a lecture on music, workshops, field trips, and cultural performances by participants. During the field trips, participants may record sounds or visual materials which are pertinent to their performance.

The 8th ASEAN Youth Cultural Forum was scheduled for 7-12 June 2010 at the National University of Singapore under the theme "City, Technology, Tradition". The participants were organized in groups of five-six people, including one leader or teacher from each university. Participants from 16 out of 21 AUN member universities made approximately 90 participants in total. They were from seven countries: Indonesia, Lao PDR, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. There were no representatives from Brunei, Cambodia or Myanmar at this event.

The 8th International College Student Exchange Program

The International College Student Exchange Program is a project between ASEAN and the Republic of Korea (ROK) with the cooperation of the AUN and Daejeon University. The program started in 2001 by offering scholarships to students in the field of social science and humanities. In 2008, the field was changed to that of ICT. Moreover, the program's collaboration was expanded to the AUN, Daejeon University, and Korea Partner Institutes. As of September 2010, the Korea Partner Institutes include Daedeok Innopolis, KINS (Korea Institute of Nuclear Safety), IFEZ (Incheon Free Economic Zone Authority), KIST (Korea Institute of Science and Technology), UN APCICT (United Nations Asian Pacific Centre for Information Communication and Technology for Development), UN POG (UN Project Office on Governance), KONICOF (Korea Nuclear International Cooperation Foundation), ASEAN-Korea Centre, Korea National Commission for UNESCO.

The program offers a full scholarship inclusive of tuition fees, room and board, a round-trip ticket, basic medical insurance and a living allowance to ASEAN scholarship awardees to study at Daejeon University in Korea for one academic year (March to December). The activities in this program include class lectures, internship, field trips and extra-curricular activities.

Counting from the beginning of the program until the present, students of this program are now the 8th batch of students. Including the 8th batch in 2010, a total of 138 scholarships have been granted to ASEAN students from AUN and non-AUN member universities. The participants were from nine countries: Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. The questionnaire was distributed to the current scholarship awardees, the 8th batch of students, after they finished their first semester in Korea (July 2010), which is in the middle of the program. In this activity, the variable of duration was tested to see if longer term participation affected results.

3.3 Criteria

Apart from the ASEAN objectives of the AUN's establishment and the key objectives of AUN as mentioned in Chapter 2,¹¹ all available information on each activity namely, historical background, objectives, success indicators or expected output, were taken into account. The study of this information led to the framework of measurement criteria being set according to information obtained from the published and unpublished documents of the AUN.

The framework for setting the measurement criteria is as shown in figure 12.

¹¹ See Chapter 2 for details.

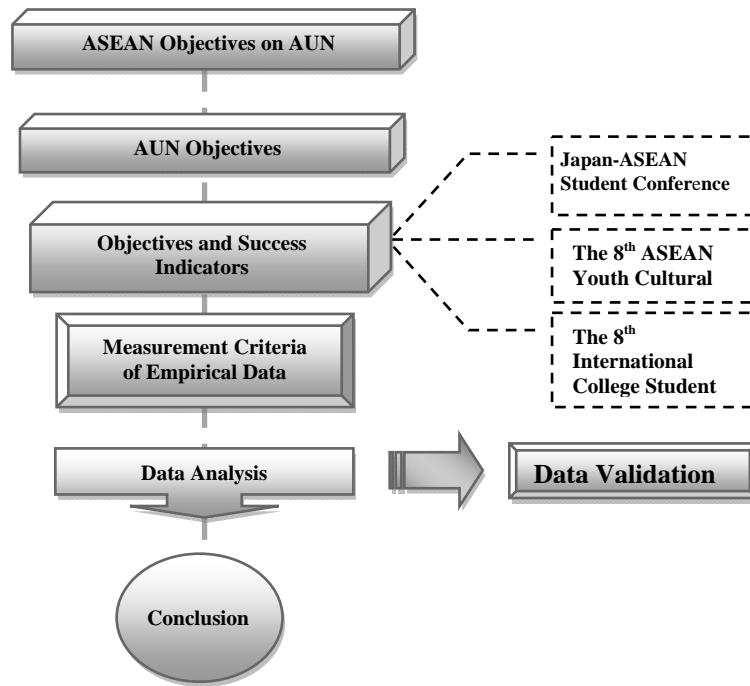


Figure 12: Framework of the measurement criteria

3.3.1 Measurement Criteria of Empirical Data

In order to test the hypothesis of this research, apart from considering the output of the AUN's implementation, whether it is in line with ASEAN objectives in the AUN's establishment and also AUN objectives, the main measurement criteria is whether *the participants' level of ASEAN consciousness has changed after their participation in the activity. This*

will be determined by finding an increase in understanding, knowledge, attitudes and awareness about ASEAN as measured by comparing the results of a pre-activity test and a post-activity test. The following aspects also illustrate the impacts of the activities which could be measured through the results of the questionnaires completed by participants:

- a. General output is in conformity with the objectives and success indicators of each activity,
- b. Reasons for participating in the program are in accordance with the main objectives of the activity that the participant is participating in,
- c. Comments on impressions of the program,
- d. Increased interest in ASEAN issues, and
- e. Sense of commitment to regional development.

3.3.2 Objectives and Success Indicators of Each Sampling Activity

As mentioned, the objectives and success indicators of each activity are taken into consideration along with information obtained from proposals and related documents.

The details of objectives and success indicators of each activity are as follows.

Japan-ASEAN Student Conference

a) Objectives

The objectives mentioned in the implementation guideline for the Japan-ASEAN Student Conference are stated below:

The overall objective of the JENESYS Program is to help lay the foundation for solidarity amongst Asian countries by promoting mutual understanding among the future generation of ASEAN and other EAS member countries. The Japan-ASEAN Student Conference is essentially supposed to pursue this objective between Japan and the participating countries of ASEAN.

b) Success Indicators

Success indicators are divided into qualitative achievements and quantitative achievements. The details are as follows:

Qualitative achievements will be evaluated based on the degree to which the following four elements are met:

- The objective of the JENESYS program is shared and supported by this program's success in generating cohesive involvement and commitment in participating youths;
- Mutual understanding and trust are promoted through the Conference, fostering a strong foundation for building a sense of community, such as developing a network of youths for future exchange among the participating youths;

- More accurate knowledge of history, culture and society is acquired, as a basis for developing a common perspective for the future, such as promoting interest towards Japan and the ASEAN region amongst participating youths; and
- Regional awareness of the future generations of global society is enhanced as a basis upon which to build up solid partnerships such as promoting interest in common issues in the region amongst participating youths.

Quantitative achievement will be evaluated based on the outcome of the Conference, the joint statement of the participating youths reported at the next Japan-ASEAN Summit at the end of 2009.

The 8th ASEAN Youth Cultural Forum

a) Objectives

The objectives of the ASEAN Youth Cultural Forum were defined as follows:

- To provide inter-cultural learning opportunities for ASEAN Youth and help the young people of ASEAN develop adequate knowledge and good understanding of diverse cultures and encouraging unanimity across the region through the exchange of different cultures and ideas; and
- To support the objectives of ASEAN in fostering cooperation amongst member countries based on

mutual understanding and respect through information and cultural exchange.

Since there is no success indicator originally set as a measurement for this activity, the objectives of the activity are used as success indicators for this study, which is the domain of cultural awareness.

The 8th International College Student Exchange Program

a) Objectives

Sharing Mutual Experiences in Information and Nation Development

Development in science and technology, especially in ICT, has been one of the most important policy goals for most ASEAN nations and has thus intensified human resource development towards gaining an extensive knowledge of ICT. Each country has launched its own type of long-term national development plan for upgrading its national science and technology level, especially in ICT. Based on their own country-specific development models, most ASEAN countries are very keen to have a share in the experience of Korean economic development and informatization promotion in the aspects of planning and implementation.

Supplying Junior ICT Experts to ASEAN

Information technology and infrastructure for information is one of crucial key factors for economic

development. As the economic order shifts in favor of advanced nations, characterized by a hegemonic spell of techno-protectionism and economic bloc, those ASEAN nations without technological capabilities will not be able to escape the perils resulting from economic dependency. Also, the global digital divide between developed countries and developing countries makes the establishment of a global information environment slow because there are great disparities in opportunities to access the Internet, and because information and educational/business opportunities are tied to such access. Under these circumstances, international negotiation efforts will expand not only to include material assets such as products and capital, but also to non-material assets, such as that of technology.

Reinforcing Mutual Cooperation between ASEAN and Korea

Since the ASEAN member nations and Korea maintain mutually complementary relations in the areas of economy and industry, greater possibilities should be explored via mutual cooperation to ensure balanced regional prosperity. Most ASEAN nations are endowed with an abundant supply of raw materials, but remain at the initial stage of development, while Korea retains know-how and experiences in its economic development. Thus, with respect to establishing new policy systems in ASEAN, the demand for Korea's experiences in policy is expected to rise.

The figure below shows the objectives of the 8th International College Student Exchange Program.

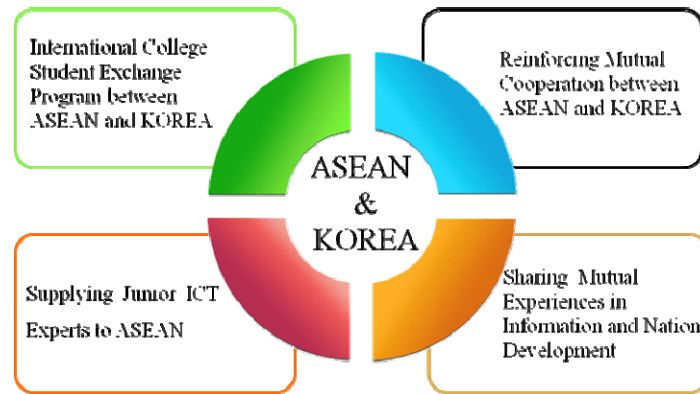


Figure 13: Objectives of the 8th International College Student Exchange Program
Source: AUN Secretariat, 2008a

b) **Success Indicators**

The following criteria could be used as success factors for this project:

- 1) Course Evaluation
- 2) Student Essay
- 3) Project Performance
- 4) Yearbook

3.3.3 **Data Validation Criteria**

rior to analyzing these research findings, some criteria had to be established in order to ensure that the data would be valid and usable.¹²

¹² The data validation criteria are applicable to the data gained from empirical research (pre-test and post-test design) only. Data from the International College Student Exchange does not apply to this

The selection of questionnaires collected during the field research that could be accepted as valid data followed the criteria stated below:

- a. Only data from participants who completed both a pre-activity and a post-activity questionnaire could be used in order to ensure that the comparison is valid, even simply for individual results.
- b. If any of the sections on the post-test were left unfilled intentionally, the result from the pre-activity questionnaire of that particular participant would be used in order to render his or her result on unfilled sections. This is done to eliminate any inaccuracies that could occur due to the limited time factor when participants completed the post-test.
- c. If any question was left unanswered on the post-activity questionnaire, that question was considered as an unanswered question, which means that question would not be counted.

After the field research was accomplished, the data selection process was conducted based on these criteria. The outcome of valid data from each activity is shown in Chapter 4.

criterion since the data was designed to be collected only once during the students' participation in the activity (mid-activity test).

4

RESULTS ANALYSIS AND DISCUSSION

In this chapter, details of the data validation process, the results of the field research, and a discussion are presented. In addition to a description of the results, tables, pie charts and column graphs are used to present the results. This chapter comprises three main sections:

- 4.1 Data validation results
- 4.2 Results analysis and discussion
- 4.3 Generalization of empirical data analysis

4.1 Data validation results

The empirical data was collected from the research sampling undertaken at three AUN youth activities: the Japan-ASEAN Students Conference, the 8th ASEAN Youth Cultural Forum, and the 8th International College Student Exchange Program. The research findings are based on the responses from the questionnaires considered valid under data validation criteria.¹³

The results of validated data in each activity are as below.

¹³ See details in Chapter 3

Japan-ASEAN Student Conference

At the conference, pre-activity questionnaires and post-activity questionnaires were distributed to 150 youth respondents: 120 ASEAN respondents and 30 Japanese respondents. It was assumed that there would be 150 pre-activity completed questionnaires and 150 post-activity completed questionnaires or 300 questionnaires in total to be analyzed. However, after selecting only valid data under the data validation criteria, there were 282 questionnaires to be analyzed. Overall, the data analysis is based on the results of 141 out of 150 respondents. Among them, there are 113 out of 120 ASEAN respondents and 28 out of 30 Japanese respondents.

In term of the nationalities of respondents in this conference, they belonged to the 10 ASEAN countries. The nationality of respondents in the valid data of this activity comprises respondents from Japan and all ASEAN countries. Since there was a mixture of ASEAN students and non-ASEAN students, in this case Japanese, this benefits the results by indicating the impact of the program on students with different knowledge backgrounds.

Although the results from the Japanese respondents are taken into consideration for comparison in some cases, the results from the 120 ASEAN youth respondents are the main focus.

The 8th ASEAN Youth Cultural Forum

In this forum, pre-activity questionnaires and post-activity questionnaires were distributed to 90 respondents. It was assumed that there would be 90 pre-activity completed questionnaires and 90 post-activity completed questionnaires or 180 questionnaires in total to be analyzed. However, after selecting only valid data under the data validation criteria, there are 112 questionnaires to be analyzed. Overall, the data analysis is based on the results of 56 out of 90 respondents.

In terms of their nationalities, participants were from seven ASEAN countries: Indonesia, Lao PDR, Malaysia, the Philippines, Thailand, Singapore, and Vietnam. The nationality of respondents in the valid data of this activity comprises respondents from seven ASEAN countries.

The 8th International College Student Exchange Program

Since the program duration of this activity was from March 2010 – December 2010, the data collection of this program was designed to be conducted on a mid-activity basis. The questionnaire was distributed after four months participation, which is almost half of the duration of this one-year activity. Due to the limits of time and budget, the questionnaire was distributed in the form of an online questionnaire. It was assumed that there would be 20 completed questionnaires to be analyzed. However, there are only 13 questionnaires to

be analyzed. Overall, the data analysis is based on the result of 13 out of 20 respondents.

In term of the nationalities of respondents in this conference, they were from eight ASEAN countries: Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Thailand, and Vietnam. The nationality of respondents in the valid data of this activity comprises respondents from five ASEAN countries: Cambodia, Indonesia, Lao PDR, Malaysia, and the Philippines. Table 4 shows details of the valid data.

Table 4: Details of the validated data

Name of Selected AUN Youth activities	Total Participants	Total Valid Data	Nationality of Respondents (valid data)
Japan-ASEAN Student Conference	150	141	All ASEAN member Countries and Japan
The 8th ASEAN Youth Cultural Forum	90	56	All ASEAN member countries except Brunei, Cambodia, and Myanmar
The 8th International College Student Exchange program	20	13	Five ASEAN countries: Cambodia, Indonesia, Lao PDR, Malaysia, and the Philippines
Total	260	210	

4.2 Results Analysis and Discussion

The presentation of the results is mainly divided into three sections following the pattern in the questionnaire. From question 1 to 40, the results of each activity are presented together so as to be easily observed and compared.

The results and analysis are presented in the main order shown in table 5.

Table 5: Main order of results presentation (by section)

Main order	Presentation of results and analysis (by section in questionnaire)
4.2.1	<u>Section I: General information</u>
4.2.2	<u>Section II: Overall program</u>
4.2.3	<u>Section III: Attitudes and awareness towards ASEAN</u>

For a clear comparison of the results in each activity, the results are presented consistently in sub-order, which is by order of the activity, starting from the Japan-ASEAN Student Conference, the 8th ASEAN Youth Cultural Forum, and the 8th International College Student Exchange Program, respectively. For more clarification, the graphs, charts and tables presenting the results of each activity have been assigned a different theme color.

Table 6 shows sub-order by activity and theme color of the research findings.

Table 6: Sub-order of results presentation
(by activity and theme color)

Sub-order of results presentation (by activity)	Theme color
Japan-ASEAN Student Conference	Blue
The 8 th ASEAN Youth Cultural Forum	Green
The 8 th International College Student Exchange Program	Orange

For the short programs (Japan-ASEAN Student Conference and the 8th ASEAN Youth Cultural Forum), the comparative results of pre-test and post-test responses are presented in a bar graph. In the long program (The 8th International College Student Exchange Program), only the results from the mid-activity questionnaire are available.

In the case that there is a table which shows both pre-test and post-test results, the dominant answer, which holds the highest percentage, is emphasized by bold font.

The results analysis and discussion of the empirical data are as follows.

4.2.1 Section I: *General information*

Question 1: Name

The name of respondents was asked in every questionnaire in order to pair the pre-activity

questionnaires and post-activity questionnaires. This was done in accordance with the data validation criteria. Moreover, by doing so, the results can be analyzed on both a general scale and an individual scale. However, following the research ethic, the names of the respondents are not disclosed.

Question 2: Gender

Table 7 shows details of gender proportion by percentage in each activity.

Table 7: Gender distribution of respondents in each activity

Gender distribution	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Male	43%	39%	46%
Female	57%	61%	54%

Overall, the results show that *the female population is slightly higher than the male population in every activity*. The statistics could represent that females are more interested in these kinds of activities or that currently female populations are larger than male populations in ASEAN countries. According to the ASEAN Statistical Yearbook 2008, the trend of ASEAN population by sex indicates that the percentage female (50%) is slightly higher than male (49.9%). These details are shown in the table below.

Table 8: Gender distribution of ASEAN population
Source: ASEAN Secretariat, n.d.f: 4)

Country	Number ('000)			Percentage			Sex Ratio
	Male	Female	Total	Male	Female	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Brunel Darussalam	211	186	397	53.1	46.9	100.0	113.0
Cambodia	7,127	7,529	14,656	48.6	51.4	100.0	94.7
Indonesia	114,399	114,124	228,523	50.1	49.9	100.0	100.2
Lao PDR	2,874	2,889	5,763	49.9	50.1	100.0	99.5
Malaysia	14,186	13,677	27,863	50.9	49.1	100.0	103.7
Myanmar	29,086	29,424	58,510	49.7	50.3	100.0	98.9
Philippines	45,483	44,974	90,457	50.3	49.7	100.0	101.1
Singapore ¹⁾	2,395	2,444	4,839	49.5	50.5	100.0	98.0
Thailand	32,674	33,808	66,482	49.1	50.9	100.0	96.6
Viet Nam	42,349	43,811	86,160	49.2	50.8	100.0	96.7
ASEAN	290,785	292,866	583,651	49.9	50.0	100.0	99.8

Sources:
Yearbook of NSOs; Brunel Darussalam 2003, 2007 and Brunel Darussalam Key Indicators, 2006, 2007, 2008; Yearbook of Indonesia 2005-2008;
Statistics of Lao PDR 1975-2006, Staran Perangkaan Bulanan Malaysia, 2005-2008.

Note:
1) Using Singapore residents structure

Question 3: Age

The results shown below indicate the age of respondents, the frequency, as well as the percentage. The age containing the highest frequency in each activity is highlighted.

Table 9: Age distribution of respondents in each activity

Age group	Percentage of each activity		
	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
18-19	14.30	14.60	30.80
20-21	42.80	41.80	23.00
22-23	26.80	31.00	38.50
24-25	15.20	5.40	7.70
>25	0.90	7.20	0.00
Total	100.00	100.00	100.00

In summary, the age range of respondents in the Japan-ASEAN Student Conference is between 18-26 years old. This range is quite similar to the age range of respondents in the 8th International College Student Exchange Program. However, the age range of respondents in the 8th ASEAN Youth Cultural Forum is between 18 – 56 years old, which is much wider than for the other two activities due to participation of faculty members from each university. This also leads to more variety and details in answers from this group than from youth respondents.

Question 4: Country of Origin

In dividing respondents by country, the proportion by percentage is shown below.

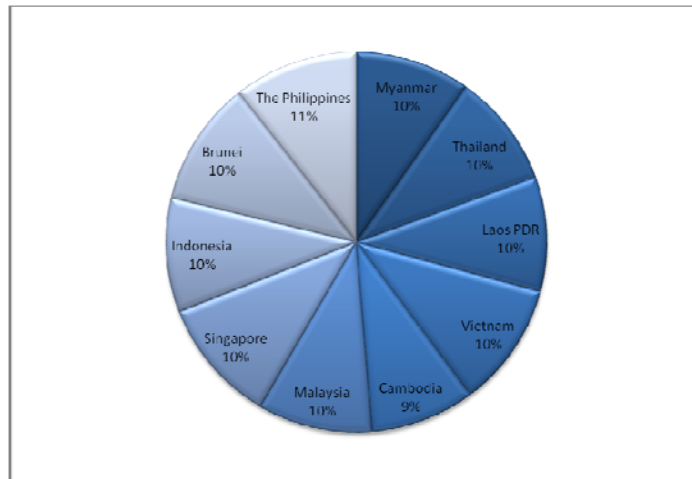


Figure 14: Respondents' distribution by country (Japan-ASEAN Student Conference)

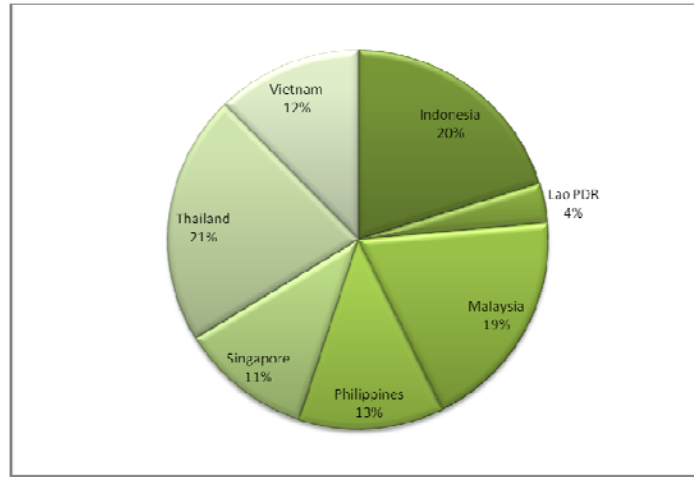


Figure 15: Respondents' distribution by country (The 8th ASEAN Youth Cultural Forum)

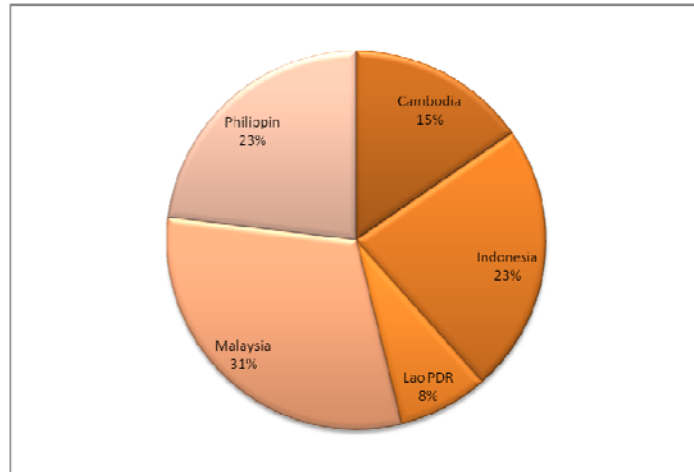


Figure 16: Respondents' distribution by country (The 8th International College Student Exchange Program)

In summary, respondents in the Japan-ASEAN Student Conference comprise students from Japan and all ASEAN countries. Respondents in the 8th ASEAN-Youth Cultural Forum comprise students from all ASEAN countries, excluding Brunei, Cambodia, and Myanmar. Respondents in the 8th International College Student Exchange Program comprise students from five ASEAN countries: Cambodia, Indonesia, Lao PDR, Malaysia, and the Philippines.

Overall, *the results show that, apart from the Japan-ASEAN Student Conference, none of the activities had respondents from all ASEAN countries.* An explanation for this may be that because the Japan-ASEAN Student Conference was arranged with financial support from Japan and is a short activity, all AUN member universities nominated their students to join the conference for one week in Japan.

In contrast, the 8th ASEAN Youth Cultural Forum was held on a cost-sharing basis which could be one of the major reasons for the absence of some institutions. Moreover, the reason could also be because of the nature of the event which involved performing arts and culture. Some institutions may not possess enough readiness in terms of students in these fields. Furthermore, the nature and scale of the activity may not have interested the institutions and/or students. These factors may have led to the decision to not participate in such an event. Moreover, the public relations and clarity of information regarding the activity could also be involved. These assumptions are drawn from the responses of respondents during the interview as shown below.

“My professor asked me to join. At first I feel reluctant to join this activity because I don’t know what it is but now I feel it is a good experience and I get to make new friends.”

Respondent of the 8th ASEAN Youth Cultural Forum

“I was asked by a dance club to join this activity but I didn’t really know what this activity is about before I actually came into it, except I have to create an opening item. I think it’s better if there’s more information provided before we participate in the activity. I found it also happens with respondents from other countries.”

Respondent of the 8th ASEAN Youth Cultural Forum

“I think the program involve too small scale. Whether it can help regional integration? I think it can but to a limited extent. It depends on how the respondents would interact to each other and what we expose in this activity is on the surface. Anyway, if asking me whether we should have it or not, I think it’s better to have than not to.”

Respondent of the 8th ASEAN Youth Cultural Forum

For the 8th International College Student Exchange Program, the absence of nominations from some countries, despite the full scholarship provided, might be because of the length of the program which required one year in the exchange university. Since some institutions do not allow credit transfer, therefore, those students who could not accept this as a condition might not have applied to the long program

with no credits transference guarantee. In order to gain more participation from all AUN member universities, assurance on credits transfer and agreements between universities are encouraged.

Question 5 and 6: University (5) and AUN Member University (6)

Among 113 ASEAN respondents of the Japan-ASEAN Student Conference, there were 102 respondents who responded that they were from AUN member universities. The rest did not answer, while some chose “unknown”. For both the 8th ASEAN Youth Cultural Forum and the 8th International College Student Exchange Program, all respondents rated that they were from AUN member universities.¹⁴ Overall, ***most respondents rated that they were from AUN member Universities***

Question 7: Level at the University

The percentage at each level of university among the youth respondents in each activity is shown below.

¹⁴ For the list of AUN member universities, see Chapter 2.

Table 10: Level at university of respondents in each activity

Activity	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
1 st Year	5%	18%	0%
2 nd Year	5%	20%	38%
3 rd Year	31%	30%	46%
4 th Year	29%	20%	8%
Others*	26%	10%	8%
No Answer	4%	2%	0%

*Those who chose “other” identified as graduate students, faculty members, and staff.

In conclusion, for all respondents in every activity, *the highest percentage falls on the third year, followed by the fourth and second year.* One may interpret that those who are interested in participating in these kinds of activities tend to be those who have gained some experience at university for at least one year. Since most of the respondents are from second to fourth year, their answers should be able to indicate the extent of regional consciousness as a capability of those studying at a higher learning level.

Question 8: Areas of Study

The area of study depends on the nature of each activity. The details and percentage of areas of study among the respondents in each activity are shown below.

Table 11: Field of study of respondents in each activity

Field of Study	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Social Science	57%	43%	0%
Humanities	16%	23%	0%
Sciences	19%	32%	92%
Others	8%	2%	8%

Overall, *students from Social Science tend to participate in these academic cooperation activities more than students in other fields, unless a qualification of participants in a particular field is specified*, e.g., International College Student Exchange Program in the field of ICT. This might be because ASEAN issues involve those in International Relations, which is in the field of Social Science.

Question 9: Participation in AUN activities

The results of this question in each activity are shown below.

Overall, *most of the respondents have never participated in the AUN's activities before*. This group of research sampling could be beneficial in terms of noticing the initial impact of the AUN's activities because this is the respondents' first exposure, so the results should be more noticeable than for their second or third exposure to this kind of activity.

Table 12: Past participation of respondents in AUN's activities

Past Participation	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Yes	12%	11%	0%
No	88%	89%	100%

Question 10: Knowledge of AUN activities

According to the responses of respondents in three selected activities, most respondents have not participated in any AUN activities prior to their current participation. Therefore, the answer to this question was mostly found left unfilled. In most cases, if there was an answer, it was the name of the activity respondents were participating in, which indicates that *most of respondents do not know of other AUN activities*. For those who named alternate AUN activities, they were mostly faculty members or graduate students. Therefore, one might say that AUN activities are still carried out on a limited scale. To give more significant impact, they need to be promoted to a wider range of people, while remaining within the field of higher education.

4.2.2 Section II: Overall program

Question 11: "How did you hear about the activity?"

In responding to this question, respondents could choose more than one answer to indicate the

source of information for the activity. The choices were Office of International Affairs of the university, publication, internet, and other. They were asked to specify the source if they chose “other”.

The results for this question by percentage are shown below.

Table 13: Respondents’ channels to each activity

Channels to Activity	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Office of Int. Affairs	78%	60%	55%
Publication	1%	7%	10%
Internet	8%	1%	10%
Others	13%	32%	25%

In conclusion, *Office of International Affairs of the university was chosen the most, followed by “other”, while other channels, such as internet and publication*, were chosen to a very slight degree. To be more specific, those who chose “other” mentioned their sources as professors and friends. Friends, professors, and Office of International Affairs were over 80 percent of the responses. Therefore, the implication to this finding is that the most successful channel for promoting these academic cooperation activities is “education”. Hence, deepening the cooperation between universities in the region could be

one means of enhancing the capacity of ASEAN academic institutions, as well as regional integration, through information exchanges and linkages among institutions in ASEAN member countries.

Question 12: “What is the main reason for applying for the conference?”

In this question, respondents were asked to choose their reason(s) for applying for the activity. They could choose one reason out of the five given, but if they chose more than one reason, they were asked to rate each choice in order of significance. Number 1 indicated the main reason and number 5 the least significant reason for applying to the activity, according to the respondents’ opinion. Apart from the five given choices, respondent could choose “other” and identify the reason in the blank space provided.

The choices for reasons in each activity were designed to be different due to the uniqueness and objectives set in each activity,¹⁵ but the choices were mainly set by similar criteria.

Reason 1: refers to the **main activity** of each activity,
 Reason 2: refers to the transnational **cooperation** aspect,
 Reason 3: refers to the **friendship** creation aspect,
 Reason 4: refers to the personal desire to **travel** of respondents,
 Reason 5: refers to an **obligation** or recommendation from others.

¹⁵ See details in Chapter 3.

According to the objectives and success indicators of all activities, the first three reasons were found to be related to what was mentioned in the proposal and related documents of each activity.

The findings indicating respondents' choices are shown below.

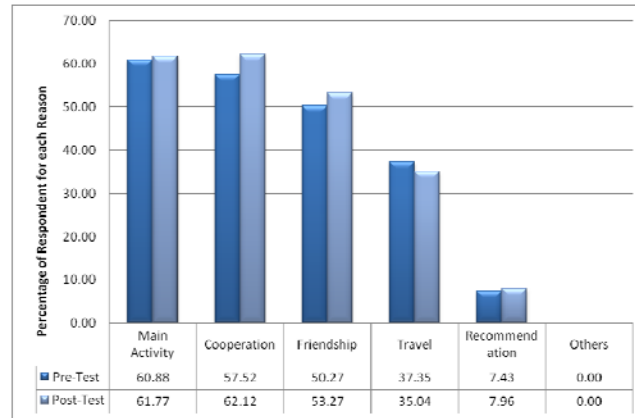


Figure 17: Main reason for participation (Japan-ASEAN Student Conference)

In this question, the choices of reason(s) for applying for the activity were:

Reason 1: to discuss ASEAN issues and gain more understanding,

Reason 2: to participate and help promote Japan and ASEAN cooperation,

Reason 3: to create friendships with ASEAN and Japanese students,

Reason 4: to have an opportunity to travel and learn more about Japan,

Reason 5: to follow the recommendation of teachers, parents, friends, etc.

Although reasons 1, 2, and 3 were dominant answers in both tests, they were chosen more in the post-tests. Some respondents changed their answers after joining the activity, as evidenced by the decreased selection of reason 4 and the increased selection of reasons 1, 2, and 3 in the post-test results.

The results show that the conference was well-responded to in terms of serving its objectives and conformity with the program's success indicators as mentioned in the program's proposal.

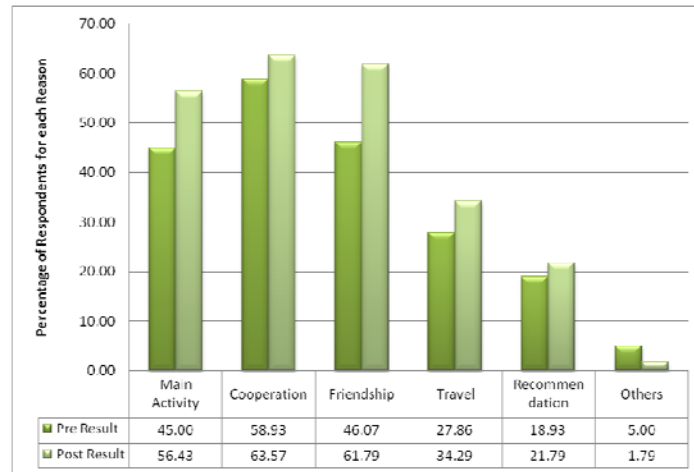


Figure 18: Main reason for participation (the 8th ASEAN Youth Cultural Forum)

In this question, the choices of reason(s) for applying for the activity were:

- Reason 1: To perform cultural activities with others,
- Reason 2: To participate in an activity aimed to promote the cooperation between ASEAN countries,
- Reason 3: to create friendships with ASEAN students,
- Reason 4: to have an opportunity to travel to Singapore and learn more about Singapore,
- Reason 5: to follow the recommendation of teachers, parents, friends, etc.

In pre-test results, most of the respondents chose reasons 1, 2, and 3, respectively. The same trend occurred in the post-test results, with most selected choices still dominated by reasons 1, 2, and 3, respectively, but to a higher degree in comparison to the pre-test results.

Observably, all choices increased in selection in the post-test results, except “other”, which could simply be because respondents changed from selecting “other” to other choices. Hence, one may say that the outcome of this activity meets the objectives set prior to the program.

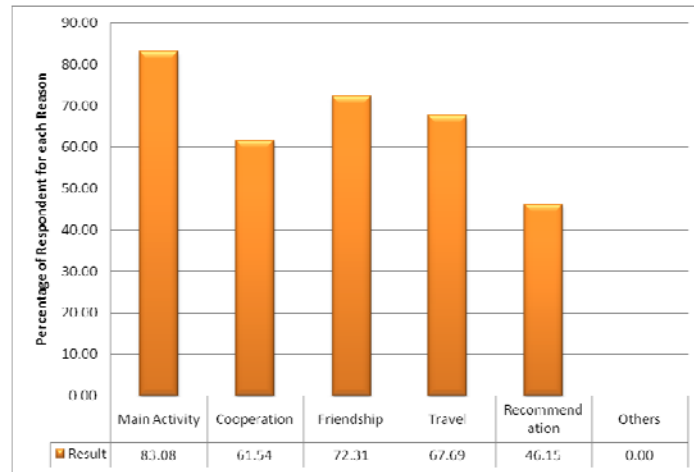


Figure 19: Main reason for participation
(the 8th International College Student Exchange Program)

In this question, the choices of reason(s) for applying for the activity were:

- Reason 1: To gain academic knowledge in the field of ICT in Korea,
- Reason 2: To participate in an activity aimed to promote cooperation between ASEAN countries and Korea,
- Reason 3: to create friendships with ASEAN and Korean students,
- Reason 4: to have an opportunity to travel and learn more about Korea,
- Reason 5: to follow the recommendation of teachers, parents, friends, etc.

Since this was a long program (one academic year), the results gained in this mid-activity test showed the impact of the program in the middle of the activity, which was after four months of participation. Mostly, respondents chose reason 1 followed by reason 3 and reason 4. Surprisingly, reason 2, which is one of the three objectives of this activity, did not fall in the top three choices of respondents. This might be because of the growth of Korean influence in ASEAN countries, particularly pop culture now being spread among ASEAN youth, which could lead to the desire to travel to Korea and the admiration for Korean culture.

In this case, apart from joining the mainstream activity of studying ICT, learning the Korean language, and being exposed to Korean culture, what must also be enhanced is ASEAN awareness and regional bonds. Therefore, having respondents arrange some activities to promote ASEAN together during their one year experience in Korea is strongly encouraged.

Question 13 (form A, B, C and D): “Which ASEAN pillar most attracts you?”

In this question, respondents in the short programs were asked to choose the most attractive pillar of ASEAN: political security, economy, and socio-culture. This would show the baseline of their interests, which would affect their answers in knowledge, understanding, awareness and attitude towards ASEAN. If respondents chose more than one issue, they were to rank them by number, starting from 1 as most attractive issue.

The results shown in figure 21 are what were chosen by ASEAN Respondents.

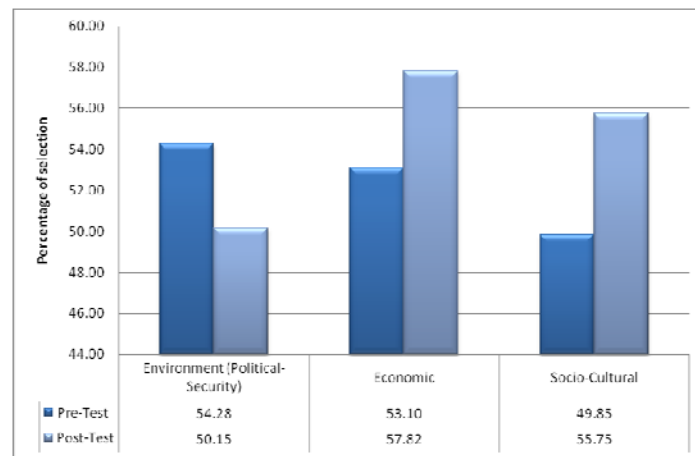


Figure 20: The most attractive ASEAN issue (Japan-ASEAN Student Conference)

The results show that before the conference, the environmental aspect, which is included in the political pillar, was rated as most attractive, followed by economic and socio-cultural, respectively. However, after the conference we can see a shifting of interest from the political pillar towards the other two pillars, where economic was rated the most attractive, followed by socio-cultural and environment. This could represent two possibilities: the conference emphasized economic and socio-cultural cooperation which could make respondents believe that those pillars would benefit ASEAN member countries more at their current stage; or the environment was not

emphasized in the conference, which might have led to the decrease in interest for this aspect. Overall, the results demonstrate the impact of this conference on attitudes of the respondents since respondents seem to be more interested in economic and socio-cultural cooperation after attending the conference.

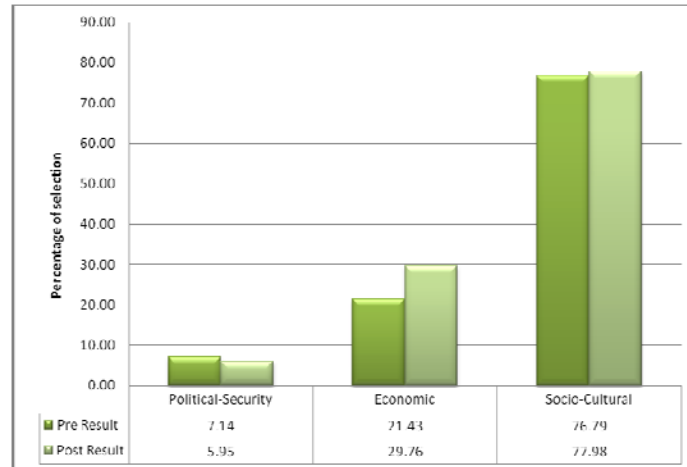


Figure 21: The most attractive ASEAN issue (the 8th ASEAN Youth Cultural Forum)

The results show that apart from major interest in the socio-cultural field, some respondents also rated economic and political security, respectively.

Overall, *the results show that dominant answer is in accordance with the nature of each activity.* Obviously, the Japan-ASEAN Student Conference, where the emphasis is on all pillars, gathers participants from all related fields. Therefore, the choices of the most attractive issue did not show a

significant variation among all three issues. In contrast, the socio-cultural issue was rated significantly higher than the other two issues in the 8th ASEAN Youth Cultural Forum, which emphasized the cultural aspect.

Question 13 (form D and E): “After your participation in this program, what is your future plan? Would your future career path involve promoting ASEAN countries’ relations?”

Since the International College Student Exchange is a long program, a special question was added. The question was designed to be different from the short programs by aiming to investigate the respondents’ commitment to the region, as well as to determine awareness of the region with regard to their future career paths.

According to the results, excluding one who did not answer, 41.66% showed commitment to their own progress and self development, 25% showed commitment to the region, 16.66% showed commitment to the nation, while 16.66% reflected that they had now been reminded about commitment to the region.

Some examples of the answers which showed commitment to the **respondents’ own progress and self-development** are:

“I will apply for master degree program that provide by ASEAN University Network and this program provides good opportunity for me to find a good job in the near future.”

Respondent of the 8th International College Student Exchange Program

“I want to continue for master degree and upgrade until top level, and also want to work in the in public sector or international organization”

Respondent of the 8th International College Student Exchange Program

Some examples of the answers which showed commitment to **the region** are:

“Yes, definitely my career path will involve in promoting ASEAN countries relation.”

Respondent of International College Student Exchange Program

“I wish to know more information about ASEAN. Yes, I wish my future career involve in that.”

Respondent of the 8th International College Student Exchange Program

Some examples of the answers which showed commitment to **the nation** are:

“I am going to finish my bachelor in my country and then I would like to continue my master in Korea. After that I will go back to work at my country to develop my country.”

Respondent of the 8th International College Student Exchange Program

“My future plan is to be a researcher and be useful to my country. Involving the promotion of ASEAN country relations can be joining the AUN scholarship to my Master degree.”

Respondent of the 8th International College Student Exchange Program

Some answers which showed that respondents were **reminded of their commitment towards the region**:

“Currently I haven't set my goals yet but I'm including promoting ASEAN countries relations to my options.”

Respondent of the 8th International College Student Exchange Program

“Since my major is Computer Science, I would probably work as a programmer. I might still help in the promotion of ASEAN countries relations, though at the moment I don't know how to do such.”

Respondent of the 8th International College Student Exchange Program

Interestingly, *most of the respondents (30.8%) showed a strong desire to continue their studies in Korea* when asked about their future. Some of their responses were:

“My future plan is to further my study in Master’s Degree in Korea by applying for the scholarship that available.”

Respondent of the 8th International College Student Exchange Program

“I would like to graduate and take MA in Korea.”

Respondent of the 8th International College Student Exchange Program

Since one of the objectives¹⁶ of this activity is human resource development to create ICT experts for ASEAN, it is also important to emphasize the digital divide in ASEAN countries. Respondents must be able to realize their potential to take part in developing the field of ICT where development is still in necessary in ASEAN countries.

Question 14: “If you could design the theme of a future activity, what aspect of ASEAN will you be interested in?”

This part allowed respondents to show their creative ideas and provided an opportunity to remind them of their responsibility in developing the region; as well, this part highlighted the aspect of ASEAN in which youths are interested. The responses showed

¹⁶ See details in Chapter 3.

initiatives of youths in regional development in various ways.

The comments of respondents can be summarized in some of these themes: education, economics and culture, agriculture and fishery, politics, sustainable development, tourism, integration into global economy, regional security, defense and military, market integration, friendship, sharing knowledge, cultural integration. Some of their campaigns for ASEAN development are as below.

“Secondary school student study trip to ASEAN country, because this range of age is easy for them to understand the culture and information.”

Respondent of the 8th ASEAN-Youth Cultural Forum

“ASEAN students help ASEAN students (help students in rural area at ASEAN country especially in Least Development Country). Moreover, I would like to create ASEAN Students camp.”

Respondent of the 8th International College
Student Exchange Program

Question 15: What do you find most useful in arranging the conference?

In order to allow respondents to share their opinions freely, this question was designed to be an open question which made the results of this question varied. Some examples of respondents' comments were: round table discussion, lecture, workshop, excursion, knowledge about ASEAN, friendship. Some specific comments of the respondents were:

“This discussion is very useful for exchanging knowledge on ASEAN issues”

Respondent of Japan-ASEAN Student Conference

“Maybe the lecture, it is quite funny that I learn about Indonesian traditional music in Singapore and I did not learn when I was in my country (Indonesia). This activity also introduced us more about Singapore and ASEAN”

Respondent of the 8th ASEAN Youth Cultural Forum

“Maybe it's the strengthening of ASEAN countries relations. It gives you the possibility of meeting other bright minds from ASEAN countries. It's rare that you get the chance to be classmates with people from other ASEAN countries.”

Respondent of the 8th International College Student Exchange Program

“It gives more chance for ASEAN students to study more about ICT which is different from their own country, can exchange culture and knowledge with others friends from different country, make understanding about the religion of each country.”

Respondent of the 8th International College Student Exchange Program

The results from this question can be taken into consideration for the development of activities in academic cooperation programs which would make a better impression and have more significant impact on the respondents.

Question 16-19: “Give rating regarding the activity”

For question 16 to 19, participants were asked to give a rating on a scale of 5 (strongly negative, negative, neutral, positive, and strongly positive). They were asked to give a rating regarding the activity in the four following aspects:

Question 16: beneficial to **themselves**,

Question 17: beneficial to enhancing their **knowledge about ASEAN**,

Question 18: beneficial to **cooperation within ASEAN (or ASEAN and Japan for Japan-ASEAN Student Conference)**

Question 19: their **total satisfaction** for the activity.

The results from each activity are shown in the tables below.

Table 14: Benefits of activity
(Japan-ASEAN Student Conference)

Question		Strongly Positive		Positive		Neutral		Negative		Strongly Negative	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
16. Self-benefit	ASEAN	46.01	61.06	53.98	35.40	0.00	1.77	0.00	0.00	0.00	0.00
	Japan	64.29	64.29	17.86	32.14	7.14	3.57	3.57	0.00	0.00	0.00
17. Knowledge	ASEAN	53.98	58.41	45.13	37.17	0.00	2.65	0.00	0.00	0.00	0.00
	Japan	57.14	60.71	28.57	35.71	3.57	3.57	0.00	0.00	0.00	0.00
18. Cooperation	ASEAN	39.82	54.87	52.21	34.51	7.08	7.96	0.88	0.00	0.00	0.00
	Japan	46.43	57.14	32.14	28.57	10.71	10.71	0.00	3.57	0.00	0.00
19. Satisfaction	ASEAN	32.74	53.10	55.75	38.94	9.73	6.19	0.00	0.00	0.00	0.00
	Japan	42.86	57.13	21.43	32.14	14.29	7.14	0.00	3.57	0.00	0.00

Table 15: Benefits of activity
(The 8th ASEAN Youth Cultural Forum)

Question	Strongly Positive		Positive		Neutral		Negative		Strongly Negative	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
16. Self Benefit	26.79	41.07	53.57	50.00	16.07	8.93	0.00	0.00	0.00	0.00
17. Knowledge	32.14	28.57	53.57	55.36	8.93	14.29	1.79	1.79	0.00	0.00
18. Cooperation	21.43	32.14	46.43	44.64	28.57	23.21	0.00	0.00	0.00	0.00
19. Satisfaction	28.57	37.50	48.21	42.86	12.50	19.64	7.14	0.00	0.00	0.00

Table 16: Benefits of activity
(The 8th International College Student Exchange Program)

Question	Strongly Positive	Positive	Neutral	Negative	Strongly Negative
16. Self Benefit	76.92	23.08	0.00	0.00	0.00
17. Knowledge	61.54	38.46	0.00	0.00	0.00
18. Cooperation	69.23	23.08	7.69	0.00	0.00
19. Satisfaction	69.23	30.77	0.00	0.00	0.00

The results shown in Table 14 are the choices of respondents at the **Japan-ASEAN Student Conference**. On this occasion, the results of Japanese respondents were taken into consideration to observe the differences and similarities between the pre-and post activity results of ASEAN and Japanese respondents. Noticeably, the results in column 2 show

an increasing score from pre-activity to post-activity results for both ASEAN and Japanese respondents. However, it was found that the results for Japanese respondents are rated relatively higher in general, as most ratings by Japanese respondents fell under “strongly positive” for every aspect and none of the ratings decreased, while the majority of ratings by ASEAN respondents fell into both the “*positive*” and “*strongly positive*” categories.

From these empirical results, it emphasizes benefits of academic cooperation in the region on creating a soft power mechanism. These regional academic cooperation activities could help lay a strong foundation for more strengthened region especially through people to people sphere.

In the 8th ASEAN-Youth Cultural Forum, the attitudes of respondents towards this activity fell under “Positive”, which is the lowest score when comparing all three activities studied in this research. Besides, comparing the “Positive” scores between pre-test and post-test, although not at a significant rate, the scores decreased. The same trend was also reflected in the interviews during respondents’ participation in the event. Generally, participants commented on the lack of clarity of information regarding the event before their participation, the schedule being too tight and limited opportunities to interact with ASEAN participants from all nations. Apart from the aforementioned conditions, they were satisfied with the activity. Generally, the respondents’ opinions towards this activity were still rated as “*positive*”. Perhaps, the mechanisms of this activity should be re-evaluated

carefully to determine why respondents who joined the activity did not indicate through the results that the activity helped them in terms of benefit to themselves, enhancement of ASEAN cooperation, or satisfaction with the activity after their participation.

This activity should provide a good opportunity for participants to learn how to cooperate and compromise on cultural aspects through the method of learning by doing. During the activity, participants were assigned to work in teams. A team was designed to consist of two universities from different countries. Each team was assigned to create a performance for the closing ceremony, which was a mixture of their traditions. However, this activity would create an even more unique stage event and have more significant impacts if one team was comprised of participants from each of the ten ASEAN member countries. Brainstorming and mutually blending their traditions into one performance which demonstrates that the diverse cultures of ASEAN can cooperate and be woven together would lead to cultural integration.

In the **8th International College Student Exchange Program**, respondents rated every aspect as “*strongly positive*” which had the highest percentage in comparison with the other activities in this research sampling. This represents the usefulness of, and satisfaction with, this activity according to the respondents’ opinions.

In conclusion, *respondents in every activity found the activity to be useful to themselves, to have enhanced their knowledge regarding ASEAN, and ASEAN cooperation within ASEAN and other*

countries. Most respondents were satisfied with the activity in which they were participating.

Question 20: “Please feel free to leave your comments or suggestions on this activity.”

The results of this part are varied since no choices were given in order to allow respondents to share their opinions freely. Generally, respondents’ comments can be summarized as: schedule too tight, more time and less moving around, more interaction among ASEAN participants, more discussion on ASEAN issues, more information regarding the activity for participants before joining the activity, people speaking too fast (language difficulty).

Some of the respondents’ comments were:

“I think this program really make ASEAN student improve their knowledge and gain their experience.”

Respondent of Japan-ASEAN Student Conference

“This kind of scholarship is the best way to enhanced student's soft skill and hard skill in term of learning from Korean case of development. I can say that continuing this program will be a good way to improve ASEAN's students to be a better person for society and further more to develop their country because I'm sure that these students are best students in their country and also will be the leader someday, nationally, or international”

Respondent of the 8th International College Student Exchange Program

Many of the respondents would like to learn more about ASEAN countries:

“I would be interested to study each country's culture.”

Respondent of the 8th ASEAN Youth Cultural Forum

“It would be interesting if there are activities like seminars, workshops, or exhibitions that will introduce the culture of the ASEAN countries including the similarities and the differences. It is also nice to have one event wherein all respondents from these programs will gather and share their experiences and stories.”

Respondent of the 8th International College Student Exchange Program

Alumni were also mentioned in several comments by respondents from the long program. This might be because the longer duration creates a stronger bond with the program than for those in short programs. Some respondents' comments were:

“All AUN program is beneficial and need a little improvement which we need to gather and keep on track all the alumni so that the networking will not lost. We can create ASEAN.”

Respondent of the 8th International College Student Exchange Program

“I hope in the future there will be ASEAN ROK exchange program alumni association. So together we can promote ASEAN Countries relation.”

Respondent of the 8th International College Student Exchange Program

These comments are the voices of youth who participated in the activities. Hence, they can be taken in consideration of the future development of the AUN activities.

4.2.3 Section III: *Attitudes and awareness towards ASEAN*

Question 21: “In general, how familiar are you with ASEAN?”

In this question, respondents were asked to choose the level of their familiarity with ASEAN in general. There were four choices: very familiar, somewhat familiar, a little familiar, and not at all familiar. The results shown below are what were chosen by respondents in each activity.

Table 17: Familiarity with ASEAN
(Japan-ASEAN Student Conference)

Question		Very Familiar		Somewhat Familiar		A little Familiar		Not at all Familiar		No Answer	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
21	ASEAN	23.01	29.20	57.52	59.30	17.70	9.73	0.88	0.00	0.89	1.77
	Japan	14.29	25.00	50.00	46.40	25.00	25.00	0.00	0.00	10.71	3.60

Table 18: Familiarity with ASEAN
(The 8th ASEAN Youth Cultural Forum)

Question		Very Familiar		Somewhat Familiar		A little Familiar		Not at all Familiar		No Answer	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
21.	Familiarity	16.07	16.07	42.86	66.07	25.00	14.29	10.71	1.79	5.36	1.79

Table 19: Familiarity with ASEAN
(The 8th International College Student Exchange Program)

Question	Very Familiar	Somewhat Familiar	A little Familiar	Not at all Familiar	No Answer
21. Familiarity	30.77	53.84	15.38	0.00	0.00

The results of all activities share the same trend among all respondents with *the dominant answer being “Somewhat familiar”*. Hence, the results in this section show a relatively positive response since the questions enquire about fundamental knowledge, understanding, and certain awareness about ASEAN.

Question 22: “From which source have you learned about ASEAN?”

In responding to the question, respondents had the following choices: advertisement, books, television, radio, newspaper, internet, movies, music, sports, family members, friends, school, traveling, work experiences, other, and none of the above. Respondents could select more than one answer. Since there was no difference from pre-test results to post-test results, or only a very slight change, only pre-test results were selected to be presented here.

The table below shows the responses for each activity. The choice most selected in each activity is highlighted.

Table 20: Sources to learn about ASEAN rated by respondents in each activity

Sources	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	International College Student Exchange Program
School	14%	13%	13%
Newspaper	14%	10%	10%
TV	12%	12%	9%
Music	2%	4%	2%
Internet	14%	12%	12%
Books	13%	12%	12%
Friends	7%	7%	10%
Traveling	6%	7%	8%
Advertisement	4%	7%	6%
Movie	3%	5%	5%
Sports	3%	2%	5%
Radio	3%	2%	2%
Family members	2%	5%	3%
Work Experience	3%	2%	3%

Overall, the selected sources for learning about ASEAN by respondents in all activities share the same trend. *The dominant answers fell on school, books, newspaper, and internet. The results show that school was most selected, which was ranked first in every activity.* This finding emphasizes that school is the most effective channel to disseminate knowledge regarding ASEAN to the population, particularly

youths. From this perspective, one might say that knowledge and awareness about ASEAN is best disseminated and embedded through education. Therefore, if academic cooperation between institutions in ASEAN countries draws them closer to each other, there will be better results for the future development of regional understanding and consolidation.

Apart from education which involves schools and books, multimedia plays a major role in reaching out to students, as internet and newspaper were ranked in the top five most selected choices in every activity. ***Internet in particular was selected as equally, or slightly less important, than school.*** This emphasizes that the digital divide is being reduced in the region, as observable through the fact that the amount of access to internet per capita for ASEAN countries is increasing. The incremental increase can be seen even more significantly when observing the trend over the past decade. According to figure 22, the growth of internet subscribers/users from ASEAN countries has continuously increased, with a tremendously increase in some countries, namely, Brunei, Malaysia, Thailand, and Vietnam. The figures can be observed as shown below.

ASEAN internet subscribers/users per 1000 persons

Country	1998	2000	2003	2005	2006	2007
Brunei Darussalam	63.5	90.4	199.3	360.8	416.9	416.9
Cambodia	0.2	0.5	2.5	3.1	4.6	4.8
Indonesia	2.5	9.2	37.6	35.4	46.9	56.1
Lao PDR	0.1	1.1	3.3	4.2	11.6	17.1
Malaysia	69.0	213.9	345.0	423.7	542.3	564.5
Myanmar	0.0	0.0	0.2	0.6	0.7	0.8
Philippines	11.3	20.1	49.3	54.8	59.2	60.3
Singapore	100.2	481.7	429.1	379.3	345.9	230.4
Thailand	8.3	37.4	95.5	113.4	130.7	210.0
Viet Nam	0.1	2.5	37.8	127.2	172.1	204.5
ASEAN	3.2	25.1	58.7	77.6	96.9	114.9

Source : ASEAN Secretariat Statistical Yearbook 2008, taken from ASEAN telecommunications agencies (as published on official websites and publications)

Figure 22: Number of ASEAN internet subscribers/users per 1000 persons
Source: ASEAN Secretariat, n.d.c: 41)

Question 23: “At what level do you think you understand ASEAN in each perspective?”

In this question, respondents were asked to rate the level of their understanding as low, medium, good, and very good in eight perspectives: economy, politics, international relations, culture, language, history, religion, and environment.

The results shown below are the choices of respondents in each activity. Apart from highlighting the most selected in pre-test and post-test responses in each perspective, the most selected among all perspectives are underlined.

Table 21: Understanding on ASEAN
(Japan-ASEAN Student Conference)

Question		Very Good		Good		Medium		Low	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
23.1) Economy	ASEAN	3.54	6.19	47.80	57.50	42.50	31.00	6.19	3.54
	Japan	10.70	28.60	25.00	28.60	35.70	28.60	14.30	10.70
23.2) Politics	ASEAN	6.19	7.96	40.70	45.10	46.00	42.50	7.08	2.65
	Japan	3.57	14.30	21.40	39.30	50.00	35.70	10.70	7.14
23.3) Int'l Relation	ASEAN	9.73	15.90	46.90	49.60	34.50	29.20	7.96	3.54
	Japan	10.70	10.70	21.40	57.10	50.00	21.40	3.57	3.57
23.4) Culture	ASEAN	18.00	22.10	46.00	54.90	33.00	18.60	3.50	2.65
	Japan	3.57	14.30	21.40	35.70	50.00	32.10	10.70	14.30
23.5) Language	ASEAN	5.31	11.50	37.20	32.10	46.90	31.90	9.73	8.85
	Japan	10.70	14.30	21.40	35.70	50.00	32.10	3.57	14.30
23.6) History	ASEAN	12.00	15.00	42.00	46.90	39.00	31.00	7.10	5.31
	Japan	14.00	21.40	32.00	32.10	29.00	32.10	11.00	10.70
23.7) Religion	ASEAN	10.60	13.30	41.60	49.60	41.60	33.60	6.19	1.77
	Japan	14.30	17.90	17.90	46.40	46.40	25.00	7.14	7.14
23.8) Environment	ASEAN	8.85	7.96	42.48	54.00	39.82	27.40	8.85	8.85
	Japan	7.14	21.40	21.43	32.10	35.71	28.60	21.43	14.30

Table 22: Understanding on ASEAN
(The 8th ASEAN Youth Cultural Forum)

Question	Very Good		Good		Medium		Low	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
23.1) Economy	0.00	5.36	35.71	48.21	39.29	41.07	14.29	10.71
23.2) Politics	1.79	3.57	37.50	37.50	33.93	42.86	21.43	17.86
23.3) Int'l Relation	8.93	5.36	33.93	37.50	44.64	44.64	10.71	8.93
23.4) Culture	8.93	10.71	48.21	55.36	30.36	33.93	7.14	1.79
23.5) Language	7.14	7.14	28.57	41.07	32.14	41.07	26.79	10.71
23.6) History	7.14	3.57	26.79	32.14	48.21	53.57	17.86	7.14
23.7) Religion	5.36	5.36	44.64	42.86	39.29	50.00	7.14	1.79
23.8) Environment	8.93	14.29	32.14	35.71	42.86	46.43	7.14	8.93

Table 23: Understanding on ASEAN
(The 8th International College Student Exchange Program)

Question	Very Good	Good	Medium	Low
23.1) Economy	0.00	38.46	61.54	0.00
23.2) Politics	0.00	23.08	53.85	23.08
23.3) Int'l Relation	15.38	15.38	53.85	15.38
23.4) Culture	23.08	38.46	38.46	0.00
23.5) Language	15.38	30.77	30.77	23.08
23.6) History	15.38	23.08	46.15	15.38
23.7) Religion	23.08	46.15	30.77	0.00
23.8) Environment	15.38	38.46	38.46	7.69

This question aims to observe the level of understanding of ASEAN in each perspective among respondents through self-evaluation. For the activities where post-test and pre-test results are available, one would expect that the results would improve after the respondents' participation in the activity.

Referring to the results of the **Japan-ASEAN Student Conference**, the post-test results did increase as expected. Generally the results of both ASEAN and Japanese respondents increased, yet not by a large percentage for ASEAN respondents. Overall, pre-test and post-test results of ASEAN respondents fall under **“good”**. Interestingly, the results of Japanese respondents showed a more significant increase, where the post-test results jumped from being dominated by **“medium”** to **“good”**. The reason for this outcome could be that ASEAN respondents are well aware of ASEAN, which might lead to only a slight change in

their results. On the other hand, Japanese students who are new to this field of knowledge have indicated a more significant change in the results from pre-testing and post-testing.

In the 8th ASEAN Youth Cultural Forum, the results were dominated by “*medium*” both in the pre-test and post-test. Interestingly, respondents rated their understanding in every aspect lower than what they rated in the pre-test. Only “economy”, “culture”, and “language” showed an increase from pre-test to post-test results.

Respondents in the 8th International College Student Exchange Program rated their understanding generally as “*medium*”. Only culture, language, religion, and environment were rated as “good”.

Overall, the results from the Japan-ASEAN Student Conference showed the most increase from pre-test to post-test responses when comparing with the other activities. Moreover, it is the only event where the dominant answers were “good”. The most rated in the other two activities was “medium”. This might be because of the nature of the program, which emphasized every pillar of ASEAN and so gathered participants from various fields. Apart from the activities, namely workshop, lecture or discussion, participants from different fields also had a chance to exchange views and learn from each other. Therefore, *the results from the activity which emphasized all pillars tended to be more well-rounded than the results from those activities which emphasized a specialized field.* This finding could be taken into

consideration when it comes to future academic cooperation activities.

Question 24: “Locating ASEAN member countries in the blank map of Southeast Asia”

In this question, respondents were asked to identify each ASEAN country on a blank map of Southeast Asia, in order to determine the geographical knowledge of ASEAN respondents. To gain a score for this question, apart from showing ability to list 10 ASEAN member countries, respondents had to be able to locate their neighboring countries.

The results shown below are the percentage of correct answers by respondents from each country. In each activity, the average percentages of both the pre-test and post-test are also provided. The highest score by respondents from each country is highlighted.

By having respondents put the names of ASEAN countries on a map, one would expect the post activity result to be somewhat higher than the pre-activity result. The results here are not far from what was expected, with the trend of an overall results increase.

Table 24: ASEAN geographical knowledge
(Japan-ASEAN Student Conference)

Geographical knowledge of ASEAN countries		
Respondents	Pre-Test Result	Post-Test Result
Brunei	86.36	96.36
Cambodia	90.91	98.18
Indonesia	90.91	90.91
Laos	90.83	78.33
Malaysia	91.00	98.00
Myanmar	54.55	59.09
Philippines	75.00	78.33
Singapore	98.18	99.09
Thailand	99.17	99.17
Vietnam	85.83	75.83
ASEAN	86.28	87.08
Japan	81.10	91.79
ASEAN+Japan	85.25	88.01

Table 25: ASEAN geographical knowledge
(The 8th ASEAN Youth Cultural Forum)

Geographical knowledge of ASEAN countries		
Respondents	Pre-Test Result	Post-Test Result
Indonesia	100.00	100.00
Laos	100.00	100.00
Malaysia	98.21	80.90

Philippines	80.00	92.00
Singapore	83.75	82.50
Thailand	90.00	94.00
Vietnam	98.33	100.00
ASEAN	89.10	91.40

Table 26: ASEAN geographical knowledge
(The 8th International College Student Exchange Program)

Geographical knowledge of ASEAN countries	
Respondents	Result
Cambodia	100.00
Philippines	56.67
Laos	100.00
Malaysia	87.5
Indonesia	100.00
ASEAN	86.15

In the **Japan-ASEAN Student Conference**, although respondents from Myanmar and the Philippines gained less than 81%, both in pre-test and post-test, the results increased for respondents from ASEAN overall, Japan, and the combination of ASEAN overall and Japan. Interestingly, the results indicate a more significant improvement among Japanese respondents than among ASEAN respondents. To be more specific, the percentage of correct mapping ability for ASEAN respondents

increased by approximately 1%, from 86.28% in pre-test results to 87.08% in post-test results; while the results of Japanese respondents increased by 10% from 81.10% to 91.79%. Starting with less knowledge about ASEAN, Japanese respondents could perform better than ASEAN respondents after the conference. This finding should be taken into consideration regarding the need for more development in ASEAN education, particularly the dissemination of fundamental knowledge of their own neighboring countries and enthusiasm in the ASEAN population for enhancing their own knowledge. In **the 8th ASEAN Youth Cultural Forum**, although not all respondents from every country performed better after their participation in the activity, with overall ASEAN results showing an increase of approximately 2% from 89.10% to 91.40%. Moreover, respondents in this activity performed well in this question, as the results of every country in both pre-test and post-test were all over 81%, except for the respondents from the Philippines. In **the 8th International College Student Exchange Program**, all respondents gained a score of over 80%, except respondents from the Philippines who gained 56.67%.

To conclude the results in term of the respondents' cartographic knowledge, excluding respondents from Myanmar and Philippines, respondents from the rest of ASEAN countries gained over 81% in either the pre-test, post-test, or both. This finding supports the results of Thompson and Thianthai's survey (2008), which the questionnaire of this research was adapted from, on attitudes and awareness towards ASEAN. In the first part of the

survey, students from leading universities in ASEAN were asked to list the names of the ten ASEAN member countries. In the next part, students were asked to list the names of the countries and identify their location on a blank map of Southeast Asia. In the first exercise, students from Thailand and Cambodia could list at least nine of the ten countries, while students from the Philippines scored the lowest among all ASEAN countries. In the second exercise, Thai students performed best on the mapping exercise, while students from Myanmar seemed to show substantially lower cartographic knowledge of ASEAN. It was concluded in the mentioned survey that: “*Students in the Philippines and Myanmar displayed the least knowledge about ASEAN, although this is not to say that they were unknowledgeable; only less so relative to their peers elsewhere*” (Thompson and Thianthai 2008: 28-32).

According to the results, as their performance in the post-test was generally higher than the pre-test, this pinpoints that ***respondents gained some fundamental knowledge regarding ASEAN in terms of the location of their neighboring countries after their participation in the activity***. However, the significance of the knowledge increase still needs improvement, particularly amongst students from Myanmar and the Philippines.

Question 25: “Over four decades since the establishment of ASEAN on 8th August 1967, which pillars of ASEAN have the most vivid cooperation and

development in ASEAN countries in your observation?”

In this question, respondents were asked to choose the pillar that they observed to have the most vivid cooperation and development. The choices were given in accordance to ASEAN’s three pillars: political-security, economy, and socio-culture.

The results of each activity are shown below.

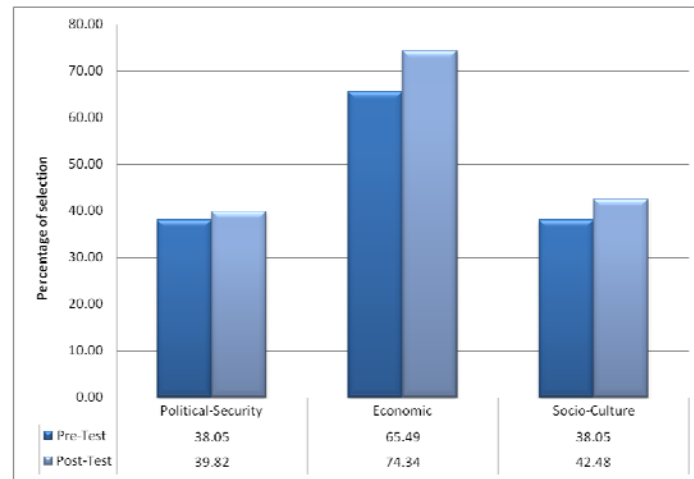


Figure 23: Most vivid ASEAN pillar (Japan-ASEAN Student Conference)

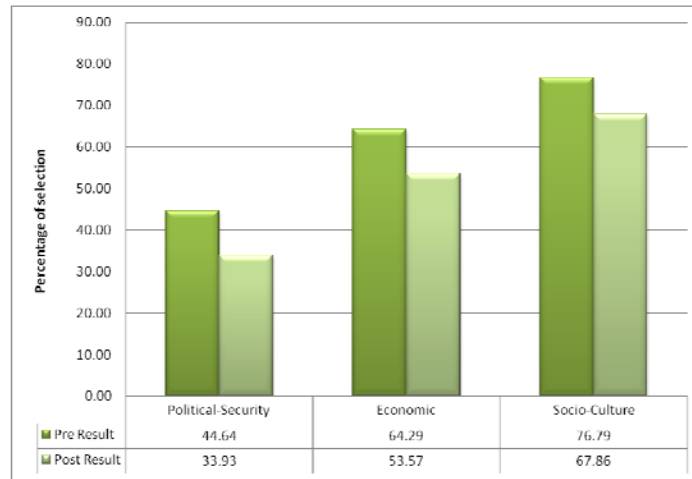


Figure 24: Most vivid ASEAN pillar
(The 8th ASEAN Youth Cultural Forum)

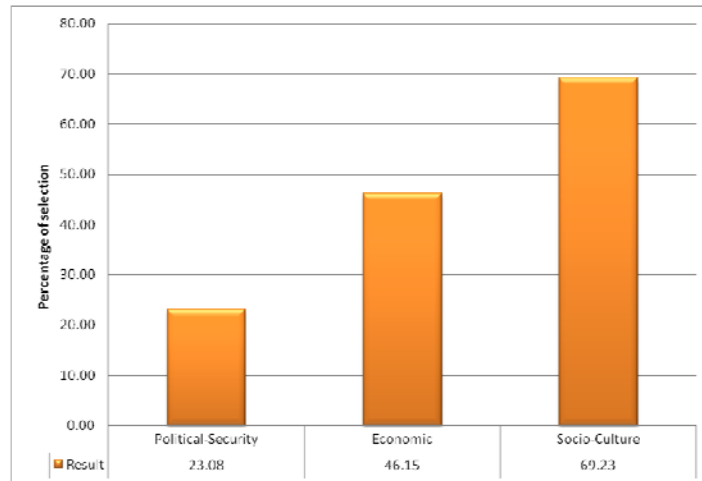


Figure 25: Most vivid ASEAN pillar
(The 8th International College Student Exchange Program)

In the **Japan-ASEAN Student Conference**, the *economic pillar* was rated as having the most vivid cooperation of ASEAN, followed by socio-culture and political-security. The rating for the socio-cultural pillar and the political security pillar was relatively equal. In the **8th ASEAN Youth Cultural Forum**, most respondents rated the *socio-cultural pillar* as having the most vivid cooperation of ASEAN, followed by economy and political security. Similar to the trend in the 8th Youth Cultural Forum, most respondents in the **8th International College Student Exchange Program** rated the *socio-cultural pillar* as having the most vivid cooperation of ASEAN, followed by economy and political security.

The three pillars of ASEAN – Political-Security, Economy, and Socio-Culture – interact and intertwine. Although every pillar is equally important, in terms of the pillar which has the most vivid cooperation, according to the Bangkok Declaration, the economic aspect tends to be the core of this regional cooperation, not far from what is emphasized by regional cooperation in other regions. However, Suvanajata (1997, p.liii-28) argued that rather than economic interests, as literally stipulated in the Bangkok Declaration, political motivations and common security concerns were the driving forces for the creation of ASEAN. He believed that, although not explicitly stated, political security is at the foundation of the ASEAN establishment. This perspective conforms to Schulz's view. He sees that the driving

forces for regionalization in Southeast Asia tend to be based on the security aspect:

“Rhetoric has emphasized economic cooperation, while praxis tends to hold out security issues as the most fundamental aspect of regional cooperation (Schulz, Söderbaum, and Öjendal, 2001).”

This notion is proved by observing ASEAN’s behavior through the decades of its operation. Noticeably, the slow pace of ASEAN cooperation over the first decade was due to efforts to settle disputes and create trust among member countries in order to transform an area of wars and conflicts into a group of interdependent countries which mutually cooperate for further development in various aspects, e.g., political-security, economy, and socio-culture.

The results show that the *selection of a pillar is subjected to respondents’ knowledge background and level of familiarity with ASEAN issues*. It is likely that those who do not specially follow the course of the development of ASEAN or ASEAN issues tend to choose the pillar based on their direct experience. In other words, *they tend to choose the pillar which is in relation to the nature of the activity in which they are participating*. This is evidenced by the trend in each activity. In the Japan-ASEAN Student Conference, although economy was rated as having the most vivid cooperation, socio-culture and political security were relatively equal. This was because of the nature of activity, which allowed participants to discuss ASEAN

issues under all three ASEAN pillars. Moreover, the participants in this activity were selected from students of AUN member universities and had some knowledge about ASEAN. This means the respondents should have been quite aware of ASEAN affairs. For their generation, economy may have been seen as the most emphasized pillar, as many laws and treaties have been issued during their lifetime to support economic cooperation among ASEAN members and between ASEAN and dialogue partners. Therefore, it is obvious why the economic aspect was chosen the most and the other pillars rated equally low. On the other hand, the socio-cultural pillar was rated as having the most vivid cooperation of ASEAN by respondents in the activities which inclined towards the socio-cultural aspect, such as the cultural forum and student exchange program.

Question 26: “Please check the issues that you feel most crucial for ASEAN to enhance cooperation and awareness”

The respondents were asked to choose issues that they feel most crucial for ASEAN to enhance cooperation and awareness. This is to observe respondents’ interests in ASEAN issues and also to broaden participants’ awareness of issues that need development. The issues that were given in the questionnaire are listed below:

- Health maintenance and disease control
- Natural resource and environmental management
- Disaster prevention, relief and recovery assistance
- Educational improvements and exchanges
- Reduction of poverty and economic disparities

- Science and technology development and applications
- Cultural, literary and artistic preservation and promotion
- Regional identity and solidarity enhancement

Apart from these choices, respondents could choose “other” and identify the issue in the space provided.

The top three issues most selected by respondents in each activity are highlighted. The most crucial issue of ASEAN in the respondents’ opinion was selected from the most common issue among the top three issues in each activity.

The results shown below are the choices of respondents in each activity.

Table 27: Most crucial issues in ASEAN
(Japan-ASEAN Student Conference)

Issue most crucial to ASEAN	Percentage of respondents choosing the issue	
	Pre-Test	Post-Test
health maintenance and disease control	30.09	38.94
Natural resource and environmental management	50.44	60.18
Disaster prevention, relief and recovery assistance	35.40	51.33
Educational improvements and exchanges	59.29	75.22
Reduction of poverty and economic disparities	61.95	69.03

Science and technology development and applications	38.05	53.98
Cultural, literary and artistic preservation and promotion	36.28	46.02
Regional identity and solidarity enhancement	38.05	40.71
Others	2.65	1.77

For the results of the **Japan-ASEAN Student Conference**, the top three issues in both pre-test and post-test results were *“reduction of poverty and economic disparities”*, *“education improvements and exchanges”*, and *“natural resource and environmental management”*. Overall, as the critical issues of ASEAN countries in the respondents’ opinion, education and poverty seem to lead the others by a remarkable percentage. The post-activity results yielded even more of a contrast between the two most crucial issues and others, especially since the percentage from pre-test to post-test results for the education issue had the highest increase among all issues, at around 15%, from 59.29% to 75.22%. Observably, the conference made respondents more aware of other important issues related to the region, which can be noticed from the fact that post-activity results all show an increase from pre-activity results.

Table 28: Most crucial issues in ASEAN
(The 8th ASEAN Youth Cultural Forum)

Issue most crucial to ASEAN	Percentage of respondents choosing the issue	
	Pre-Test	Post-Test
health maintenance and disease control	41.07	51.79
Natural resource and environmental management	48.21	51.79
Disaster prevention, relief and recovery assistance	33.93	35.71
Educational improvements and exchanges	58.93	58.93
Reduction of poverty and economic disparities	57.14	46.43
Science and technology development and applications	51.79	42.86
Cultural, literary and artistic preservation and promotion	58.93	51.79
Regional identity and solidarity enhancement	25.00	37.50
Others	0.00	12.50

In the pre-test responses from **the 8th ASEAN Youth Cultural Forum**, the most rated issues were “cultural, literary and artistic preservation and promotion” (58.93%) and “education improvements and exchanges” (58.93%), with “reduction of poverty and economic disparities” (57.14%) following closely. The post-test results show the most rated issue remained “educational improvements and exchanges” (58.93%), followed by three more issues which were

equally rated at 51.79%. These issues were: “health maintenance and disease control”, “natural resource and environmental management”, and “cultural, literary and artistic preservation and promotion”. Overall, the highest rated issues in this activity were “*educational improvements and exchanges*”, and “*cultural, literary and artistic preservation and promotion*”.

The most rated issue for the **8th International College Student Exchange Program** was dissimilar to the other activities. “*Science and technology development and applications*” was remarkably rated by respondents (92.31%). Despite the dissimilarity, “*reduction of poverty and economic disparities*” (84.62%) and “*educational improvements and exchanges*” (53.85%) still remained among the top three issues. As well, “*natural resource and environmental management*” (53.85%) was rated equally to education. Unlike the top three for the other activities, issues such as “natural resource and environmental management” and “science and technology development and applications” were rated among the top three issues in this activity. Since the background of these respondents is science and the essence of the activity they joined requires specialized skill in ICT, this might have caused the most rated issue in this activity to be different than the result from the other activities in the research sampling.

Table 29: Most crucial issues in ASEAN
(The 8th International College Student Exchange Program)

Issue most crucial to ASEAN	Percentage of respondents choosing the issue
health maintenance and disease control	23.08
Natural resource and environmental management	46.15
Disaster prevention, relief and recovery assistance	53.85
Educational improvements and exchanges	53.85
Reduction of poverty and economic disparities	84.62
Science and technology development and applications	92.31
Cultural, literary and artistic preservation and promotion	46.15
Regional identity and solidarity enhancement	38.46
Others	0.00

To conclude, participants tended to choose the crucial issue based on their knowledge background, interest, and direct experience. Noticeably, they were likely to choose the issue which directly involved the activity in which they were participating. For instance, one of the top rated issues in the cultural forum in both the pre-test and post-test was cultural, literary and artistic preservation and promotion (58.93% in pre-test and 51.79% in post-test) and the most rated issue in the 8th International College Student Exchange Program

was science and technology development and application (92.31%). Nevertheless, although some activities which require specialized skill, such as the cultural forum and student exchange, show that the issue in their field of study and interest was rated among the top three, the selection on general issues can still be seen. ***The most common among the top three issues of each activity were: “education improvements and exchanges”, and “reduction of poverty and economic disparities”.***

The results demonstrate that academic cooperation activities have an impact in terms of emphasizing the importance of education to participants. The most vivid evidence about the impact of such activities is clearly shown in that, after respondents participated in these activities, the most crucial issue for ASEAN rated by participants in every activity falls under educational improvement and exchanges. It seems that respondents realize the significance of education as a foundation for future development.

Question 27: “Which religion is practiced by the populace in all ASEAN countries?”

In this question, respondents were asked which religion is practiced by most of the ASEAN population from five choices: Buddhism, Christianity, Muslim, Hinduism, and Others.

The results below show the results of ASEAN Respondents in each activity.

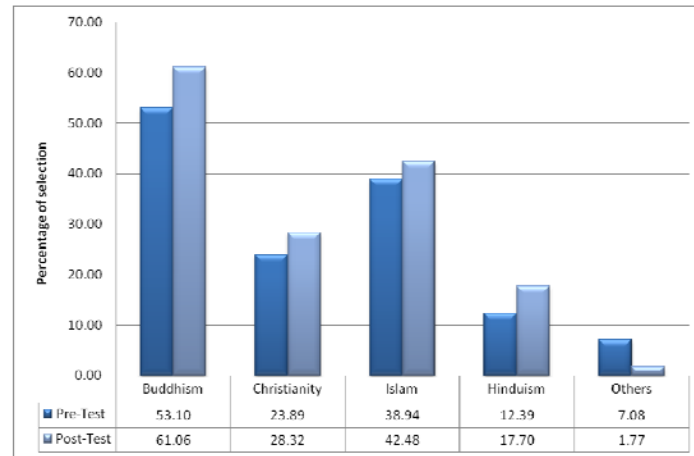


Figure 26: Religion practiced by populace in ASEAN member countries
(Japan-ASEAN Student Conference)

In the **Japan-ASEAN Student Conference**, ***Buddhism*** is believed by the respondents to be the most practiced religion in ASEAN countries, both before and after attending the conference. Islam ranked second, while Christianity ranked third.

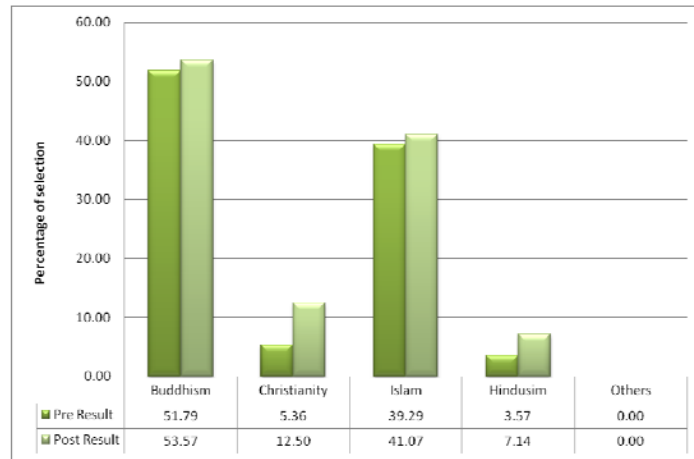


Figure 27: Religion practiced by populace in ASEAN member countries (The 8th ASEAN Youth Cultural Forum)

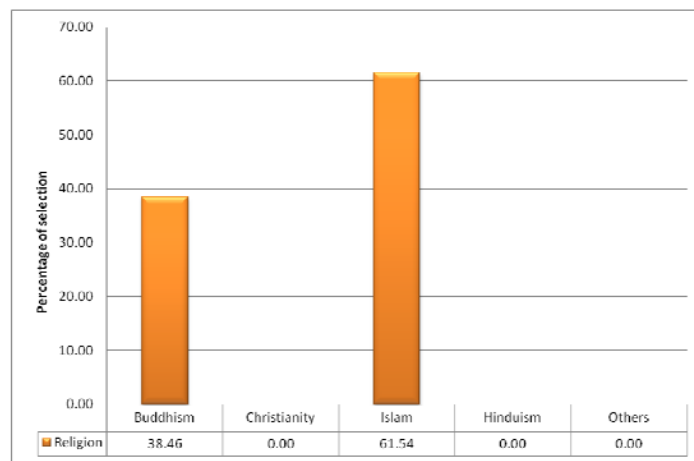


Figure 28: Religion practiced by populace in ASEAN member countries (The 8th International College Student Exchange Program)

Sharing this same trend, respondents in **the 8th ASEAN Youth Cultural Forum** chose *Buddhism* as the most practiced religion in ASEAN countries, both before and after attending the conference. Islam ranked second, while Christianity ranked third.

In **the 8th International College Student Exchange Program**, only two religions were chosen: Islam and Buddhism. The selection of *Islam* is almost double the selection of Buddhism. This might be because major respondents were from Muslim dominant countries: Malaysia (31%) and Indonesia (23%). The combination of these two groups made up over half of all respondents.

Surprisingly, only respondents in the 8th International College Student Exchange Program show correctness in their response. Although religions among ASEAN member countries are diverse, Islam is the most practiced religion among the ASEAN population. This might be because Islamic populations reside in countries with huge populations, namely Indonesia and Malaysia. Some references to the largest religion in ASEAN countries are shown below.

“Islam is ASEAN’s largest religion, though it not predominant in all six countries. Next are Christianity, Buddhism, and the Chinese religions based on varying mixes of Buddhism, philosophy, and folklore, most notable in Malaysia and Singapore (Gungwu: 2003, p. 168).

“Like Buddhism on the mainland, Islam continues to be the dominant religion in the island world although Protestant Christianity is said to account for some 8% of Indonesia's population (University of Cumbria, n.d.).”

The confusion of respondents regarding the largest religion in ASEAN countries is shown in the first two activities, where Buddhism was rated in both the pre-test and post-test as the most practiced religion in the region. Possible reasons for this could be that there are more countries in Southeast Asia in which Buddhism is a national religion. However, the amount of Buddhist population is far less than Muslim population. The graph shown below provides a general idea of religion in ASEAN countries.

Table 30: Religions in ASEAN countries (most recent)

Source: http://www.nationmaster.com/graph/rel_sou_asi_rel-religion-southeast-asia-religions

<u>Brunei</u>	Islam (67%), Buddhism (13%), Christianity (10%), Indigenous beliefs and others (10%)
<u>Burma</u>	Theravada Buddhism (89%), Islam (4%), Christianity (4%), Animism (1%), Others (2%)
<u>Cambodia</u>	Theravada Buddhism (93%), Animism and others (7%)
<u>Indonesia</u>	Islam (88%), Protestant (5%), Roman Catholicism (3%), Hinduism (2%), Buddhism (1%), Others (1%)
<u>Laos</u>	Theravada Buddhism (60%), Animism and others (40%)
<u>Malaysia</u>	Islam (60.4%), Mahayana Buddhism (19.2%), Christianity (9.1%), Hinduism (6.1%), Animism (5.2%)
<u>Philippines</u>	Roman Catholicism (70%), Islam (5%), Evangelical (2.8%), Iglesia ni Cristo (2.2%), Aglipayan (2%), other Christian (15.5%), Others (Animism, Buddhism, Nonreligious) (2.5%)

<u>Singapore</u>	Buddhism (42.5%), Islam (15%), Taoism (8%), Roman Catholicism (4.5%), other Christian (10%), Hinduism (4%), Nonreligious (15%), Other (1%)
<u>Thailand</u>	Theravada Buddhism (94.6%), Islam (4.6%), Others (1%)
<u>Vietnam</u>	Mahayana Buddhism (78%), Theravada Buddhism (5%), (Roman Catholicism (7%), Cao Dai (2%), Protestant (1%), Others (Animism, Hoa Hao, Islam, Nonreligious) (7%)

Overall, *an improvement of their knowledge in this aspect cannot be seen as evidenced by the consistency of their answers in the first two activities.* This may signify that the religions of ASEAN have not been emphasized in their past academic background, which makes them rely on their own familiarity. Moreover, it could also be because the academic cooperation activities did not provide awareness regarding this aspect during their implementation.

Question 28: “If I could travel to any ASEAN countries, I would most likely to travel to:”

In this question, respondents were asked to give the name of an ASEAN country as their desired traveling destination. Mostly, the respondents chose more than one country.

The results below are the choices of the respondents in each activity.

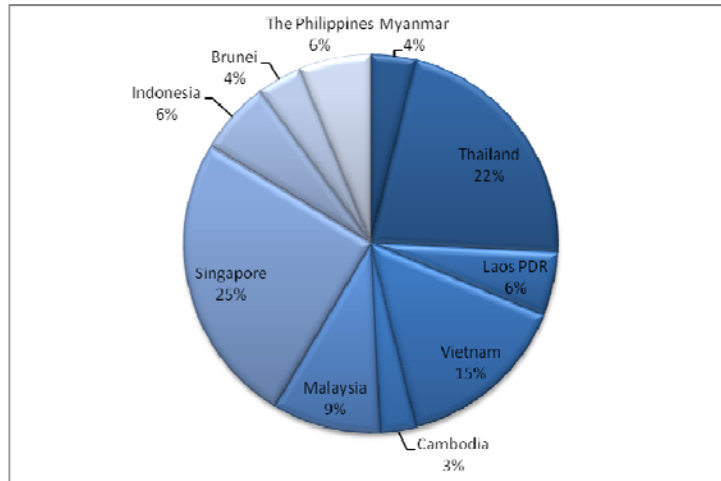


Figure 29: Pre-test results of desired traveling destination (Japan-ASEAN Student Conference)

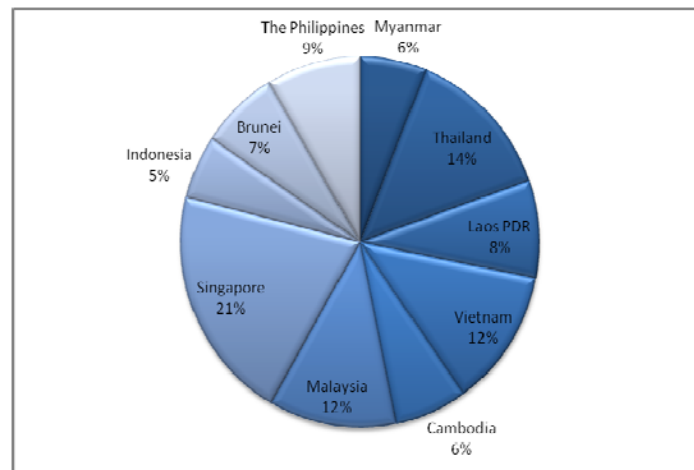


Figure 30: Post-test results of desired traveling destination (Japan-ASEAN Student Conference)

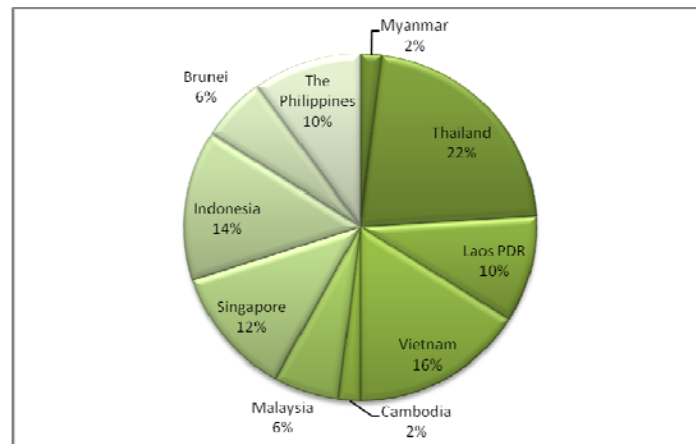


Figure 31: Pre-test results of desired traveling destination (the 8th ASEAN Youth Cultural Forum)

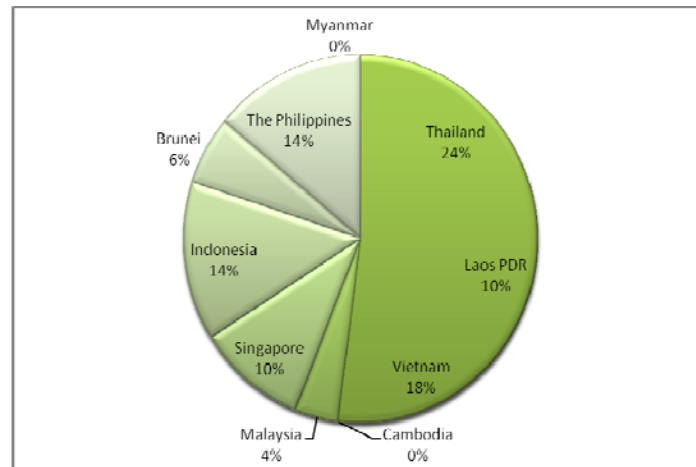


Figure 32: Post-test results of desired traveling destination (the 8th ASEAN Youth Cultural Forum)

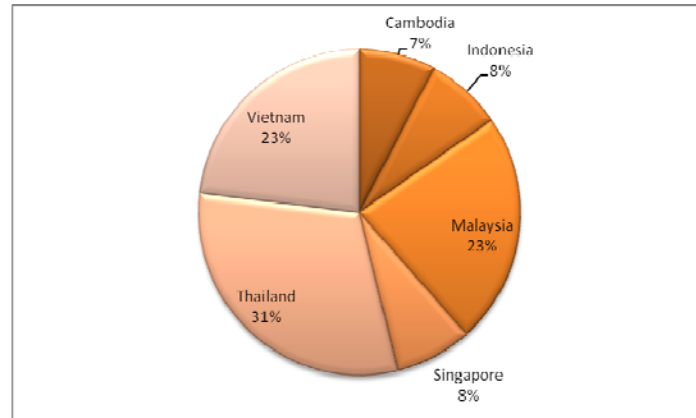


Figure 33: Results of desired traveling destination
(the 8th International College Student Exchange Program)

According to figure 30 and 31, respondents in the **Japan-ASEAN Student Conference** rated *Singapore as the top traveling destination, followed by Thailand*. Countries such as Malaysia and Vietnam were also highly rated by ASEAN respondents. The observable changing trend from pre-activity to post-activity results is that the desired destinations became more scattered. They did not become concentrated on any particular destinations, but became more varied. This could be because the conference provided opportunities for respondents from member countries to exchange information about their countries with others, or respondents found more information about other countries by themselves. Consequently, respondents knew more about other countries, which led to lesser disparities between each destination.

The pre-test and post-test results of **the 8th ASEAN Youth Cultural Forum** are relatively similar. In both pre-test and post-test, the *most selected destination was Thailand, followed by Vietnam and Indonesia*. The Philippines, Singapore, and Lao PDR were also among top destinations.

In **the 8th International College Student Exchange Program**, *Thailand remained the top selected destination, followed by Vietnam and Malaysia*.

In conclusion, academic cooperation activities can be viewed as a channel to help accelerate regional integration in terms of the socio-cultural aspect. Activities which gather participants from ASEAN member countries provide opportunities for participants to exchange information about their countries and create ASEAN bonds and friendships among ASEAN participants. This can be observed by the variety in pre-test and post-test answers. Although Thailand ranked as the top traveling destination among ASEAN countries in every activity, it did not show a huge majority over other major traveling destinations, such as Malaysia, Singapore, and Vietnam. Moreover, some changes in the answers in pre-test and post-test responses can be seen in every activity, which means gathering in this kind of activity enhances cultural exchange and desire to travel to ASEAN countries.

Question 29: “If I could work in any ASEAN countries, I would most likely to work in:”

In this question, respondents were asked to give the name of an ASEAN country as their most desired working destination.

The results below are the choices of respondents in each activity.

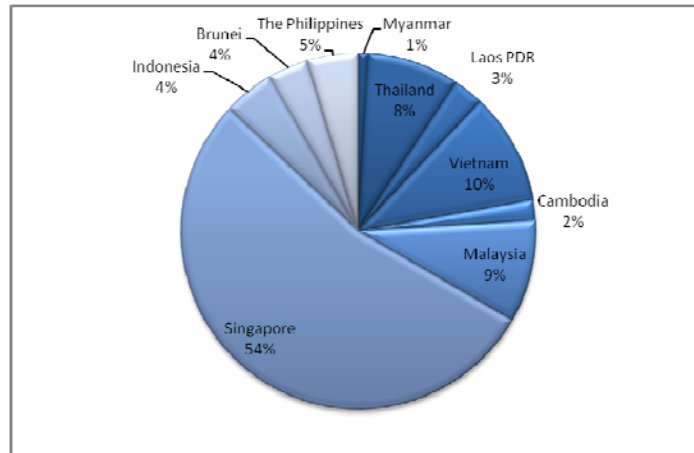


Figure 34: Pre-test results of desired working destination (Japan-ASEAN Student Conference)

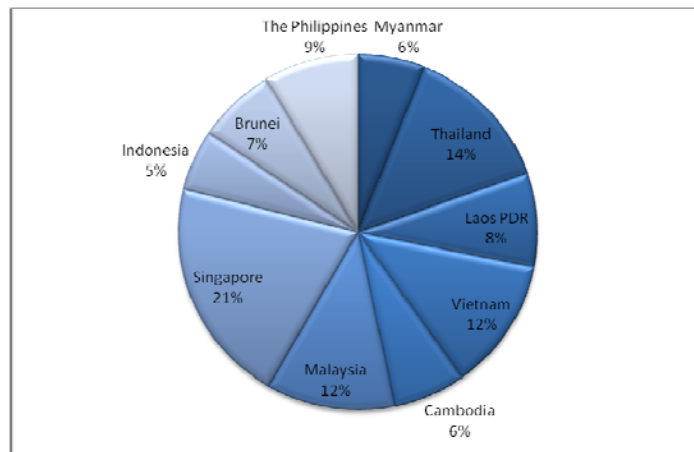


Figure 35: Post-test results of desired working destination (Japan-ASEAN Student Conference)

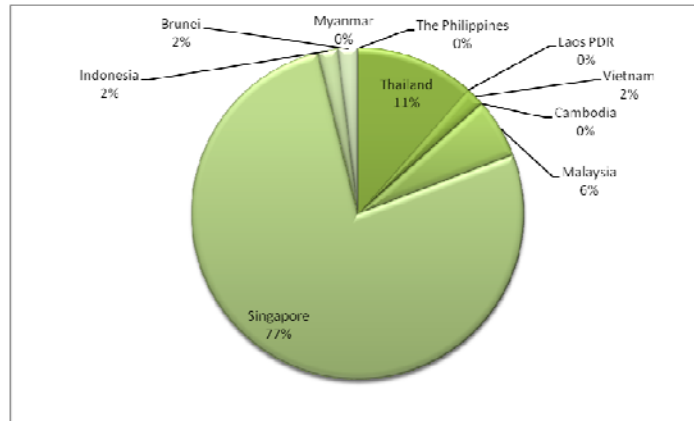


Figure 36: Pre-test results of desired working destination (the 8th ASEAN Youth Cultural Forum)

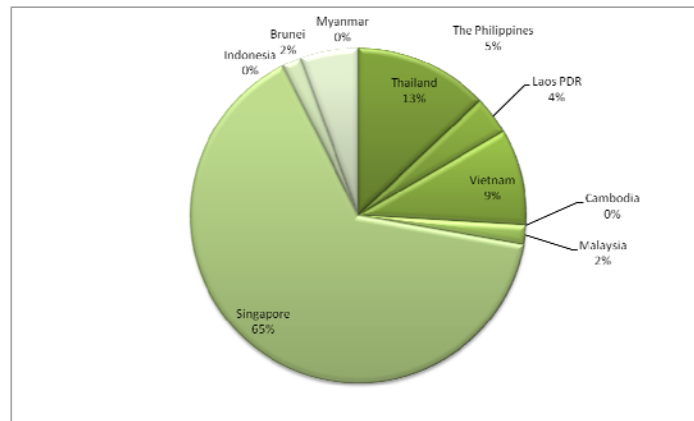


Figure 37: Post-test results of desired working destination (the 8th ASEAN Youth Cultural Forum)

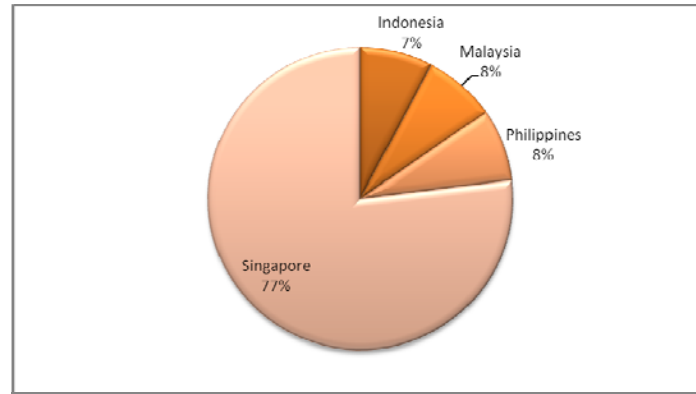


Figure 38: Results of desired traveling destination (the 8th International College Student Exchange Program)

In opposition to the trend in desired traveling destination whereby the selection of countries was quite varied, results on desired working destination distribution between pre-test and post-test seem mostly unchanged, or only to a very slight degree. Overall, ***Singapore was most selected as a desired working destination by respondents in every activity.*** Noticeably, post-test results of the desired working destination preserve the trend from pre-test results with sometimes an increased selection for the leading country, Singapore. It is likely that participants would like to work in a country where the economy is prosperous.

Being the leader in economic position among all ASEAN member countries, Singapore is recognized to have a better salary and welfare for employees. By comparing GDP per capita among all ASEAN countries (2008), Singapore and Brunei show a

distinguished rate. The details of GDP per capita of ASEAN countries are below.

Table 31: ASEAN population, territory and economy, 2008
Source: ASEAN Secretariat, n.d.c: 1)

ASEAN population, territory and economy, 2008

Country	Total land area (sq km)	Total population (thousand)	GDP at current market prices (US\$ Mn)	GDP at current market prices (In US Million PPP\$)	GDP per capita (US\$)	GDP per capita (PPP\$)
Brunei Darussalam	5,765	397	14,147	19,133	35,623	48,180
Cambodia	181,035	14,656	11,082	27,986	756	1,909
Indonesia	1,860,360	228,523	511,174	901,139	2,237	3,943
Lao PDR	236,800	5,763	5,289	13,868	918	2,406
Malaysia	330,252	27,863	222,057	383,059	7,970	13,748
Myanmar ^{1/}	676,577	58,510	27,182	68,203	465	1,166
Philippines	300,000	90,457	166,773	317,215	1,844	3,507
Singapore	710	4,839	182,103	238,765	37,629	49,338
Thailand	513,120	66,482	273,729	546,320	4,117	8,218
Viet Nam	331,212	86,160	90,701	242,697	1,053	2,817
ASEAN	4,435,830	583,651	1,504,236	2,758,385	2,577	4,726
CLMV	1,425,624	165,089	134,253	352,753	813	2,137
ASEAN6	3,010,207	418,562	1,369,983	2,405,632	3,273	5,747

According to the above table, Singapore and Brunei show a distinctive rate of GDP per capita compared to the other ASEAN countries. While the GDP per capita of every ASEAN country is less than USD 8,000, Singapore's GDP per capita is USD 37,629 and Brunei's is USD 35,623. Significantly, the economies of these two countries lead the rest of the ASEAN member countries. Yet, the dominant answer was Singapore, whereas not many respondents chose Brunei. This may be because they are less familiar with Brunei. Also, Brunei's income is known to be natural resource-based, especially oil. Moreover, total usable land area is a geographical limitation which makes careers limited to its own population. These

could be some of the reasons Brunei did not suit the interests of respondents. Still, without abundant resources, a country can flourish economically and be developed. One of the prime factors is mainly the quality of its human resources, e.g., knowledge, discipline, and creativity. Hence, academic cooperation between countries should be an aim as one of the best channels to share knowledge and experiences, as well as help human resource exchanges within the region, in order to help reduce the economic gap among member countries and grow regionally.

Question 30-39: “Choose the level of agreement from strongly agree, somewhat agree, somewhat disagree, and strongly disagree on various aspects of ASEAN.

Moving to the last part of questionnaire, attitudes and awareness toward ASEAN in various aspects were asked. In this question, respondents were asked to rate their agreement on:

Question 30: being an ASEAN citizen is important,

Question 31: political cooperation among ASEAN countries is important,

Question 32: economic cooperation among ASEAN countries is important,

Question 33: cultural exchanges among ASEAN countries are important,

Question 34: educational exchanges among ASEAN countries are important,

Question 35: ASEAN University Network is a hub for higher education cooperation for ASEAN countries,

- Question 36: ASEAN studies should be added to compulsory courses in primary school curriculum in ASEAN countries,
- Question 37: ASEAN studies should be added to compulsory courses in secondary school curriculum in ASEAN countries,
- Question 38: ASEAN studies should be added to compulsory courses in university curriculum in ASEAN countries and,
- Question 39: academic cooperation in ASEAN countries is a significant means to enhance ASEAN solidarity.

The results shown below are what respondents chose in each activity. The most selected opinion on ASEAN cooperation is underlined.

In the **Japan-ASEAN Student Conference**, results regarding attitude and awareness towards ASEAN obviously increased from the pre-test to post-test in every aspect. The dominant answer regarding sense of agreement on cooperation in ASEAN was *“strongly agree”*. Relying on the increase in post-test results, one might see a reflection of success in this kind of academic cooperation activity in terms of promoting attitudes and awareness towards the region. In contrast, the results of **the 8th ASEAN Youth Cultural Forum** reversed the trend shown in the previous activity. Post-test results revealed a decrease from pre-test results, which is evidenced by the shift from dominant answer *“strongly agree”* in pre-test to *“somewhat agree”* in post-test. In **the 8th International College Student Exchange Program**,

the opinions of respondents regarding cooperation in ASEAN mostly fell under “*strongly agree*”.

Table 32: Attitudes and awareness on various aspects of ASEAN cooperation (Japan-ASEAN Student Conference)

Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
30 ASEAN citizen being	49.56	61.06	39.82	32.74	7.08	3.54	0.00	0.88
31 Political cooperation in ASEAN	70.80	72.57	20.35	23.01	6.19	2.65	0.00	0.00
32 Economic cooperation in ASEAN	82.30	84.96	13.27	13.27	0.88	0.00	0.88	0.00
33 Cultural exchanges in ASEAN	62.83	69.03	34.51	26.55	0.00	2.65	0.00	0.00
34 Educational exchanges in ASEAN	71.68	81.42	23.01	16.81	2.65	0.00	0.00	0.00
35 AUN - hub for higher education	57.52	67.26	37.17	27.43	2.65	3.54	0.00	0.00
36 ASEAN studies in primary	38.05	44.25	44.25	38.94	15.04	13.27	0.00	1.77
37 ASEAN studies in secondary	44.25	55.75	47.79	35.40	5.31	6.19	0.00	0.88
38 ASEAN studies in university	53.98	61.06	36.28	30.97	4.42	6.19	1.77	0.00
39 Academic cooperation	64.60	68.14	28.32	27.43	2.65	1.77	0.00	0.00

Table 33: Attitudes and awareness on various aspects of ASEAN cooperation (the 8th ASEAN Youth Cultural Forum)

Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
ASEAN citizen being	46.43	48.21	42.86	48.21	5.36	3.57	0.00	0.00
Political cooperation in ASEAN	66.07	42.86	26.79	51.79	1.79	5.36	0.00	0.00
Economic cooperation in ASEAN	73.21	64.29	19.64	32.14	1.79	3.57	0.00	0.00
Cultural exchanges in ASEAN	73.21	57.14	19.64	42.86	1.79	0.00	0.00	0.00
Educational exchanges in ASEAN	66.07	62.50	23.21	30.36	5.36	7.14	0.00	0.00
AUN - hub for higher education	51.79	46.43	39.29	50.00	3.57	3.57	0.00	0.00
ASEAN studies in primary	35.71	21.43	35.71	64.29	21.43	12.50	0.00	1.79
ASEAN studies in secondary	30.36	33.93	53.57	51.79	10.71	14.29	0.00	0.00
ASEAN studies in university	39.29	33.93	46.43	53.57	8.93	12.50	0.00	0.00
Academic cooperation	55.36	44.64	35.71	55.36	3.57	0.00	0.00	0.00

Table 34: Attitudes and awareness on various aspects of ASEAN cooperation (the 8th International College Student Exchange Program)

	Question	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
30	ASEAN citizen being	84.62	15.38	0.00	0.00
31	Political cooperation in ASEAN	76.92	23.08	0.00	0.00
32	Economic cooperation in ASEAN	92.31	7.69	0.00	0.00
33	Cultural exchanges in ASEAN	53.85	46.15	0.00	0.00
34	Educational exchanges in ASEAN	92.31	7.69	0.00	0.00
35	AUN - hub for higher education	76.92	23.08	0.00	0.00
36	ASEAN studies in primary	46.15	53.85	0.00	0.00
37	ASEAN studies in secondary	69.23	30.77	0.00	0.00
38	ASEAN studies in university	46.15	53.85	0.00	0.00
39	Academic cooperation	76.92	23.08	0.00	0.00

Overall, *respondents generally showed a good attitude as well as awareness towards cooperation in the region* since dominant answers fell under “*strongly agree*” and “*somewhat agree*”. Among all aspects regarding cooperation in ASEAN, respondents in every activity showed that *they strongly agreed upon “Economic cooperation in ASEAN”*.

Question 40: “In the position of a junior ASEAN ambassador, what kind of activity and cooperation would you wish to do to enhance people’s awareness towards ASEAN?”

The respondents’ responses can be concluded in broad terms as student-exchange, education cooperation

(scholarship), cultural exchange, international conference, ASEAN camping or traveling, youth summit. Some of their comments were:

“Competition such as debate and so on.”

Respondent of Japan-ASEAN Student Conference

“More university cooperation such as exchange student program within ASEAN countries”

Respondent of the 8th ASEAN Youth Cultural Forum

“Student exchange programs have great impact on one's knowledge about ASEAN and I think it is still the best way. But of course I know that not everyone can participate in such so I guess letting them attend to some other exhibitions and culture exposition would help them gain interest towards learning something about ASEAN.”

Respondent of the 8th International College Student Exchange Program

From the responses to this question, it was found that respondents interpreted this question as what kind of activity should be encouraged in order to enhance people's awareness towards ASEAN. Instead of suggesting what they personally wished to do from their position, respondents related their ideas to the present cooperation on the socio-cultural aspect, particularly academic cooperation.

4.3 Generalization of empirical data analysis

The impact of AUN activities on improving participants' ASEAN consciousness was extrapolated from the results of the questionnaires and interviews. In response to the questions of this research, pre-activity and post-activity questionnaires were made to investigate the improvement of participants' ASEAN consciousness after their participation in the AUN's activities with regard to a deeper understanding of ASEAN, enhancement of general knowledge regarding ASEAN and an increase in attitudes and awareness towards ASEAN. Generally speaking, post-test results and results from the AUN's long program are observably higher than pre-test results.

The objectives of the activities can be observed to have been accomplished, as evidenced by the results from Question 12. The respondents tended to change their answers on the main reason for joining the activity towards the objectives set in each activity, except in the long program, which shall be discussed later. According to the findings, one might see the empirical data as an indicator that respondents generally improved their consciousness of ASEAN after their participation in these activities. Thus, the hypothesis of this research, that the AUN's activities, apart from attaining the objectives of each activity, must improve participants' ASEAN consciousness, can be seen to be verified by these empirical results.

Table 35 summarizes the generalization of analysis based on the results of the empirical data. A sign of improvement is considered to have occurred

when the results of post-test or long program are higher than pre-test results.

For the symbol used in “improvement after participation”, “yes” means that the general trend of the results of that particular aspect are inclined to show signs of improvement after the activity, while “no” means the general trend of post-test results is inclined to be similar to the pre-test results. For further details, see the results analysis of each particular question in the previous sections.

Table 35: Generalization of empirical data analysis

Aspects of Investigation on the Impacts of the activity	Questions involved	Improvement after participation	Remarks
Main objective of each activity	12. Main reason for applying to the activity	Yes	Only respondents in long program made a choice for one of their top three reasons not mentioned as the activity's main objective.
Understanding of ASEAN (self-evaluation)	17. Benefit of the activity to enhancing respondents' knowledge of ASEAN	Yes	Post test results all increased. In every activity, over 50% of respondents felt strongly positive about this aspect.
	23. Understanding of ASEAN in various perspectives	Yes	Only results in the Japan-ASEAN Student Conference, which emphasized all ASEAN pillars, were rated as “good” in most perspectives.

General knowledge of ASEAN	24. Geographical knowledge of ASEAN member countries	Yes	Overall scores (ASEAN in total) increased. All nations gained over 81% , except Myanmar and the Philippines.
	27. Religion most practiced by populace	No	Only results of long program showed accuracy. Pre-test and post-test results of short programs were quite consistent.
	25. Most vivid pillar of ASEAN	No	Pillars related to the nature of the activity in which respondents were participating were chosen in both tests.
Attitudes and awareness towards ASEAN	26. Issues most crucial to ASEAN	Yes	Mostly, post-test results and long program results were higher than pre-test results.
	30-39. Various aspects of ASEAN cooperation	Yes	The results showed improvement except that the 8 th ASEAN-Youth Cultural Forum reversed the trend.

Comparing the analysis of each activity, the results prove that various factors, namely types of activity (academic activity and non-academic), duration of activity (short and long), and knowledge background and familiarity with ASEAN (ASEAN youth and non-ASEAN youth), affect the amount of participants' improvement in ASEAN consciousness after joining an academic cooperation activity.

TYPES OF ACTIVITY: although the results from empirical data collection indicate some impact from the AUN's activities on improving participants'

ASEAN consciousness, the increment increase did not rise to a significant extent. Nevertheless, comparing academic and non-academic activities, it is clear that the results from respondents in academic activities showed more of an increase. What should also be taken into consideration is the nature of the activity; activities which placed an emphasis on a specialized field showed improvements to be less interdisciplinary. On the other hand, the results from activities which put emphasis on all ASEAN pillars tended to be well-rounded and improvement could be observed in overall aspects. In addition, students from the Social Sciences participated in these academic cooperation activities more than students in other fields, unless qualifications in a particular field were specified. The results, therefore, tended to increase unequally. In other words, the improvements tended to relate more to the aspect which was emphasized in each activity, e.g., nature, science. In an academic activity like the Japan-ASEAN Student Conference which emphasized all ASEAN aspects, apart from the knowledge and understanding participants gained from taking part in workshops, lectures and discussions, they also exchanged different points of view and learned from each other. Based on the generalization of analysis from the empirical data of this research, one might say that the overall improvement of an academic activity which gathers participants from different fields shows more variety and general improvement than an activity which does not. This kind of activity, therefore, encourages overall improvement, while an activity which emphasizes a particular aspect can be encouraged in the case of

improving human resource development when a particular and specialized skill is needed. The impact might be more generally significant if participants learn more about ASEAN through the activities in the program they are joining.

DURATION OF ACTIVITY: observing the results of the short and long programs, the results proved that duration of activity affected the impact on participants. Taking question 30 as an example, in the short programs, youth still did not feel very strongly about the region, which can be seen from pre-test results when less than half of the respondents strongly agreed on “being an ASEAN citizen”. Observably, the increase from pre-test to post-test results for this aspect can still be seen even in short activities. In the one week program, the results increased from 46.43% to 48.21%. In the one week program, the results increased from 49.56% to 61.06%. In the one year program, the result was 84.62% (at the time of data collection that included four months of participation in the program). For the long program, the results proved that respondents felt more strongly about ASEAN citizenship. According to the results, one might say that the duration of the academic cooperation activities had an impact on participants’ familiarity with and sense of belonging to ASEAN.

BACKGROUND KNOWLEDGE AND FAMILIARITY WITH ASEAN plays an important role, as was observed in the Japan-ASEAN Student Conference where participants were from ASEAN and Japan. After individually analyzing the results of ASEAN respondents, a comparison between the results

of ASEAN respondents and Japanese respondents was made in order to observe the impact of the conference on respondents with different backgrounds. Overall, the results of the pre-test and post-test shared the same trend among Japanese and ASEAN respondents since both groups showed improvement in knowledge and attitude towards ASEAN after attending the conference. Nonetheless, taking a closer look at the similar trends, Japanese respondents rated higher score as most ratings fell under “strongly positive”. Meanwhile, ASEAN respondents showed more improvement in terms of a more remarkable increase in their results from the pre-test to post-test since most of the ratings shifted from “positive” to “strongly positive”. Although the results for both ASEAN and Japanese respondents increased, the increase in pre-test and post-test results for ASEAN respondents were not as distinctive as the increase for Japanese respondents since their baseline understanding and attitude toward ASEAN was different. ASEAN respondents were selected from those who were well aware of ASEAN, while Japanese students were less aware of ASEAN, which led to a more significant increase for the results of Japanese students after their participation. Japanese respondents with a lower initial knowledge base likely gained more of an understanding after attending the conference.

The findings also show that Japanese respondents had a higher score when compared with ASEAN respondents for many questions, particularly those questions which require knowledge about ASEAN. However, in terms of understanding ASEAN,

as well as attitude and awareness towards ASEAN, the results of ASEAN respondents were relatively higher. This could be due to two possibilities: ASEAN respondents were more aware of ASEAN, or they evaluated themselves as being more aware than they are in reality. For the first possibility, respondents may have realized that they are somewhat familiar with ASEAN since they are indigenous to the region. Moreover, the selection of participants for joining this activity requires some knowledge background on ASEAN. Therefore, this group of respondents regard themselves as possessing some knowledge of ASEAN. For the latter possibility, according to Gramzow and others as suggested in the journal on Self-evaluation bias and academic performance (Gramzow et al., 2003: 25), people tend to think positively about themselves or about their knowledge when doing self-evaluation processes. This effect could be demonstrated by the results of ASEAN respondents being relatively higher than Japanese respondents in self-evaluation questions. However, when it comes to question which require basic knowledge about ASEAN, Japanese respondents performed better, especially in post-test.

The findings could be interpreted as showing the role played by the intensity of educational curriculum and the enthusiasm of individual respondents in seeking more knowledge. Japanese respondents might have more of a general knowledge background about the world, including ASEAN, from their academic background, as evidenced by their better performance when asked about ASEAN. Moreover, enthusiasm in terms of finding more

knowledge about ASEAN was shown among Japanese participants as evidenced by the increase of their results in post-test. Some of their results were even better than ASEAN respondents.

Using the results of religion facts and geographical knowledge of ASEAN as examples, the highest selection among ASEAN and Japanese respondents was Buddhism in the pre-test, but in the post-test, the highest selection among Japanese respondents was changed to Islam, while ASEAN respondents still chose Buddhism. In geographical knowledge, Japanese students tended to perform better in locating each ASEAN member country on the map as evidenced by the increase in overall score which started off lower than for ASEAN students in pre-testing but became higher than ASEAN participants in post-testing. Although the results of both ASEAN and Japanese students showed an increase, ASEAN respondents still showed less awareness in fundamental knowledge and less enthusiasm to seek more accurate knowledge regarding the region than Japanese respondents.

In conclusion, the results from the empirical data indicate that the output of all activities met their objectives. By overall observation, participants improved in their ASEAN consciousness: understanding of ASEAN, fundamental knowledge of ASEAN, and attitudes and awareness towards ASEAN. Moreover, the findings also signify that various factors, namely knowledge background, types of activity and duration of activity, affect the results of participants' improved ASEAN consciousness after joining an academic

cooperation activity. These aspects could be taken into consideration for designing future activities to have the highest amount of participant impact possible.

5

CONCLUSION

This chapter comprises three sections: conclusions, recommendations, and future work. The details of each section are shown below.

5.1. Conclusions

Theoretically and practically, regionalization has been growing since the post Second World War period. Over the past decades, regionalization has manifested as a truly global phenomenon which directly affects global architecture. Undoubtedly, regional integration will continue to be one of the driving forces which shape world polity and economy in the years to come (De Lombaerde, 2006: 248). In Southeast Asia, the attempt at regionalization has been shown by the establishment of several regional actors, one of which is ASEAN, and has by far been the most vital one in Southeast Asia up to the present. Efforts to support the establishment of the ASEAN Community are evident in the introduction of cooperation in various spheres and through various mechanisms. Amongst all these mechanisms, the network is perceived to be one of the most effective tools to enhance cooperation for regionalization purposes in several fields, including higher education.

Taking into account the questions and hypothesis of this research, the literature review placed an emphasis on the development of regional cooperation in Southeast Asia, particularly in the field of higher education, with the progress of the AUN since its establishment investigated. The field research concentrated on the impact of the AUN's activities, particularly in terms of promoting regional awareness. Relying on evidence-based results, the impact (what changed) after respondents' participation in AUN activities was measured empirically. In this chapter, conclusions are drawn based on the research findings from qualitative and quantitative methods of investigation.

Through a study of both published and unpublished information regarding the first research questions:

How has the AUN developed from its inauguration to the present-day, and is the current planning in line with ASEAN objectives in establishing the AUN?

It was found that the AUN has developed its roles and progress towards regional integration.

After a decade of operation, an adaptation of its role within the ASEAN Community can be observed. Following the aims of the ASEAN leaders and the ASEAN Subcommittee on Education (ASCOE) to establish an ASEAN University, the AUN was begun as a foundation. Despite being an inventive initiative for regional integration, it was decided that an ASEAN

University should not be established in the form of a full-fledged campus, but instead as an ASEAN university network by strengthening the existing network of higher education institutions in ASEAN countries. This has made the role of the AUN more static regarding the aspect of strengthening the existing network of learning universities, institutions of higher learning and human resource development. In addition, the AUN has also demonstrated its attempts at globalizing human resources through implementation of more dialogue with partners. In terms of the progress of its planning and implementation, an adaptation in accordance with the ASEAN aspiration can be perceived through the course of its development. The AUN's key objectives have become more elaborate than what was originally stated upon its establishment. In addition, a new strategic framework has been formulated and is reviewed periodically. Furthermore, the initiatives of the AUN have started to become more comprehensive, as shown in its expanded key results areas of implementation. The attempt at globalizing human resources is also observed from an increase in cooperation with dialogue partners, more than just exchanges at the intra-regional level.

In search of answer the second question of this research:

Do the AUN's activities have an impact on participants which improves ASEAN consciousness, e.g., understanding, knowledge, attitudes and awareness towards ASEAN

An investigation into the impact of the AUN's activity implementation on participants was conducted by collecting empirical data from field research questionnaires. After comparing pre-test and post-test results which were made available after short programs, students generally showed a better performance after the activity. In the long program, results from the single test were higher in several aspects.

Based on the results from the empirical data, participants were shown to have improved in their consciousness of ASEAN. The output of all sampling was shown to have met each program's objectives. In addition, the findings also signify that various factors, namely knowledge background, types of activity, and duration of activity, affect the participants' improvement. The results from respondents in each activity yielded very similar trends on many points. Significant in the findings is the conclusion to the hypothesis that these activities increase participant's ASEAN consciousness. The overall results from this study show that youths who participated in academic cooperation activities, the AUN activities for this research, gained a greater regional consciousness.

The results prove that the channels which provide information about academic cooperation activities come mainly from student's educational institutions, professors, and friends. In addition, sources which teach ASEAN matters mainly come from school. Relying on the results, one could say that education plays a significant role in enhancing

knowledge and information about ASEAN, which can lead to more awareness regarding ASEAN. In addition, academic cooperation activities are also shown to have an impact on increasing ASEAN consciousness among participants. Hence, strengthening a network between ASEAN universities would definitely expand opportunities for youths with potential to be exposed to more ASEAN knowledge. This pinpoints the fact that the role of higher education cooperation in regional development should not be underestimated, but instead should be developed to a larger extent.

Whether the ASEAN community will turn out to be a mirage or a reality, the regionalization process is significant. In accelerating the goal of achieving ASEAN community in the region in the very near future, many mechanisms have begun to achieve this endeavor. Providing education regarding ASEAN or neighboring countries is one of the significant mechanisms which can create more awareness and understanding to build ASEAN awareness and identity for ASEAN's new generation. Understanding can bring us closer to peace among countries. A small, yet material part to ASEAN consolidation, academic cooperation should be intensified and broadened for the further development of human resources. Additionally, youth activities which aim to promote ASEAN awareness and understanding must be encouraged in order to prepare younger generations who are aware of their locality, national issues, regional significance, and the international atmosphere.

Overall, findings from the literature review correspond to the research questions while empirical

evidence from the field research bears out the hypothesis set in this thesis. Hopefully, this empirical evidence can be beneficial for the further practical development of academic cooperation activities for regional integration.

5.2. Recommendations

Relying on the research findings from the literature review and field research, some recommendations on improving the AUN can be made. Some of these recommendations can also be adapted to other regional academic cooperation programs which aim to enhance regional integration.

The recommendations are made in the following points:

1. At present, there is a large amount of regional cooperation on education. Excluding bilateral and multilateral cooperation, academic cooperation which involves ASEAN countries can refer to a tremendous area: Southeast Asian cooperation, Asia-Pacific cooperation, and inter-regional cooperation. In order to avoid replication, it is important to emphasize the uniqueness of the direction of individual cooperation which makes itself distinct among concurrent forms of academic cooperation. In this sense, academic cooperation that has regional integration as its specific focus should have a number of functions, particularly to promote regional consciousness, as opposed to other efforts at academic cooperation which aim to achieve other purposes.

Taking into account the objectives of establishing the AUN, as addressed by ASEAN and AUN documents at the time of its establishment, the AUN's initiatives should serve ASEAN community by laying a strong foundation for ASEAN integration at the level of higher education. To be more specific, the cooperation should perform its active role in not only developing human resources and/or being involved in ASEAN higher institutions issues, but also in promoting ASEAN consciousness to participants through its implementation. "ASEAN" would be meaningless without a strong sense of community. Therefore, as long as ASEAN countries still share the aim of establishing an ASEAN community, it is a must that their populations, especially from their childhood, possess a sense of "ASEAN" belonging. Thus, it is suggested, since the AUN was established as one of the mechanisms to enhance regional integration, promotion of deeper regional awareness must underlie all of the AUN's activities, or most of them, if the overall goal cannot be applied in some cases due to unavoidable limitations.

2. Apart from the experience of taking part in assigned activities for each program, cultural exchange, and friendship network, participants must become more knowledgeable about ASEAN, particularly in gaining basic knowledge about such matters as ASEAN member countries, their location, and ASEAN issues. This will bring about ASEAN awareness and enhance the ASEAN consciousness of participants. Therefore, there must be a mechanism to examine and ensure carefully improved attitudes and

awareness about ASEAN after participating in the AUN's programs.

With reference to the previous points, to ensure the impact of the programs in operation, there must be an assessment procedure, assessment mechanisms, assessment benchmarks, and assessment tools in place, together with implementation of the AUN's activities. Assessment must be conducted with participants, using qualitative and quantitative observation, to prove the credibility and effectiveness of the activities being implemented, as well as to find the flaws in each activity. For instance, by forming a monitoring and evaluating unit and performing activity tasks in the unit to ensure the effectiveness of their implementation. In this way, programs can be further developed to have a greater impact in serving the ASEAN community.

3. A conclusion drawn from the analysis of empirical data, which is in accordance with the hypothesis, is that the AUN's activities have an impact on participants' ASEAN consciousness. Comparing pre-test and post-test questionnaire results reveals that participants feel they gain more understanding of ASEAN, a fundamental knowledge of ASEAN, and attitudes and awareness towards ASEAN. Although the findings show that these kinds of academic cooperation activities enhance the regional consciousness of participants, the increase is trivial in many cases, while some cases show the reverse trend. Hence, it is recommended that future programs should be improved to have a more significant impact on participants after they join the activities.

Interestingly, the results from short activities show that between academic and non-academic activities, academic activities show a higher increase in ASEAN consciousness. Between an interdisciplinary activity which emphasizes each pillar of ASEAN (Japan-ASEAN Student Conference) and a specialized activity which focuses on a particular field (the 8th ASEAN Youth Cultural Forum), the interdisciplinary activity had more of an overall impact. From this perspective, one might say that the nature of the academic cooperation activity has a direct impact on participants' perception and attention. This point should be taken into consideration for future academic cooperation attempts, that is, whether the expectation from the initiatives is development in all-rounded skills or in a specialized skill.

4. Apart from promoting a sense of ASEAN Community, the academic cooperation activities should nurture a sense of social responsibility in participants. According to the research findings, individual progress is mentioned most when asking about the future plans of participants. To foster this, academic cooperation activities might include initiatives on global concerns, e.g., a program which gathers ASEAN Youth to discuss a particular global issue such as coastal erosion or global warming. They must also, apart from brainstorming ideas and sharing views, take action on that particular problem by participating in community service, for example, a campaign for planting mangroves in ASEAN countries or a campaign for teaching in the rural areas of ASEAN countries.

Gathering ASEAN participants from various fields to share ideas and concerns on the environment, as well as social and economic development by taking action on those issues, can help nurture a sense of social responsibility, while a sense of ASEAN community among participants is also promoted. This can simultaneously foster individual, national, regional, and global development.

5. Noticeably, it is difficult to gain full cooperation or participation from every ASEAN country without financial support for participants. This can be perceived from the sampling results. Apart from the Japan-ASEAN Student Conference, none of the activities had respondents from all ASEAN countries. This reflected that one of the major drawbacks to academic cooperation activities is the uneven financial status and economic conditions of different ASEAN countries.

In this regard, since the initiatives, as well as financial terms of the AUN have grown, if new initiatives tend to be in line with the scope of the implementation area of other regional academic cooperation organizations, an agreement on collaboration is encouraged to avoid repetition in implementation, to share the budget allocation for program implementation, and to have a larger impact.

6. A linkage of alumni must be created in order to weave stronger bonds between participants and send updates about programs and initiatives of the AUN to those who are interested. According to the research findings, apart from education, multimedia

channels also play a significant role in distributing information to youths, particularly the internet.

Since the internet has helped make the world a smaller place, it should be used as a means of communicating with the world. A wise use of the internet could enhance cooperation to have wider impact and reach the un-reached in the globalizing world, namely through means such as web-based alumni or information updates via social networks, e.g., Facebook and Twitter. Importantly, after the creation of these communication channels, they must be updated constantly and instantly on a regular basis.

7. One of the obstacles in student exchange activities is credit transference. When some institutions do not allow credit transfer, students are discouraged from applying to such a program. In order to increase participation, assurance on credit transfer and agreements between universities are encouraged. In this aspect, the AUN must help accelerate a mutual agreement on credit transfer among ASEAN member universities. The accomplishment of degree granting efforts on a small scale can be the foundation for this goal on a wider scale, such as the degree granting among AUN universities which was emphasized when it was established.

Having a strong sense of regional community is crucial if this is to be the foundation for establishing an ASEAN Community. To gain more understanding regarding ASEAN as a region, students should be able to have direct experience in studying in a minimum of three ASEAN countries, particularly for those who are doing ASEAN Studies. In order to achieve this, quality

assurance must be enhanced in order to lead to a joint degree granting program in ASEAN. A degree granting program in ASEAN Studies has been perceived as an ambitious task for the AUN, in addition to its commitment to the establishment of OASEAN Community by 2015. The AUN should show its active role in the aspect of higher education integration, and it must accomplish this within the timeline of establishing the ASEAN Community, which is 2015.

8. Acknowledging that communication is important for progressive cooperation, the availability and updating of information, channels of communication, e.g., telephone, facsimile, website, must be active and responsive. Moreover, public relations regarding activities should clearly show the objectives of programs so that participants, or those who are interested, are well informed.

Moreover, more public relations by the AUN itself are necessary when its operations are within a limited scale, particularly those that involve the plans of member universities. The research findings indicate that only those involved in AUN activities know about the AUN. Other students and faculty who have not participated in AUN activities, even in member universities, do not show any familiarity with or merely a trivial degree of knowledge regarding the AUN and its activities. To give more significant impact, the AUN needs to be promoted to a wider range of people, especially those in the field of higher education.

9. Since the AUN's initiatives are expanding, its staff must be in line with the growth of its tasks.

Since the initiatives of the AUN have now been more comprehensively expanded, it is necessary to ensure that there are not too many programs for limited staff to handle; otherwise the progress of each initiative may not receive full attention and effort in being pushed forward. Each project should encompass an equal amount of attention, responsibility and opportunity.

Apart from the number, a variety in nationality is an additional employment issue. Taking the significance of “unity in diversity” to regional integration into account, “unity in diversity” in the organization is an essential part of organization for regional purpose. Going forward to enhance regionalization to a greater extent as it intends to grow, the ASEAN Secretariat staff should comprise varied nationalities, from ASEAN in particular, in order to create an international organization with a sense of regional responsibility for the development of the ASEAN region. By working together, opinions and views will be shared. Not only will this help create credibility as an international organization, it will also provide practice, especially among those who facilitate regional cooperation activities, in understanding diverse backgrounds and learning how to compromise. Moreover, it is beneficial to have those who are indigenous to each ASEAN member country work and handle local affairs with member states, especially during the initial stages of ASEAN integration when language difficulty in each locality is still one of the major drawbacks. To initiate such progress, vacant posts must be posted through the AUN’s website and other public sources.

10. According to the research findings, many participants in long programs have explicitly shown their desire to continue their studies in their host country, while some past participants in the same programs are now working in host countries and many are seeking the opportunity to do so. It is suggested that there should be a follow up study on these participants. For instance, collect empirical data on past participants in terms of their progress and what percent of them involved ASEAN development in their career paths after participating in AUN activities. The evidence based output could pinpoint the significance of such activities. Since it can be demonstrated empirically through reports and statistics, this will shape the results of these attempts at regional integration to become more solid and conceivable in their impact. This could also help follow up if the human resource development activities arranged by academic cooperation organizations meet ASEAN aspirations.

All of these points should be taken into consideration in order to strengthen the impact of future initiatives on academic cooperation and further development in intensifying regional cooperation on education for regional integration.

A summary of the recommendations is shown in the table below:

Table 36: Summary of recommendations

CHALLENGES	RECOMMENDATIONS
<ol style="list-style-type: none"> 1. Emphasize uniqueness of the AUN's role (academic cooperation for regional integration). 2. Ensure improved attitude and awareness towards ASEAN after joining the activities. 3. Overall increase, but on a trivial degree and/or reverse in some cases. Significance of the impact of activities could be increase by considering some variables. 4. Nurture a sense of social responsibility in youth participants. 5. Full participation limited if financial support is not provided because of the economic condition of some ASEAN member countries. 6. From the findings, the internet plays a significant role in distributing information to youth. 7. Some institutions do not allow credit transfer, students are discouraged from applying with no credit transfer guarantee. 8. Organization communication enhancement, e.g., phone, fax, email, website. A very small number of people know about the organization. 9. The AUN's initiatives are expanding. Single nationality staff at the AUN Secretariat. 10. Participants in long program show more interest in studying and working outside ASEAN. 	<ol style="list-style-type: none"> 1. Ensure that promoting ASEANness underlies all of the AUN's activities. 2. Create a monitoring and evaluating unit to test the effectiveness of activities. 3. Design an activity which suits the needs of ASEAN development, e.g., achieving overall or specialized knowledge. 4. Initiate future programs on global concerns and community service. 5. An agreement on collaboration with other regional academic cooperation organizations in some future initiatives. 6. Create a linkage of alumni to weave stronger bonds between participants and update the AUN's programs and initiatives for those interested. 7. Accelerate a mutual agreement on credit transfer among ASEAN member universities by 2015 (ASEAN Community timeline). 8. Check availability of, and update existing information in all means of communication regularly. More PR of organization to public. 9. Increase the staff to be in line with the growth of tasks. Open up to more variety in staff nationality, particularly in ASEAN. 10. Follow up process on participants' progress and involvement in ASEAN development. The data must be generated empirically and constantly (e.g., annual report, statistics).

5.3 Future Work

Based on this research, some implications for future work can be concluded as follows:

1. The AUN initially focused mainly on academic cooperation within the limited scale of student and faculty exchange among ASEAN higher institutions, with the prime objective of hastening regional consolidation and solidarity. Entering a new millennium, the initiatives of the AUN now seem very diverse compared to its initial focus upon its establishment. Implementation has become more comprehensive, while collaboration is not only intra-ASEAN, but also involves more dialogue partners. In addition, sub-networks have also been established. Although some of the initial focus is still seen as one of the priorities of the AUN, for example, enhancing a degree granting program in ASEAN, particularly in the field of ASEAN Studies, the question is raised of whether the initial focus tends to be less emphasized than it was initially as priorities have changed and increased. Future research could thoroughly study this aspect and provide useful recommendations for the future planning and direction of the AUN.

Since this research limited its scope to youth activities, further research could observe planning and implementation in a wider scope. Moreover, relying on a study of comparative regional integration, future research could also make a comparison by studying the mechanisms of enhancing regional integration in different regions, e.g., Erasmus Mandus in Europe.

2. Relying on the findings from empirical data collection, in response to doubts on the extent of impacts, there was shown to be a slight increase in knowledge among ASEAN participants. However, analyzing the results of ASEAN participants in comparison with those of Japanese participants shows that Japanese participants achieved more significant knowledge increases than ASEAN participants in many aspects, such as the benefit to participants and geographical knowledge of ASEAN countries. Generally, Japanese participants performed better in responding to questions which required knowledge about ASEAN, as compared to ASEAN participants. Meanwhile the results of ASEAN participants in terms of self-evaluation, that is, questions regarding ASEAN, such as attitude and awareness about ASEAN, understanding various aspects of ASEAN, were relatively higher than among Japanese participants. Apparently, the results reflect that we tend to think we know, but in practice are generally less aware of the region than those outside ASEAN. There could be many reasons and factors underlying this research finding and they should be identified and used as a reference for future activities of the AUN or other academic cooperation efforts which serve the ASEAN community. Moreover, further research could analyze whether other factors apart from those tested in this research (knowledge background, duration of participation, types of activities, nature and emphasis of the activity) affect the results of improvement. In this way, activities could be developed using a more pragmatic approach.

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APPENDICES

APPENDIX A
QUESTIONNAIRE FOR JAPAN-ASEAN
STUDENT CONFERENCE
(PRE-ACTIVITY QUESTIONNAIRE)

The purpose of this survey is to assess attitude and awareness on the Association of Southeast Asian Nations (ASEAN) before students' participation in the regional academic cooperation activities (the AUN is a case study of this research). It also aims to find out the participants' opinion on the activity for future development of the academic cooperation activities. The results will be used in a thesis of an MA student on "The Roles and Impacts of Regional Academic Cooperation towards ASEAN Integration: A Case Study of the ASEAN University Network (AUN)". For the accuracy of the result, please answer all of the questions by yourself. If you are unsure about the answer, please give you best guess.

I. General Information

1. Name: _____
2. Gender: Male Female
3. Age: _____
4. Country of origin: _____
5. University: _____
6. Is the university you are studying a member university of ASEAN University Network?
 Yes No Unknown
7. Level in university: First Year Second Year
 Third Year Fourth Year Other: _____
8. Area of studies: Social Science Humanities
 Science Other: _____

9. Have you ever participated any activities arranged by ASEAN University Network: Yes No
If your answer is YES, please identify the activity arranged by ASEAN University Network that you participated. _____
10. Please list the activities or projects arranged by ASEAN University Network that you know. _____

II. Overall Program

11. How did you hear about the conference? Please identify the source of information.
- Office of International Affairs of your university
- Publication: _____
- Internet: _____
- Other: _____
12. What is the main reason to apply for the conference? If more than one, please identify number(s) in accordance to the significance in your opinion. (number 1 for the most significant reason)
- To discuss on ASEAN issues and gain more knowledge on ASEAN
- To participate in an activity aimed to promote the cooperation between ASEAN and Japan
- To create friendship with (a. ASEAN / b. Japanese / c. Both) students
- To have an opportunity to travel to Japan and learn more about Japan
- To follow the recommendation from teacher(s), parents, friend(s), and etc
- Other: _____
13. Which of ASEAN issue that most attracts you in this conference? If more than one issue, please identify number(s) in accordance to the significance in your opinion.
- Environment (political-security) Economy
- Socio-culture All issues about ASEAN

14. If you can design the theme of the future activity, what aspect on ASEAN will you be interested? If more than one, please identify number(s) in accordance to the significance in your opinion.
-

15. What do you find most useful in arranging the conference? _____
16. How much do you think the conference would be beneficial to you?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
17. How much do you think the conference would be beneficial to enhance your knowledge on ASEAN?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
18. How much do you think the conference would be beneficial to strengthen the cooperation between ASEAN and Japan?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
19. What is your total satisfaction in this conference?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
20. Please feel free to leave your comments or suggestion on the conference?
-

III Attitude and awareness towards ASEAN

21. In general, how familiar are you with ASEAN?
- Very familiar Somewhat familiar
 A little familiar Not at all familiar
22. In what ways have you learned about ASEAN? (Check ALL that apply)
- Advertising Books Television
 Radio Newspaper Internet
 Movies Music Sports
 Family members Friends School

- Traveling Work Experiences
 Other: _____ None of the above

23. At what level do you think you understand ASEAN in each perspective?

- Economy Very Good Good Medium Low
 Politic Very Good Good Medium Low
 International Relations
 Very Good Good Medium Low
 Culture Very Good Good Medium Low
 Language Very Good Good Medium Low
 History Very Good Good Medium Low
 Religion Very Good Good Medium Low
 Environment
 Very Good Good Medium Low

24. List the names of the ASEAN member countries according to the map of Southeast Asia as below.



- A: _____ B: _____
 C: _____ D: _____
 E: _____ F: _____
 G: _____ H: _____
 I: _____ J: _____

25. Over four decades since the establishment of ASEAN on 8th August 1967, what pillars of ASEAN has the most vivid cooperation and development in ASEAN countries in your observation?
- Political-Security Community
 - Economic Community
 - Socio-culture Community
26. Please check the issues you feel most crucial for ASEAN to enhance cooperation and awareness:
- Health maintenance and disease control
 - Natural resource and environmental management
 - Disaster prevention, relief and recovery assistance
 - Educational improvements and exchanges
 - Reduction of poverty and economic disparities
 - Science and technology development and applications
 - Cultural, literary and artistic preservation and promotion
 - Regional identity and solidarity enhancement
 - Others (Please specify): _____
27. Which religion is practiced by populace in all ASEAN countries?
- Buddhism Christianity Muslim Hinduism
 - Other: _____
28. If I could travel to any ASEAN countries, I would most likely to travel to _____
29. If I could work in any ASEAN countries, I would most likely to work in _____

Please share your attitude and awareness towards ASEAN by giving your true opinion of the importance of the following aspects of integration and cooperation among ASEAN countries:

30. I feel that I am a citizen of ASEAN.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree
31. Political Cooperation among ASEAN countries is important.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree

32. Economic Cooperation among ASEAN countries is important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
33. Cultural Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
34. Educational Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
35. ASEAN University Network is a hub for higher education cooperation in ASEAN countries.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
36. ASEAN studies should be compulsory course in primary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
37. ASEAN studies should be compulsory course in secondary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
38. ASEAN studies should be compulsory course in university curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
39. Academic cooperation in ASEAN countries is a significant mean to enhance ASEAN solidarity.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
40. At your position of a junior ASEAN ambassador, what activities and cooperation would you wish to do to enhance people's awareness towards ASEAN?
-
-

**THANK YOU FOR YOUR TIME FOR
COMPLETING THIS QUESTIONNAIRE**

This survey has been adapted from ASEAN Survey. Eric C. Thomson, Chulanee Thianthai. (2008). *Attitudes and awareness towards ASEAN: Findings of a ten-nation survey*. Pasir Panjang: ISEAS Publishing.

**APPENDIX B
QUESTIONNAIRE FOR JAPAN-ASEAN
STUDENT CONFERENCE
(POST-ACTIVITY QUESTIONNAIRE)**

The purpose of this survey is to assess attitude and awareness on the Association of Southeast Asian Nations (ASEAN) after students' participation in the regional academic cooperation activities (the AUN is a case study of this research). It also aims to find out the participants' opinion on the activity for future development of the academic cooperation activities. The results will be used in a thesis of an MA student on "The Roles and Impacts of Regional Academic Cooperation towards ASEAN Integration: A Case Study of the ASEAN University Network (AUN)". For the accuracy of the result, please answer all of the questions by yourself. If you are unsure about the answer, please give you best guess.

I. General Information

1. Name: _____
2. Gender: Male Female
3. Age: _____
4. Country of origin: _____
5. University: _____
6. Is the university you are studying a member university of ASEAN University Network?
 Yes No Unknown

7. Level in university: First Year Second Year
 Third Year Fourth Year Other: _____
8. Area of studies: Social Science Humanities
 Science Other: _____
9. Have you ever participated any activities arranged by ASEAN University Network: Yes No
 If your answer is YES, please identify the activity arranged by ASEAN University Network that you participated. _____

10. Please list the activities or projects arranged by ASEAN University Network that you know. _____

II. Overall Program

11. How did you hear about the conference? Please identify the source of information.
 Office of International Affairs of your university
 Publication: _____
 Internet: _____
 Other: _____
12. What is the main reason to apply for the conference? If more than one, please identify number(s) in accordance to the significance in your opinion. (number 1 for the most significant reason)
 To discuss on ASEAN issues and gain more knowledge on ASEAN
 To participate in an activity aimed to promote the cooperation between ASEAN and Japan
 To create friendship with (a. ASEAN / b. Japanese / c. Both) students
 To have an opportunity to travel to Japan and learn more about Japan
 To follow the recommendation from teacher(s), parents, friend(s), and etc
 Other: _____
13. Which of ASEAN issue that most attracts you in this conference? If more than one issue, please identify

number(s) in accordance to the significance in your opinion.

- Environment (political-security) Economy
 Socio-culture All issues about ASEAN

14. If you can design the theme of the future activity, what aspect on ASEAN will you be interested? If more than one, please identify number(s) in accordance to the significance in your opinion.
-

15. What do you find most useful in arranging the conference? _____
16. How much do you think the conference would be beneficial to you?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
17. How much do you think the conference would be beneficial to enhance your knowledge on ASEAN?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
18. How much do you think the conference would be beneficial to strengthen the cooperation between ASEAN and Japan?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
19. What is your total satisfaction in this conference?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
20. Please feel free to leave your comments or suggestion on the conference?
-

III Attitude and awareness towards ASEAN

21. In general, how familiar are you with ASEAN?
 Very familiar Somewhat familiar
 A little familiar Not at all familiar
22. In what ways have you learned about ASEAN? (Check ALL that apply)

- Advertising Books Television
- Radio Newspaper Internet
- Movies Music Sports
- Family members Friends School
- Traveling Work Experiences
- Other: _____ None of the above

23. At what level do you think you understand ASEAN in each perspective?

- Economy Very Good Good Medium Low
- Politic Very Good Good Medium Low
- International Relations
 Very Good Good Medium Low
- Culture Very Good Good Medium Low
- Language Very Good Good Medium Low
- History Very Good Good Medium Low
- Religion Very Good Good Medium Low
- Environment
 Very Good Good Medium Low

24. List the names of the ASEAN member countries according to the map of Southeast Asia as below.



- A: _____ B: _____
- C: _____ D: _____
- E: _____ F: _____

G: _____ H: _____
 I: _____ J: _____

25. Over four decades since the establishment of ASEAN on 8th August 1967, what pillars of ASEAN has the most vivid cooperation and development in ASEAN countries in your observation?
 Political-Security Community
 Economic Community
 Socio-culture Community
26. Please check the issues you feel most crucial for ASEAN to enhance cooperation and awareness:
 Health maintenance and disease control
 Natural resource and environmental management
 Disaster prevention, relief and recovery assistance
 Educational improvements and exchanges
 Reduction of poverty and economic disparities
 Science and technology development and applications
 Cultural, literary and artistic preservation and promotion
 Regional identity and solidarity enhancement
 Others (Please specify): _____
27. Which religion is practiced by populace in all ASEAN countries?
 Buddhism Christianity Muslim Hinduism
 Other: _____
28. If I could travel to any ASEAN countries, I would most likely to travel to _____
29. If I could work in any ASEAN countries, I would most likely to work in _____

Please share your attitude and awareness towards ASEAN by giving your true opinion of the importance of the following aspects of integration and cooperation among ASEAN countries:

30. I feel that I am a citizen of ASEAN.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
31. Political Cooperation among ASEAN countries is important.
 Strongly Agree Somewhat Agree

- Somewhat Disagree Strongly Disagree
 32. Economic Cooperation among ASEAN countries is important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 33. Cultural Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 34. Educational Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 35. ASEAN University Network is a hub for higher education cooperation in ASEAN countries.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 36. ASEAN studies should be compulsory course in primary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 37. ASEAN studies should be compulsory course in secondary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 38. ASEAN studies should be compulsory course in university curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 39. Academic cooperation in ASEAN countries is a significant mean to enhance ASEAN solidarity.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
 40. At your position of a junior ASEAN ambassador, what activities and cooperation would you wish to do to enhance people's awareness towards ASEAN?
-
-

**THANK YOU FOR YOUR TIME FOR
COMPLETING THIS QUESTIONNAIRE**

This survey has been adapted from ASEAN Survey. Eric C. Thomson, Chulanee Thianthai. (2008). *Attitudes and awareness towards ASEAN: Findings of a ten-nation survey*. Pasir Panjang: ISEAS Publishing.

**APPENDIX C
QUESTIONNAIRE FOR THE 8th ASEAN YOUTH
CULTURAL FORUM
(PRE-ACTIVITY QUESTIONNAIRE)**

The purpose of this survey is to assess attitude and awareness the Association of Southeast Asian Nations (ASEAN) before students' participation in the regional academic cooperation activities (the AUN is a case study of this research). It also aims to find out the participants' opinion on the activity for future development of academic cooperation activities. The results will be used in a thesis of an MA student on "The Roles and Impacts of Regional Academic Cooperation towards ASEAN Integration: A Case Study of the ASEAN University Network (AUN)". For the accuracy of the result, please answer all of the questions by yourself. If you are unsure about the answer, please give you best guess.

I. General Information

1. Name: _____
2. Gender: Male Female
3. Age: _____
4. Country of origin: _____
5. University: _____
6. Is the university you are studying a member university of ASEAN University Network?
 Yes No Unknown

7. Level in university: First Year Second Year
 Third Year Fourth Year Other: _____
8. Area of studies: Social Science Humanities
 Science Other: _____
9. Have you ever participated any activities arranged by ASEAN University Network: Yes No
 If your answer is YES, please identify the activity arranged by ASEAN University Network that you participated. _____
10. Please list the activities or projects arranged by ASEAN University Network that you know. _____

II. Overall Program

11. How did you hear about the conference? Please identify the source of information.
 Office of International Affairs of your university
 Publication: _____
 Internet: _____
 Other: _____
12. What is the main reason to apply for the activity? If more than one reason, please identify number(s) in accordance to the significance in your opinion. Start from number 1 for the most significant reason.
 To perform cultural activities to others
 To participate in an activity aimed to promote the cooperation between ASEAN countries
 To create friendship with ASEAN students
 To have an opportunity to travel to Singapore and learn more about Singapore
 To follow the recommendation from teacher(s), parents, friend(s), and etc
 Other: _____
13. Which aspect of ASEAN pillars that would be most attractive for you to participate?
 Political-security Economy Socio-culture
14. If you can design the theme of the future activity, what aspect on ASEAN will you be interested? If more than

one, please identify number(s) in accordance to the significance in your opinion.

15. What do you find most useful in arranging the conference? _____
16. How much do you think the conference would be beneficial to you?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
17. How much do you think the conference would be beneficial to enhance your knowledge on ASEAN?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
18. How much do you think the conference would be beneficial to strengthen the cooperation between ASEAN and Japan?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
19. What is your total satisfaction in this conference?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
20. Please feel free to leave your comments or suggestion on the conference?
-

III Attitude and awareness towards ASEAN

21. In general, how familiar are you with ASEAN?
 Very familiar Somewhat familiar
 A little familiar Not at all familiar
22. In what ways have you learned about ASEAN? (Check ALL that apply)
 Advertising Books Television
 Radio Newspaper Internet
 Movies Music Sports
 Family members Friends School
 Traveling Work Experiences
 Other: _____ None of the above

23. At what level do you think you understand ASEAN in each perspective?
- Economy Very Good Good Medium Low
 Politic Very Good Good Medium Low
 International Relations
 Very Good Good Medium Low
 Culture Very Good Good Medium Low
 Language Very Good Good Medium Low
 History Very Good Good Medium Low
 Religion Very Good Good Medium Low
 Environment
 Very Good Good Medium Low
24. List the names of the ASEAN member countries according to the map of Southeast Asia as below.



- A: _____ B: _____
 C: _____ D: _____
 E: _____ F: _____
 G: _____ H: _____
 I: _____ J: _____

25. Over four decades since the establishment of ASEAN on 8th August 1967, what pillars of ASEAN has the most vivid cooperation and development in ASEAN countries

in your observation?

- Political-Security Community
- Economic Community
- Socio-culture Community

26. Please check the issues you feel most crucial for ASEAN to enhance cooperation and awareness:
- Health maintenance and disease control
 - Natural resource and environmental management
 - Disaster prevention, relief and recovery assistance
 - Educational improvements and exchanges
 - Reduction of poverty and economic disparities
 - Science and technology development and applications
 - Cultural, literary and artistic preservation and promotion
 - Regional identity and solidarity enhancement
 - Others (Please specify): _____
27. Which religion is practiced by populace in all ASEAN countries?
- Buddhism Christianity Muslim Hinduism
 - Other: _____
28. If I could travel to any ASEAN countries, I would most likely to travel to _____
29. If I could work in any ASEAN countries, I would most likely to work in _____

Please share your attitude and awareness towards ASEAN by giving your true opinion of the importance of the following aspects of integration and cooperation among ASEAN countries:

30. I feel that I am a citizen of ASEAN.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree
31. Political Cooperation among ASEAN countries is important.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree
32. Economic Cooperation among ASEAN countries is important.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree

33. Cultural Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
34. Educational Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
35. ASEAN University Network is a hub for higher education cooperation in ASEAN countries.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
36. ASEAN studies should be compulsory course in primary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
37. ASEAN studies should be compulsory course in secondary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
38. ASEAN studies should be compulsory course in university curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
39. Academic cooperation in ASEAN countries is a significant mean to enhance ASEAN solidarity.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
40. At your position of a junior ASEAN ambassador, what activities and cooperation would you wish to do to enhance people's awareness towards ASEAN?
-
-

**THANK YOU FOR YOUR TIME FOR
COMPLETING THIS QUESTIONNAIRE**

This survey has been adapted from ASEAN Survey. Eric C. Thomson, Chulanee Thianthai. (2008). *Attitudes and awareness towards ASEAN: Findings of a ten-nation survey*. Pasir Panjang: ISEAS Publishing.

APPENDIX D

QUESTIONNAIRE FOR THE 8th YOUTH CULTURAL FORUM (POST-ACTIVITY QUESTIONNAIRE)

The purpose of this survey is to assess attitude and awareness the Association of Southeast Asian Nations (ASEAN) after students' participation in the regional academic cooperation activities (the AUN is a case study of this research). It also aims to find out the participants' opinion on the activity for future development of academic cooperation activities. The results will be used in a thesis of an MA student on "The Roles and Impacts of Regional Academic Cooperation towards ASEAN Integration: A Case Study of the ASEAN University Network (AUN)". For the accuracy of the result, please answer all of the questions by yourself. If you are unsure about the answer, please give you best guess.

I. General Information

1. Name: _____
2. Gender: Male Female
3. Age: _____
4. Country of origin: _____
5. University: _____
6. Is the university you are studying a member university of ASEAN University Network?
 Yes No Unknown
7. Level in university: First Year Second Year

- Third Year Fourth Year Other: _____
8. Area of studies: Social Science Humanities
 Science Other: _____
9. Have you ever participated any activities arranged by ASEAN University Network: Yes No
 If your answer is YES, please identify the activity arranged by ASEAN University Network that you participated. _____
10. Please list the activities or projects arranged by ASEAN University Network that you know. _____

II. Overall Program

11. How did you hear about the conference? Please identify the source of information.
 Office of International Affairs of your university
 Publication: _____
 Internet: _____
 Other: _____
12. What is the main reason to apply for the activity? If more than one reason, please identify number(s) in accordance to the significance in your opinion. Start from number 1 for the most significant reason.
 To perform cultural activities to others
 To participate in an activity aimed to promote the cooperation between ASEAN countries
 To create friendship with ASEAN students
 To have an opportunity to travel to Singapore and learn more about Singapore
 To follow the recommendation from teacher(s), parents, friend(s), and etc
 Other: _____
13. Which aspect of ASEAN pillars that would be most attractive for you to participate?
 Political-security Economy Socio-culture
14. If you can design the theme of the future activity, what aspect on ASEAN will you be interested? If more than

one, please identify number(s) in accordance to the significance in your opinion.

15. What do you find most useful in arranging the conference? _____
16. How much do you think the conference would be beneficial to you?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
17. How much do you think the conference would be beneficial to enhance your knowledge on ASEAN?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
18. How much do you think the conference would be beneficial to strengthen the cooperation between ASEAN and Japan?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
19. What is your total satisfaction in this conference?
 Strongly Positive Positive Neutral
 Negative Strongly Negative
20. Please feel free to leave your comments or suggestion on the conference?
-

III Attitude and awareness towards ASEAN

21. In general, how familiar are you with ASEAN?
 Very familiar Somewhat familiar
 A little familiar Not at all familiar
22. In what ways have you learned about ASEAN? (Check ALL that apply)
 Advertising Books Television
 Radio Newspaper Internet
 Movies Music Sports
 Family members Friends School
 Traveling Work Experiences
 Other: _____ None of the above

23. At what level do you think you understand ASEAN in each perspective?
- Economy Very Good Good Medium Low
 Politic Very Good Good Medium Low
 International Relations
 Very Good Good Medium Low
 Culture Very Good Good Medium Low
 Language Very Good Good Medium Low
 History Very Good Good Medium Low
 Religion Very Good Good Medium Low
 Environment
 Very Good Good Medium Low
24. List the names of the ASEAN member countries according to the map of Southeast Asia as below.



A: _____ B: _____
 C: _____ D: _____
 E: _____ F: _____
 G: _____ H: _____
 I: _____ J: _____

25. Over four decades since the establishment of ASEAN on 8th August 1967, what pillars of ASEAN has the most vivid cooperation and development in ASEAN countries

in your observation?

- Political-Security Community
- Economic Community
- Socio-culture Community

26. Please check the issues you feel most crucial for ASEAN to enhance cooperation and awareness:
- Health maintenance and disease control
 - Natural resource and environmental management
 - Disaster prevention, relief and recovery assistance
 - Educational improvements and exchanges
 - Reduction of poverty and economic disparities
 - Science and technology development and applications
 - Cultural, literary and artistic preservation and promotion
 - Regional identity and solidarity enhancement
 - Others (Please specify): _____
27. Which religion is practiced by populace in all ASEAN countries?
- Buddhism Christianity Muslim Hinduism
 - Other: _____
28. If I could travel to any ASEAN countries, I would most likely to travel to _____
29. If I could work in any ASEAN countries, I would most likely to work in _____

Please share your attitude and awareness towards ASEAN by giving your true opinion of the importance of the following aspects of integration and cooperation among ASEAN countries:

30. I feel that I am a citizen of ASEAN.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree
31. Political Cooperation among ASEAN countries is important.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree
32. Economic Cooperation among ASEAN countries is important.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree

33. Cultural Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
34. Educational Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
35. ASEAN University Network is a hub for higher education cooperation in ASEAN countries.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
36. ASEAN studies should be compulsory course in primary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
37. ASEAN studies should be compulsory course in secondary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
38. ASEAN studies should be compulsory course in university curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
39. Academic cooperation in ASEAN countries is a significant mean to enhance ASEAN solidarity.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
40. At your position of a junior ASEAN ambassador, what activities and cooperation would you wish to do to enhance people's awareness towards ASEAN?
-
-

**THANK YOU FOR YOUR TIME FOR
COMPLETING THIS QUESTIONNAIRE**

This survey has been adapted from ASEAN Survey. Eric C. Thomson, Chulanee Thianthai. (2008). *Attitudes and awareness towards ASEAN: Findings of a ten-nation survey*. Pasir Panjang: ISEAS Publishing.

APPENDIX E

QUESTIONNAIRE FOR THE 8th INTERNATIONAL COLLEGE STUDENT EXCHANGE PROGRAM (MID-ACTIVITY QUESTIONNAIRE)

The purpose of this survey is to assess attitude and awareness on the Association of Southeast Asian Nations (ASEAN) during students' participation in the regional academic cooperation activities. The results will be used in a thesis of an MA student on "The Roles and Impacts of Regional Academic Cooperation towards ASEAN Integration: A Case Study of the ASEAN University Network (AUN)". For the accuracy of the result, please answer all of the questions by yourself. If you are unsure about the answer, please give you best guess.

I. General Information

1. Name: _____
2. Gender: Male Female
3. Age: _____
4. Country of origin: _____
5. University: _____
6. Is the university you are studying a member university of ASEAN University Network?
 Yes No Unknown
7. Level in university: First Year Second Year
 Third Year Fourth Year Other: _____
8. Area of studies: Social Science Humanities

- Science Other: _____
9. Have you ever participated any activities arranged by ASEAN University Network: Yes No
If your answer is YES, please identify the activity arranged by ASEAN University Network that you participated. _____
10. Please list the activities or projects arranged by ASEAN University Network that you know. _____

II. Overall Program

11. How did you hear about the conference? Please identify the source of information.
- Office of International Affairs of your university
- Publication: _____
- Internet: _____
- Other: _____
12. What is the main reason to apply for the activity? If more than one reason, please identify number(s) in accordance to the significance in your opinion. Start from number 1 for the most significant reason.
- To gain academic knowledge in the field of ICT in Korea
- To participate in an activity aimed to promote the cooperation between ASEAN and Korea
- To create friendship with ASEAN and Korean students
- To have an opportunity to travel to Korea and learn more about Korea
- To follow the recommendation from teacher(s), parents, friend(s), and etc
- Other: _____
13. After your participation in this program, what is your future plan? Would your future career path involve in promoting ASEAN countries relations?
- _____
- _____

14. If you can design the theme of the future activity, what aspect on ASEAN will you be interested? If more than one, please identify number(s) in accordance to the significance in your opinion.
-

15. What do you find most useful in arranging the conference? _____
16. How much do you think the conference would be beneficial to you?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
17. How much do you think the conference would be beneficial to enhance your knowledge on ASEAN?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
18. How much do you think the activity would be beneficial to strengthen the cooperation between ASEAN and Korea?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
19. What is your total satisfaction in this conference?
- Strongly Positive Positive Neutral
 Negative Strongly Negative
20. Please feel free to leave your comments or suggestion on the conference?
-

III Attitude and awareness towards ASEAN

21. In general, how familiar are you with ASEAN?
- Very familiar Somewhat familiar
 A little familiar Not at all familiar
22. In what ways have you learned about ASEAN? (Check ALL that apply)
- Advertising Books Television
 Radio Newspaper Internet
 Movies Music Sports
 Family members Friends School

- Traveling Work Experiences
- Other: _____ None of the above

23. At what level do you think you understand ASEAN in each perspective?

- Economy Very Good Good Medium Low
- Politic Very Good Good Medium Low

International Relations

- Very Good Good Medium Low
- Culture Very Good Good Medium Low
- Language Very Good Good Medium Low
- History Very Good Good Medium Low
- Religion Very Good Good Medium Low
- Environment

- Very Good Good Medium Low

24. List the names of the ASEAN member countries according to the map of Southeast Asia as below.



- A: _____ B: _____
- C: _____ D: _____
- E: _____ F: _____
- G: _____ H: _____
- I: _____ J: _____

25. Over four decades since the establishment of ASEAN on 8th August 1967, what pillars of ASEAN has the most vivid cooperation and development in ASEAN countries in your observation?
- Political-Security Community
 - Economic Community
 - Socio-culture Community
26. Please check the issues you feel most crucial for ASEAN to enhance cooperation and awareness:
- Health maintenance and disease control
 - Natural resource and environmental management
 - Disaster prevention, relief and recovery assistance
 - Educational improvements and exchanges
 - Reduction of poverty and economic disparities
 - Science and technology development and applications
 - Cultural, literary and artistic preservation and promotion
 - Regional identity and solidarity enhancement
 - Others (Please specify): _____
27. Which religion is practiced by populace in all ASEAN countries?
- Buddhism Christianity Muslim Hinduism
 - Other: _____
28. If I could travel to any ASEAN countries, I would most likely to travel to _____
29. If I could work in any ASEAN countries, I would most likely to work in _____

Please share your attitude and awareness towards ASEAN by giving your true opinion of the importance of the following aspects of integration and cooperation among ASEAN countries:

30. I feel that I am a citizen of ASEAN.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree
31. Political Cooperation among ASEAN countries is important.
- Strongly Agree Somewhat Agree
 - Somewhat Disagree Strongly Disagree

32. Economic Cooperation among ASEAN countries is important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
33. Cultural Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
34. Educational Exchanges among ASEAN countries are important.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
35. ASEAN University Network is a hub for higher education cooperation in ASEAN countries.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
36. ASEAN studies should be compulsory course in primary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
37. ASEAN studies should be compulsory course in secondary school curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
38. ASEAN studies should be compulsory course in university curricular in ASEAN countries
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
39. Academic cooperation in ASEAN countries is a significant mean to enhance ASEAN solidarity.
 Strongly Agree Somewhat Agree
 Somewhat Disagree Strongly Disagree
40. At your position of a junior ASEAN ambassador, what activities and cooperation would you wish to do to enhance people's awareness towards ASEAN?
-
-

Activities	RELEVANT DEVELOPMENT
	scholarship's conditions from the host university. In 2009, more than 70 students were awarded by this programme.
5.1.2 International College Student Exchange Programme from ASEAN to the Republic of Korea (ROK)	20 Scholarships granted to ASEAN students in 2009. 20 students from 8 ASEAN nations namely, Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Thailand, and Viet Nam were awarded to study in ICT area for one academic year 2009/2010 at Daejeon University, ROK.
5.1.3 China-AUN Scholarship	20 Scholarships, both for Master and Doctoral programmes, are granted to students from 10 ASEAN Countries annually. There is a significant increase in applications in recent years for China-AUN Scholarship. For academic year 2009/2010, altogether 44 applications were received at the AUN Secretariat which 20 successful awardees commenced their studies at the admitting institutions in China in October 2009. For the latest opening of China-AUN Scholarship, altogether 107 applications were received for academic year 2010/2011 which China Scholarship Council (CSC) will announce selection result at the end of July 2010.
5.1.4 ASEAN-ROK Exchange	In August 2009, 5 ASEAN researchers (4 faculty members and 1 Master student) from Universitas Gadjah Mada,

Activities	RELEVANT DEVELOPMENT
<i>Fellowship Programme</i>	Tarumanagara University-Indonesia, Universitas Indonesia, De La Salle University, and Vietnam National University-Ho Chi Minh City were granted the scholarships from Korean Association of Southeast Asian Studies (KASEAS) to conduct a 1-year research project in relevant to ASEAN and Korea relations in several aspects according to their expertise and particular interest.
<i>5.1.5 Master of Arts Programme in Korean Studies</i>	In June 2010, 2 students from Chulalongkorn University (1) and Royal University of Phnom Penh (1) were granted the scholarships from the Korean government to study a Master of Arts programme in Korean Studies at Chulalongkorn University and Seoul National University for year 2010-2012.

5.2. KRA 2. Cultural or Non-academic Programme

Activities	RELEVANT DEVELOPMENT
<i>5.2.1 8th ASEAN Youth Cultural Forum:</i>	<p>Dates & Venue: 7-12 June 2010, Singapore</p> <p>Host: National University of Singapore</p> <p>Theme: City, Technology, and Tradition</p> <p>Participation: 90 participants from 16 AUN Member Universities in 7 ASEAN Countries namely, Indonesia, Lao PDR, Malaysia, the Philippines, Singapore, Thailand, and Viet Nam attended the forum.</p> <p>Output: The 8th ASEAN Youth Cultural Forum was held on 7-12 June 2010 in</p>

Activities	RELEVANT DEVELOPMENT
	<p>Singapore. The Forum was hosted by the National University of Singapore with the theme “City, Technology, and Tradition”. During the 6-day event, the participants had learnt how to communicate with the audiences through the combination of arts and technology. At the closing ceremony, the paired universities from different countries presented their performances interpreting the meaning of city from their perspectives by using the technology and the mixture of their traditional arts.</p>
<p>5.2.2 12th AUN Educational Forum and Young Speakers Contest:</p>	<p>Originally, the Forum was planned to be held in the Royal University of Phnom Penh, Cambodia by May-June 2010. Nonetheless, due to an unfortunate incident, the Royal University of Phnom Penh was not able to host the event as pre-scheduled.</p> <p>As a result, the 12th Forum has to be postponed to the year 2011. The AUN Secretariat will discuss with the next host to conclude with the possible schedule and the necessary arrangement.</p>

5.3. KRA 3.Training

Activities	RELEVANT DEVELOPMENT
<p>5.3.1 IPNET-AUNIP Intellectual Property Training 2009, Alicante, Spain</p>	<p>Dates & Venue: 19-24 October, Spain Host: The activity was initiated and co-organised by AUNIP and IPNET programme of University of Alicante Participation: 8 ASEAN participants from 5 AUN Member Universities and 2 Non-AUN Member Universities The Participants were trained by European experts and went to visit Research Units of University of Alicante, Office for Harmonisation in the Internal Market – Trade Marks and Design (OHIM) and Technological Transfer and Innovation Office of University Polytechnic Valencia.</p>
<p>5.3.2 Trainings on Enhancing Quality Assurance in CLMV Countries under Initiatives for ASEAN Integration (IAI)</p>	<p>With the full support from Japanese Government through Japan – ASEAN Integration Fund (JAIF), the AUN Secretariat in cooperation with the AUN Member Universities in Cambodia, Lao PDR and Viet Nam had conducted the “Trainings on Enhancing Quality Assurance in CLMV countries” under the Initiative for ASEAN Integration (IAI) Project: IAI-QA Project.</p> <p>Trainings Timetable: Lao PDR Date: 9 – 12 February 2010 Host: National University of Laos Trainers: Assoc. Prof. Dr. Damrong Thawesaengskulthai, Chulalongkorn</p>

Activities	RELEVANT DEVELOPMENT
	<p>University Dr. Titi Savitri Prihatiningsih., MA., M. Med. Ed., Ph.D, Universitas Gadjah Mada</p> <p><u>Cambodia</u> Date: 6 – 9 April 2010 Host: Royal University of Phnom Penh Trainers: Prof. Dr. Amelia P. Guevara, University of the Philippines Prof. Dr. Fauza Ab. Ghaffar, University of Malaya</p> <p><u>Viet Nam</u> Date: 28 - 31 May 2010 Host: Vietnam National University- Ho Chi Minh City Trainers: Assoc. Prof. Dr. Damrong Thawesaengkulthai, Chulalongkorn University Prof. Dr. Wan Ahmad Kamil Mahmood, Universiti Sains Malaysia</p> <p><u>Myanmar</u> Date: 2011 (to be confirmed) Host: University of Yangon Trainers: Assoc. Prof. Dr. Tan Kay Chuan, National University of Singapore Mr. Johnson Ong Chee Bin, National University of Singapore</p>

5.4. KRA 4. System and Mechanism of Higher Education

Activities	RELEVANT DEVELOPMENT
<p>5.4.1 AUN Actual Quality Assessment</p>	<p>The 5th AUN Actual Quality Assessment & Training for New Assessors II Dates: 12 – 13 October 2009 (Training), 14 – 15 October 2009 (Actual Assessment) Host: Gadjah Mada University Outcomes: 3 following programmes were assessed by CQOs from the AUN Member Universities:</p> <ol style="list-style-type: none"> 1) Pharmaceutical Science by CQOs from Universiti Sains Malaysia (Head), De La Salle University and National University of Laos 2) Chemistry by CQOs from the University of the Philippines (Head), Vietnam National University -Hanoi and Vietnam National University-Ho Chi Minh City 3) Medical Education by CQOs from Chulalongkorn University (Head), University of Indonesia and Vietnam National University – Hanoi <p>The 6th AUN Actual Quality Assessment Dates: 7 – 9 December 2009 Host: Vietnam National University-Hanoi</p>

Activities	RELEVANT DEVELOPMENT
	<p>Outcomes: An Information Technology programme at College of Technology was assessed by CQOs from Chulalongkorn University (Head), University of Indonesia and De La Salle University.</p> <p>The 7th AUN Actual Quality Assessment Dates: 10 - 12 December 2009 Host: Vietnam National University-Ho Chi Minh City Outcomes: 3 following programmes were assessed by CQOs from the AUN Member Universities:</p> <ol style="list-style-type: none"> 1) Computer Science and Engineering at International University by CQOs from the University of Philippines (Head), Institut Teknologi Bandung and Gadjah Mada University 2) Information Technology at University of Science by CQOs from Universiti Sains Malaysia (Head), Gadjah Mada University, and De La Salle University 3) Electronics and Telecommunications Engineering by CQOs from National University of Singapore (Head), Institut Teknologi Bandung and Chulalongkorn University. <p><u>The upcoming AUN Actual Quality Assessments in 2010</u></p>

Activities	RELEVANT DEVELOPMENT
	<p>Proposal to implement a review of the AUN-QA Documentation Objective: To implement an AUN-QA documentation review procedure for long term sustainability and keep the AUN-QA documentation updated and relevant. Dates: 23 – 24 September 2010 Host: National University Singapore</p> <p>The 8th AUN Actual Quality Assessment Dates: 12 – 14 October 2010 Host: University of Indonesia Programmes: 4 undergraduate programmes, namely Architecture, Electrical Engineering, Chemical Engineering and Metallurgy and Material Engineering Programmes are proposed to be assessed by the AUN Assessors' Team.</p> <p>The 9th AUN Actual Quality Assessment Dates: 22 – 24 November 2010 Host: De La Salle University Programmes: 3 undergraduate programmes, namely Chemistry, Psychology and Literature are proposed to be assessed by the AUN Assessors' Team.</p> <p>The 10th AUN Actual Quality Assessment Dates: 6 – 8 December 2010 Host: Vietnam National University-Hanoi</p>

Activities	RELEVANT DEVELOPMENT
	<p>Programme: Bachelor of Economics is proposed to be assessed by AUN Assessors' Team.</p>
<p>5.4.2 The 2nd AUN-ACTS Steering Committee Meeting:</p>	<p>Dates & Venue: 19-20 January 2010, Viet Nam Host: Vietnam National University-Ho Chi Minh City. Participation: 30 Steering Committees, representatives from AUN Member Universities, the AUN-ACTS Secretariat and AUN Secretariat. Outcome: The Meeting agreed to apply the ACTS mechanism to the AUN Student Exchange Programme and requested AUN Member Universities for its full scholarship contribution to the programme.</p> <p>The Implementation of ASEAN Credit Transfer System (ACTS)</p> <p>Dates & Venue: 29 March 2010 Host: University of Malaya Participation: Presidents, Rectors, Vice Chancellors and authorised representatives of the AUN Member Universities from Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Viet Nam and the AUN Secretariat. Outcome: The Meeting agreed that the implementation of the ACTS would be</p>

Activities	RELEVANT DEVELOPMENT
	<p>proceeded step by step to facilitate regional mobility. In order to move towards the implementation, the Meeting then agreed to the proposal of AUN in <u>providing 5 full scholarships per year</u> to support their own outbound students to other AUN member universities.</p>

5.5. KRA 5. Programme/Course Development

Activities	RELEVANT DEVELOPMENT
<p>5.5.1 ASEAN Studies Programme</p>	<p>The 2nd Experts Meeting on The ASEAN University Network (AUN) International Ph.D Programme in ASEAN Studies (IPPAS) and the Workshop on Curriculum Review for the AUN International Masters in ASEAN Studies (IMAS) Programme</p> <p>Dates Venue: 4-7 July 2010, Malaysia Host: The Asia-Europe Institute (AEI), University of Malaya Participation: The experts in ASEAN studies from 8 ASEAN Member States namely, Cambodia, Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore, Thailand, Viet Nam and the representatives from the ASEAN University Network Secretariat</p> <p>Output: The former course outline of IMAS has been synthesized into more integrated and comprehensive</p>

Activities	RELEVANT DEVELOPMENT
	<p>curriculum. The curriculum of IPPAS, initiated by AEI, has been further developed and more details are specified in order to accomplish the acquisition of the curriculum outline.</p> <p>ASEAN Studies Scholarships to IMAS for Thais by OHEC The office of Higher Education Commission (OHEC), Thailand continues to provide 3 full scholarships to Thai students from AUN Member Universities and non-member universities in Thailand. However, only two qualified candidates from Burapha and Prince Songkla universities have been conditionally granted these scholarships for AY2010. With regards to the Asia-Europe Institute (AEI), University of Malaya (UM), the applications from 2 Thai students have been approved under the condition of an English proficiency (minimum IELTS Band 6 or TOEFL 550)</p> <p>The 2 candidates are currently undertaken an English proficiency test and will submit it to the AEI-UM before the end of August 2010.</p> <p>Progress of the IMAS and IPPAS programmes will appear in the Information Paper provided by the AEI-UM</p> <p>ASEAN Studies Curriculum Design Workshop</p>

Activities	RELEVANT DEVELOPMENT
	<p>Dates Venue: 3-5 September 2009, Malaysia</p> <p>Host: East-West Center (EWC), Hawaii and the Asia-Europe Institute (AEI),</p> <p>Participation: The experts in ASEAN studies and related fields from 8 ASEAN Member States namely, Brunei Darussalam, Indonesia, Lao PDR Malaysia, the Philippines, Singapore, Thailand, Viet Nam and the representatives from the ASEAN University Network Secretariat and East-West Center (EWC), Hawaii</p> <p>Output: Report of the ASEAN Studies Curriculum Design Workshop</p>
<p>5.5.2 1st AUN Human Rights Education Network (AUN-HREN)</p>	<p>Dates & Venue: 18-19 February 2010, Bangkok, Thailand</p> <p>Host: Center of Human Rights Studies and Social Development, Mahidol University</p> <p>Participation: 18 participants who have expertise on human rights and related areas from 6 countries, representatives from the AUN Secretariat and Raoul Wallenberg Institute, Sweden.</p> <p>Output: The Meeting concluded with the AUN-HREN plan of activities 2010 and network's prioritised activities which its focus ranging from data accumulation, web-based resources, exchange programme, joint lecture and to develop ASEAN Human Rights teaching materials</p>

5.6. KRA 6 Dialogue or the Exchange of Ideas/Views/etc.

Activities	RELEVANT DEVELOPMENT
<p>5.6.1 Task Force Meeting on AUN Membership Enlargement</p>	<p>Date & Venue: 25 September 2009, Bangkok</p> <p>Participation: 8 representatives from Universiti Brunei Darussalam, Gadjah Mada University, University of Malaya, De La Salle University, Chulalongkorn University, Vietnam National University-Hanoi</p> <p>Outcome: The Taskforce revisited the AUN Charter and the existing process of and regulation for membership enlargement. After a thorough review of the relevant documents and the AUN's future prospect, prepared by the AUN Secretariat, the Taskforce agreed to modify the structure and admission criteria of new membership in correspondence with some amended articles in the AUN Charter and requested the AUN Secretariat to work out in details of the operational guideline of the AUN Membership Enlargement and present to the Board members for consideration.</p> <p>Currently, the AUN Secretariat is in preparation for the concept of Thematic Network and that the new proposed ASEAN-ROK Cyber University shall be properly incorporated to the AUN's thematic network.</p>
<p>5.6.2 ASEAN University</p>	<p>Date & Venue: 19-24 October 2009, Phetchaburi, Thailand</p>

Activities	RELEVANT DEVELOPMENT
<i>Youth Summit</i>	<p>Host: Ministry of Foreign Affairs, Thailand</p> <p>Participation: 20 student representatives from 10 ASEAN countries with equally nomination from the ASEAN University Network (AUN) and from the Ministry of Education in 10 ASEAN countries</p> <p>Theme: Empowerment through Education</p> <p>Output: The 20 ASEAN youths energetically discussed and shared their views on how education plays a key role in their empowerment particularly in facing the challenges of the 21st Century as well as provide recommendations to policy makers the urgency to place education in the top of the agenda in the manner that will contribute to not only their development but that of society's. Their discussion was completely furnished in the form of the Joint Statement of the ASEAN Youth Summit 2009. On 23 October 2009, the ASEAN youths were given a chance to have an informal dialogue with the ASEAN Leaders and also attended the Ceremony to inaugurate the ASEAN Intergovernmental Commission on Human Rights (AICHR).</p>
<p><i>5.6.3 4th EU-Asia Higher Education Platform (EAHEP) Workshop on Quality Assurance in Asian and European Higher</i></p>	<p>Dates: 27 -29 October 2009</p> <p>Host: Chulalongkorn University</p> <p>Participation: More than 40 universities representatives and experts from Asian countries and European Member States</p> <p>Outcomes:</p> <ul style="list-style-type: none"> - Strengthening exchange and mutual learning (e.g. inviting peers as observers in QA assessments; comparative research studies, joint session on EU-Asia Cooperation at QA

Activities	RELEVANT DEVELOPMENT
<i>Education – Opportunities for Inter and Intra-Regional Cooperation</i>	Forum, and etc; - Capacity building through seminars (train-the-trainer) and dialogue workshops on QA topics (e.g. learning outcomes); - Link the networks together (European and Asian QA networks, university networks etc.); and - Increase stakeholder involvement (student involvement at all levels of QA processes most important)
<i>5.6.4 Japan-ASEAN Student Conference</i>	<p>Date & Venue: 13-19 November 2009, Tokyo and Sendai, Japan</p> <p>Host: Japan</p> <p>Participation: 118 and 30 youths from ASEAN and Japan respectively</p> <p>- Distinguished academics, three from ASEAN and three from Japan, were invited to Conference as Moderators:</p> <p>Japanese Experts:</p> <ul style="list-style-type: none"> • Prof. Hidetoshi Kitawaki - Faculty of Development Studies, Toyo University, Japan • Professor Takashi Terada - Organisation for Asian Studies, Waseda University, Japan • Assoc. Prof. Mie Oba - Tokyo University of Science, Japan <p>ASEAN Experts:</p> <ul style="list-style-type: none"> • Asst. Prof. Jay Batongbacal - Asian Center, University of the Philippines, The Philippines • Prof. Chaiwat Khamchoo - Faculty of

Activities	RELEVANT DEVELOPMENT
	<p>Political Science, Chulalongkorn University, Thailand</p> <ul style="list-style-type: none"> • Dr. Ir. Azmi Mat Akhir - Senior Research Fellow, Asia-Europe Institute, University of Malaya, Malaysia <p>Output: The Conference was set up into three Discussion Themes namely, Environment, Politics and Economy and Regional Identity: Cultures and Politics. Within each theme, student participants were then assigned to one of the 4 sub-themes.</p> <p>Through the engaging and extensive discussion among student participants with the supervision of moderators and facilitators, the Conference was successfully concluded with illustrious result, the Sendai Joint Statement entitled “Future Partnership between ASEAN and Japan” reflecting among others creativity, passion and commitment to bring forth greater future of peoples and the bonding relations between the two regions. This commendable Joint Statement shall then be submitted to the 13th ASEAN – Japan Summit in Viet Nam.</p>
<p>5.6.5 1st ACCESS Dialogue Event on Students Involvement in University Management-An</p>	<p>Dates & Venue: 2-3 February 2010, Bangkok</p> <p>Host: Chulalongkorn University</p> <p>Participation: 40 representatives of university students and 20 representatives of academic executives from 8 ASEAN countries and ACCESS Partners.</p> <p>Outputs: 2 days of intense and open discussions, the participants acknowledged</p>

Activities	RELEVANT DEVELOPMENT
<i>Interregional Dialogue</i>	the importance of encouraging higher education cooperation, within SEA as well as with the EU, as key to fostering mutual growth and development and to promoting regional integration and global competitiveness in a fast changing world. The event culminated in the production of a joint document containing a set of recommendations addressed to SEA and EU policy makers and to international organisations.
5.6.6 2nd ACCESS Dialogue Event on Mobility as an Instrument for Integration: Sharing Experience and New Ideas.	<p>Dates & Venue 4-5 June 2010, Manila</p> <p>Host: University of the Philippines</p> <p>Participation: 36 academic affairs executives and ICT experts from AUN Member Universities from Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore, Thailand, Viet Nam and ACCESS Partners namely MENON Network, Southeast Asian Association for Institutional Research (SEAAIR), European Students' Union (ESU), Universidad Politecnica de Valencia (UPV) and University of Reading.</p> <p>Output: Two-day conference and workshop, participants exchanged their ideas on the way to increase student mobility between ASEAN and Europe by exploring the existing practices and proposing the prospective ways of cooperation in order to promote both physical and virtual mobility. The Conference agreed to the establishment of the ASEAN-EU Mobility Framework for Sustainable Implementation which prioritised by following areas of</p>

Activities	RELEVANT DEVELOPMENT
	cooperation; the Student Exchange, Faculty Staff Exchange, Role of ICT, Credit Transfer System and Quality Assurance and Resource and Knowledge Exchange. The Framework would be submitted to the 2 nd ASEM Rectors' Meeting and other ASEAN and the EU policy meetings for further support.
<p>5.6.7 3rd ACCESS Dialogue Event on Challenges for Southeast Asia-Europe University Cooperation in the 21st Century: Preparatory for the 2nd ASEM Rectors Conference</p>	<p>Dates & Venue 27-28 July 2010, Yogyakarta, Indonesia Host: Universitas Gadjah Mada Participation: 34 representatives from the AUN Member Universities from Brunei Darussalam, Cambodia, Laos, Indonesia, Malaysia, the Philippines, Singapore, Thailand, Viet Nam, the representative from the ASEAN Secretariat, the AUN Secretariat and ACCESS Partners namely MENON Network, Southeast Asian Association for Institutional Research (SEAAIR), European Students' Union (ESU), Universidad Politecnica de Valencia (UPV) and University of Reading.</p>
<p>5.6.8 3rd ASEAN – China Rectors' Conference: Sharing Wisdom, Bridging Peoples' Minds</p>	<p>Dates & Venue: 30-31 March 2010, Port Dickson, Malaysia Host: University of Malaya Participation: About 80 representatives from 22 AUN Member Universities and 15 Chinese universities Output: The Conference was successfully organised with a strong support from the Ministry of Education, P.R. China, the ASEAN Secretariat and leading universities from ASEAN and China.</p> <ul style="list-style-type: none"> • At the end of the Conference, both

Activities	RELEVANT DEVELOPMENT
	<p>sides adopted the Recommendations which agreed to promote student mobility activities, strengthen academic partnership by convening joint activities and foster research collaboration and exchange of PhD students.</p> <ul style="list-style-type: none"> • To achieve the outcomes of ASEAN-China Academic Cooperation, the Conference recommended that the AUN Secretariat and Chinese focal points shall draft a Joint Action Plan including timelines and disseminate to the AUN and Chinese participating universities for consideration and endorsement. • The Recommendations would be submitted to the 1st ASEAN-China Ministers of Education Round Table Meeting in P. R. China in August 2010, and the 6th ASEAN Education Ministers Meeting (ASEM) on 31 January – 3 February 2011, in Brunei Darussalam. • The 4th ASEAN-China Rectors' Conference will be hosted by the National University of Singapore in 2012.
<p>5.6.9 <i>Workshop for Academic Conference under ASEAN-ROK Academic Exchange</i></p>	<p>Date & Venue: 11-13 March 2010, Seoul Host: Korea Association of Southeast Asian Studies (KASEAS) Participation: 15 participants from ASEAN and Korea Output: A designed theme and organisation of the ASEAN-ROK Academic Conference on “Revisiting</p>

Activities	RELEVANT DEVELOPMENT
Programme 2010	<p><i>Transnationalism in East Asia: Emerging Issues, Evolving Concepts</i>” to be held on 9-12 February 2011 at the Universitas Mahendradatta, Bali, Indonesia.</p> <p>At the Conference, over 50 scholars from ASEAN and Korea will be invited to present their papers and discuss on the proposed theme.</p>
<p>5.6.10 Meeting on “AQAN-AUN-SEAMEO RIHED: Tripartite QA Synergistic Relationship”</p>	<p>Dates & Venue: 15 June 2010, Bangkok Host: SEAMEO-RIHED Secretariat Participation: 12 Representatives from SEAMEO-RIHED, AQAN, AUN, Bureau of International Cooperation Strategy, Bureau of Standards and Evaluation, Office of the Higher Education Commission- Thailand Output: The Meeting was to discuss and exchange experiences on their quality assurance works and also to determine the strategic cooperation for the future QA direction in the region. In conclusion, 3 parties (AQAN, AUN, and SEAMEO-RIHED) agreed to sign the Partnership Statement of the Synergistic Relationship among AQAN-AUN- SEAMEO RIHED for being regional alliance partners in the improvement of quality assurance for education.</p>

5.7 AUN Sub-networks’ activities.

Activities	RELEVANT DEVELOPMENT
<p>5.7.1 AUN Southeast Asia</p>	<p>16th Steering Committee Meeting</p> <p>Dates & Venue: 6 November 2009,</p>

Activities	RELEVANT DEVELOPMENT
Engineering Education Development Network (AUN/SEED-Net)	<p>Vietnam National University-Hanoi, Participation: 57 participants from Member Institutions in ASEAN, Japanese Supporting University consortium (JSUC), JICA, AUN/SEED-Net Secretariat and AUN Secretariat</p> <p>Output The main focuses of the Meeting were to review the activities of Phase II and to prepare for the groundwork for the network's future in Phase III after March 2013. In this regard, the 20-year plan of the network (March 2003 – March 2023) was presented and carefully deliberated by AUN/SEED-Net stakeholders to make a decision for the forthcoming steps of the network. The resolution for the future framework is expected to be concluded by 2010.</p>
5.7.2 ASEAN Graduated Business and Economics Programme (AGBEP) Network	<p>10th Annual AGBEP Network Meeting Date & Venue: 18-19 January 2010 Host: Vietnam National University-Ho Chi Minh City. Participation: 35 representatives from AGBEP Institutional Members, the AGBEP Secretariat and the AUN Secretariat. Output: The Meeting discussed on prospective MBA joint course in the area of global networking, Asian management, international trade policy and cross cultural policy. Also the Meeting approved the suggestion to develop network activities into ASEAN policy areas (Think Tank) for ASEAN Economic Community (AEC).</p>
5.7.3 AUN Human	Please refer to agenda 5.5.2

Activities	RELEVANT DEVELOPMENT
<p><i>Rights Education Network (AUN-HREN)</i></p>	
<p>5.7.4 AUN Inter-Library Online (AUNILO)</p>	<p>6th AUNILO Committee Meeting</p> <p>Date & Venue: 7-9 April 2010, Host: University of Indonesia with the theme entitled “Building Portal, Bridging Nations”.</p> <p>Participation: 23 representatives from AUNILO Member</p> <p>Output: Reflecting the Meeting theme, the main focus was to establish the Portal as the main system for information and materials sharing among member institutions.</p> <p>The Meeting concluded that all member institutions agree to share the contents of their Institutional Repositories (IRs) subject to the legislation of their country as well as terms and level of access as decided by their parent institution. Survey of availability of IRs will be conducted in all member institutions. The Meeting also concurred that compiling a bibliography on a topic of common interest to be conducted with the minimum level of access to bibliographic record and abstract of items. In overseeing the inception of AUNILO Portal, all member institutions will pool financial support for continuous enhancement and maintenance of the Portal.</p>

Activities	RELEVANT DEVELOPMENT
<p>5.7.5 AUN Intellectual Property Network (AUNIP)</p>	<p>At the 2nd AUN Rectors' Meeting held on 29 March 2010, at Port Dickson, Malaysia, the Meeting agreed to support the undertaking of the ECAP III project (2010-2013) by the AUNIP Secretariat. Three activities, namely Annual Academic Conference, Commencement Meeting, and Workshop on Developing University's IP Policies and Support Services will be organised.</p> <p>The 3rd AUN International Conference on Intellectual Property Education (AUNIP): Driving IP Management and Technological Licensing towards Knowledge-based and Creative Economy</p> <p>Date & Venue: 16 – 17 November 2010, Singapore</p> <p>Host: Nanyang Technological University (NTU)</p> <ul style="list-style-type: none"> • 1.5-day Conference is designed to include key representatives from AUNIP Member Universities (10 ASEAN Countries), ASEAN (Singapore) and European experts from respective organisations and governments, and post-graduate students to share, present and discuss on current IP issues in the region (Technological Licensing and IP Management) • AUN-ECAPIII Commencement Meeting

Activities	RELEVANT DEVELOPMENT
	<p>Half-day Meeting is designed to include the representatives from 22 AUNIP Member Universities, AUN and AUNIP Secretariat to discuss and draft the 4-Year Plan of Action under AUN-ECAP III Cooperation Programme for IP education development in ASEAN. The recommendations on how to address the challenges on IP issues which AUNIP is currently facing should be included.</p> <p>Workshop on Developing University's IP Policies and Support Services Date & Venue: 18 – 19 November 2010, Singapore</p> <p>Host: Nanyang Technological University (NTU)</p> <ul style="list-style-type: none"> • Two-Day Workshop is aimed to gather the representatives from 22 AUNIP Member Universities, European expert, and AUN and AUNIP Secretariats to share their good practices and develop a regional template for IP Policies and Support Services.