

การพัฒนาความรู้และหลักสูตรวิชาอาชีวศึกษาใน ระดับมหาวิทยาลัย

ดร.ชลธิศ ธีระจิตติ

ASEAN University Network Secretariat

๑๗ พฤษภาคม ๒๕๕๖

มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร

THE CONTEXT: REGIONAL MOBILITY

Mobility as the basic type and foundation of university's international cooperation

Mobility is considered as the key fundamental form of educational cooperation.

Mobility can be implemented in various forms including the exchange of students and academic staff as well as other non-academic activities such as cultural-oriented programmes.

Mobility can also be in the form of bilateral and multilateral.

At the regional level, mobility on academic programme is considered one of the essential parts to the building of formal academic linkage.

But there are still issues that need urgent attention and one must clearly comprehend the root causes in order to apply appropriate measures to overcome the challenges.

Seven areas of challenges facing regional mobility in Southeast Asia

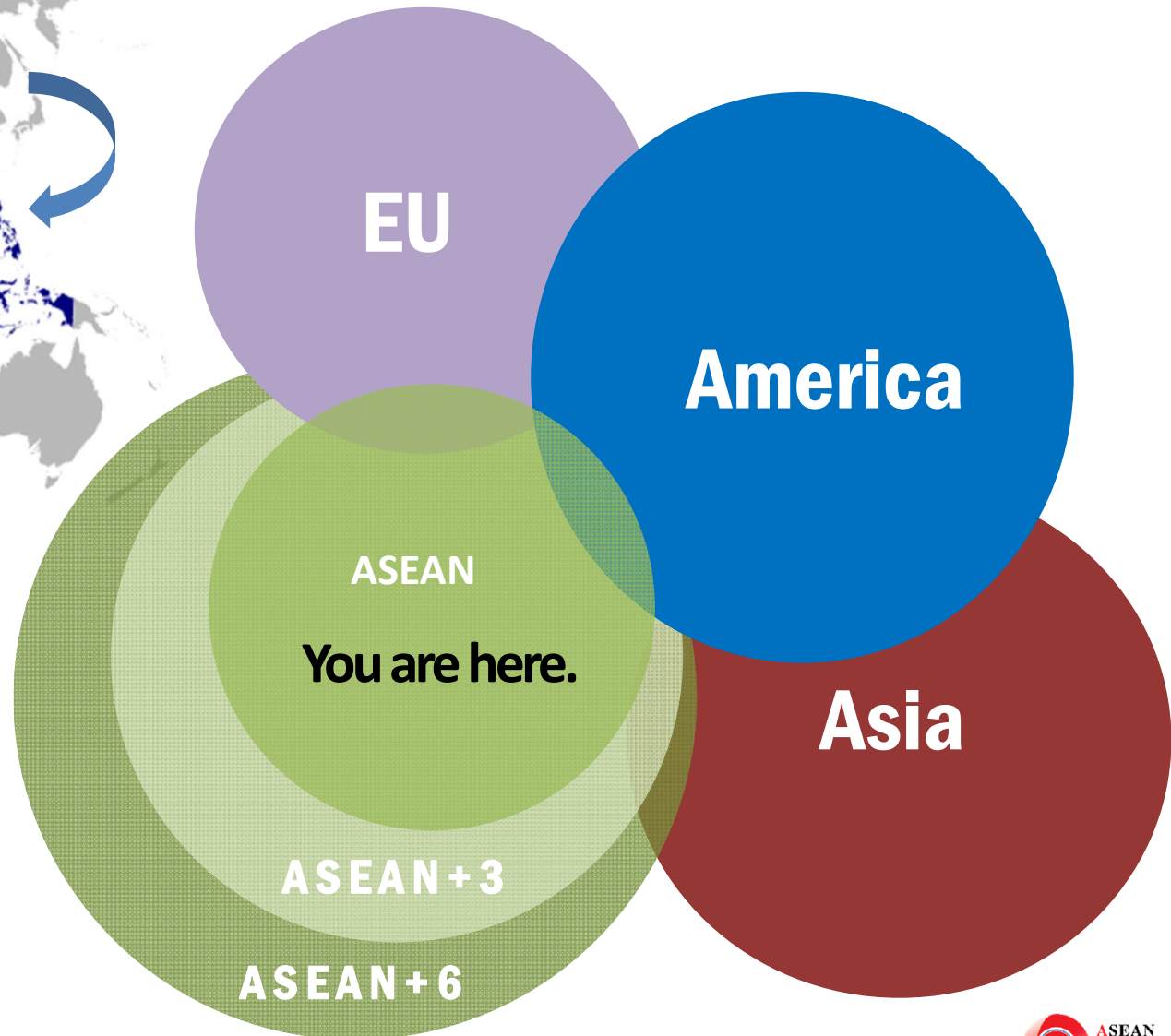
Seven Challenges

1. Information
2. Quality
3. Financial factors
4. Systems
5. Attitude/Awareness
6. Competence
7. Some other external factors

WHAT ABOUT ASEAN!

ASEAN Centrality: To What Extent?

This region is now the centre of attention.





ASEAN
University
Network

What could be understood as “ASEAN”?

- Geographical location: a cluster of countries in Southeast Asian region
- Institution: an inter-governmental organization
- Process: both top-down and bottom-up regionalization
- Belief: a common identity
- Etc.

ASEAN and Globalization

We are now living in the age of globalization. There exists no boundary in the world economic system. That is, the world is one when it is about business. Nation-states seem to be less important in the modern economic sphere comparing with international business organizations whose activities are around the globe.

ASEAN should be seen from the globalized perspective.

ASEAN, Globalization and Cultural Diversity

Although the world seems to have no border, or borderless, in the economic sphere, but with respect to the cultural sphere, there exists cultural diversity. Each culture is important in particular sense, and it cannot be judged from the point of view of the economy.

ASEAN should also be understood from the cultural perspective, that it is a region with diverse ways of life.

Your Companion in Life

If life is a journey, globalization is your traveling companion. Under the influence of globalization, nations nowadays are being at the end of their capacities in coping with the cross-border problems such as environmental disasters, organized crime, infectious diseases, drug trafficking, human trafficking, refugees and so on.

These ...

These problems together with the transnational economic system have the power which is in many instances too much for the authority, autonomy and efficiency of the nation-states. These problems are your companions; they are your challenges.

The Negative Impacts of Globalization

As a companion, it means that the problem stays with you. The globalization or the internationalization of markets has an impact on every nation's economic system. The domestic economies have been transformed by international trades, global markets and transnational corporations into a borderless transnational economy.

Moreover,

Moreover, the geo-political border of nation-states, or national borders, has been weakened by the globalized markets, leading to some negative impacts which can be observed by everyone, for instances, environmental destruction, rising organized crime, and migration of workforce crossing between countries. The impact is also on cultures, which is accelerated by the information and communication networks as well as new forms and technologies of the media.

“Global Citizen” as the Challenge to Each of Us

- Global Citizenship and Intercultural Competence have become one of the challenges of the global world.
- As for the citizens of ASEAN, it means that:
 - one must first possesses a genuine and comprehensive understanding of our region’s diversity.
 - And that ...

- And one must understand that intercultural competence is not an add-on but a necessary element of true cross border interaction. It provides the ability for long-term collaborative efforts complementing economic and political aspirations through the promotion of understanding between cultures.

The actions Asian youth can undertake to embody global citizenship and possess intercultural competence:

1. Deepen understanding of their own culture, thereby preserving the diverse cultural heritage of their respective countries, including respect for indigenous and minority ethnic groups. This enables us to seek common ground and inculcate awareness of our culture while learning about others;
2. ...

2. Strengthen competence in intercultural communication by continuously developing ourselves in professional knowledge and communication skills in foreign languages;
3. Seek to travel to as many countries as possible to study the history, language, and culture of each state to understand how countries are interrelated;
4. ...

4. Maximise the use of information and communication technology (ICT) especially social media to establish cross-border networks; and
5. Concern and involve ourselves with international current events and issues, since challenges we face today cannot be confined to one country or one region but affect us all.

Introducing AUN ASEAN Studies

BACKGROUND OF THE PROJECT

AUN ASEAN STUDIES



This project: **DEVELOPMENT OF ASEAN STUDIES COURSE FOR UNDERGRADUATE STUDENTS** was co-developed by the ASEAN University Network (AUN) Secretariat and the ASEAN Secretariat in cooperation with the ASEAN-US Technical Assistance and Training Facility (TATF).



USAID
FROM THE AMERICAN PEOPLE

It aims to **develop a 1st or 2nd year foundation course on ASEAN Studies** in a regional and global context.



ASEAN-US TECHNICAL ASSISTANCE AND TRAINING FACILITY BACKGROUND FAC-11-047

TECHNICAL INSTRUCTIONS

Contract No. 486-1-00-07-00000-00, Task Order 01

AUN ASEAN Studies Course

Under the

ASEAN Socio-Cultural Community A.1

The ASEAN-US Technical Assistance & Training Facility Phase II ("the Facility") is a project under the five-year U.S. State Department and U.S. Agency for International Development-funded ADVANCE Program. Both ADVANCE and the Facility are designed to promote the goals of the ASEAN-US Enhanced Partnership Plan of Action, and the Trade and Investment Framework Arrangement while supporting ASEAN's own vision, encapsulated in the Blueprint for an ASEAN Community, to create an outward-looking, stable, peaceful and prosperous ASEAN Community. Accordingly, the ASEAN-US Facility endeavors to

- Strengthen the ASEAN Secretariat with respect to regional economic integration, social and cultural development, transnational issues and regional security, and
- Enhance ASEAN political/security, economic, and social/cultural integration and cooperation.

ACTIVITY BACKGROUND

With the implementation of the new ASEAN-US Technical Assistance and Training Facility in 2007, both ASEAN and the United States sought to significantly expand American support for ASEAN in the Social-Cultural Community. The Facility's Fourth and Fifth Work Plan continues this trend toward greater engagement in Social-Cultural Community areas, including education.

The Path to the Success of **ASEAN STUDIES COURSE** (Undergraduate Level)

2009

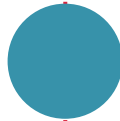
ASEAN STUDIES CURRICULUM
DESIGN WORKSHOP



HISTORY OF ASEAN

2011

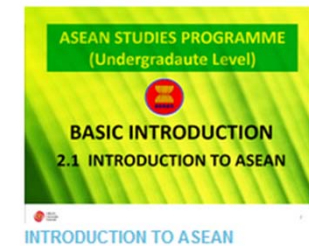
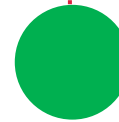
WORKSHOP ON THE DEVELOPMENT OF
AN ASEAN STUDIES COURSE FOR
UNDERGRADUATE LEVEL



REGIONALISM

2012

ADVANCED WORKSHOP ON ASEAN
STUDIES FOR LECTURERS



INTRODUCTION TO ASEAN



ASEAN STUDIES COURSE



SHARED IDENTITY

STUDY COMPANION: available at www.aunsec.org and [AUN YouTube Channel](#)

RECENT ACTIVITIES

Advanced Workshop on ASEAN Studies Teaching for Lecturers

DATE 24-27 April 2012 **VENUE** Universiti Malaya

CO-ORGANISERS AUN Secretariat & AEI-UM
with the support of ASEAN-USTATF

PARTICIPATION **40 participants** (11 AUN Member Universities,
the ASEAN Secretariat, the AUN Secretariat, AEI)

AIMS

- To advance knowledge and expertise on ASEAN Studies to a group of lecturer
- To build up the teaching resources on ASEAN Studies
- To promote ASEAN Studies teaching at AUN Member Universities

COURSE DEVELOPMENT TEAM, 7 EXPERTS FROM 6 UNIVERSITIES



Advanced Workshop on ASEAN Studies Teaching for Lecturers

DELIVERABLE

A set of **ASEAN STUDIES COURSE FOR UNDERGRADUATE LEVEL: STUDY COMPANION** and **VDO Tutorials** are now available and free to download as a teaching materials at www.aunsec.org and AUN Channel on YouTube

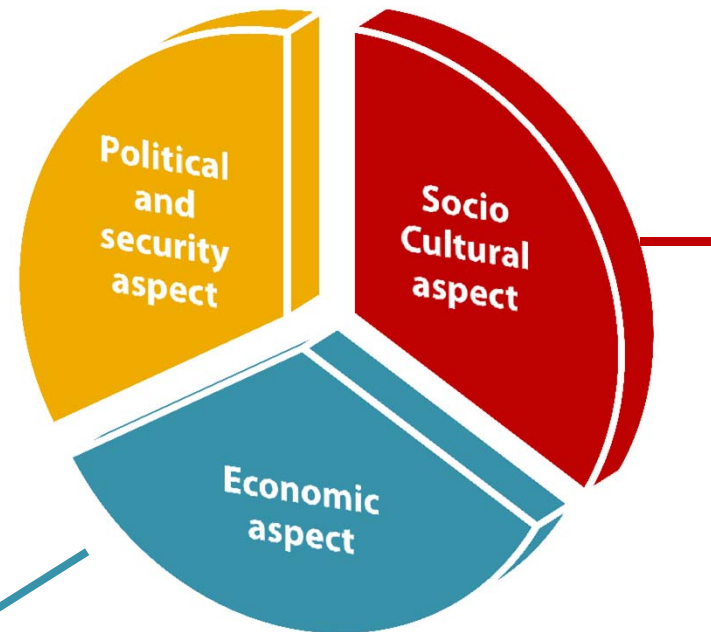


ASEAN Studies' Course Structure (11 cores, 11 optionals)

Introduction to ASEAN **"ASEAN Way"**

Regionalism
Environment
State Security and Human Security
Political Development
ASEAN and Human Rights
Peace and Conflict Management

Economic Competitiveness
The Theory of Economic Integration
Historical Development in ASEAN Economic Integration
Towards the ASEAN Economic Community
Challenges and Benefits of the AEC
Role of Business in Regional Economic Integration
SME Development and Business Participation



History of ASEAN
Shared Identity
Human Development
Civil Society

ASEAN Studies Course for Undergraduate Students is now available free of charge.

We would like to encourage universities and interested professors or instructors to utilise the available study companion(teaching materials) including course description, PowerPoint, and VDOs tutorials for:

- **Setting up ASEAN Studies course**
- **Teaching**
- **Enhancing ASEAN awareness**

SAMPLES OF THE LEARNING MATERIALS

AUN ASEAN Studies

Study Companion

for undergraduate students

The material found in these slides is obtained from the:

**ADVANCED WORKSHOP ON ASEAN STUDIES
TEACHING FOR LECTURERS**

24-27 Apr 2012, Kuala Lumpur, Malaysia

These materials may be freely quoted for educational purposes with proper acknowledgement.



Regionalism

AUN-Undergraduate ASEAN Studies

PROF. AILEEN BAVIERA

Learning Objectives

- introduce the key concepts pertaining to regionalism as a framework for understanding and theorizing on ASEAN
- understand the driving forces for regional cooperation among states in general, and in the East Asian region in particular
- understand ASEAN's role in East Asian regionalism

Learning Outcomes

By the end of the session the student must be able to:

- (1) identify the main characteristics of regionalism in general and ASEAN regionalism in particular,
- (2) explain the reasons why states choose to pursue regional cooperation and why the trend of regionalism has strengthened in Southeast Asia,
- (3) distinguish between different types of regionalism in the world today.

Key Concepts

- **Regionalism** – policy and project, whereby state and nonstate actors cooperate and coordinate strategy within a particular region or as a type of world order. It is usually associated with a formal program, and often leads to institution building
- **Regionalization** – ‘bottom-up’ (non-elite-led) processes of cooperation, integration, cohesion and identity creating a regional space . This interaction may give rise to the formation of regions, and in turn to the emergence of regional actors, networks, and organizations
- **Regional cooperation** – an open-ended process, whereby individual states (or possibly other actors) within a given geographical area act together for mutual benefit, and in order to solve common tasks, in certain fields, notwithstanding conflicting interests in other fields of activity.
- **Regional integration** – a deeper process, whereby previously autonomous units are merged into a whole. A fruitful distinction is between political integration (the formation of a transnational political system), economic integration (the formation of a transnational economy) and social integration (the formation of a transnational society) (Nye 1971: 26-7)

- Supranationalism – a multinational confederation where negotiated power is delegated to an authority by governments of member states (e.g. EU)
- Inter-governmentalism – a method of decision-making in international organizations in which individual states play a dominant role (e.g. ASEAN)
- Open regionalism – regional economic integration that is not discriminatory against outside countries; member states or ASEAN as a whole are likewise not precluded from establishing close economic or even security linkages with parties outside of the region.

Key information content

- (1) What is regionalism?
- (2) What drives regional cooperation and integration?
- (3) What are the features of regionalism in ASEAN?
- (4) How does ASEAN compare with regionalist initiatives elsewhere?

What is a 'region'?

- Elements of 'region'
 - Geographic contiguity/ regional space
 - A common economic and political project
 - Mutual interdependence (economic complementarities seen in trade patterns)
 - Certain degree of shared identity (common ethnic, linguistic, historical, cultural, social bonds; consciousness of a common heritage)
 - Organizational cohesiveness (existence of formal regional institutions, with able actors)

What is regionalism?

1.1 Regionalism : a process of as well as a belief ('ism') in promoting progressively higher levels of coordination, cooperation, and integration among geographically contiguous states bound by shared goals and interests

1.2 'Old regionalism' : characterized by exclusivism, protectionism, particularistic goals

1.3 'New regionalism' : shaped by interdependence and forces of globalization, thus recognizes and complements rather than competes with universal/international norms and arrangements

What drives regionalism and integration?

2.1 There can be a top-down and bottom-up process in regionalism. One process can precede the other, and the two may converge.

Top-down or state-led regionalism occurs when elites (political, economic, intellectual) perceive enough shared interests that they begin to institutionalize cooperation.

Bottom-up regionalism, also called regionalization, is driven by natural transborder linkages among economic actors and social groups.

2.2 In ASEAN, the top-down process has dominated, but there is now an effort to intensify linkages and cooperation beyond state and elite levels.

2.3 Regional cooperation is driven by the expectation of common benefit among the participants, either based on the pursuit of shared interests or in reaction to shared threats/challenges.

ASEAN at 1967: driven by a common desire to build national/regional resilience and strengthen autonomy from great power dominance while the common threat of communism prevailed.

- ASEAN Free Trade Area (AFTA) was driven by concerns over EU, NAFTA.
- ASEAN Regional Forum (ARF) was driven by the end of the Cold War and the need for cooperative security mechanisms.
- ASEAN Plus Three (APT) was driven by the Asian Financial Crisis.
- East Asia Summit (EAS) is driven by a need to preserve strategic balance, in light of shifting power configurations.

- Domestic driving forces and preferences of elites and domestic coalitions can also drive preferences for regionalism

What are the features of regionalism in ASEAN?

3.1 In ASEAN, it is inter-governmentalism rather than supranationalism that is practiced

3.2 However, as interactions increase, policy coordination is giving way to cooperation and even economic integration.

3.3 A challenge for ASEAN is reconciling the need for effective cooperation with its preference for 'soft' institutionalization and non-interference principles

3.4 ASEAN has been seen as focused on process rather than outcomes, declarations rather than actions

3.5 ASEAN is at the core of several parallel regionalist initiatives that may be understood as concentric circles

How does ASEAN regionalism compare with regionalist initiatives elsewhere?

4.1 Unlike EU, ASEAN has no common foreign policy and it does not have a collective security mechanism.

4.2 ASEAN practices 'open regionalism' - APEC, ASEM, FEALAC, BIMSTEC, etc are other multilateral mechanisms where ASEAN or individual member-states participate.

4.3 Beyond ASEAN, closer political collaboration in East Asia has not been driven by growing interdependence, but rather is a calculated defensive response to the regional economic crisis that interrupted a trend of greater integration.

Suggested teaching methods – 1 hour

- Lecture-discussion
- Readings:

Raimo Väyrynen. Regionalism: Old and New. *International Studies Review*, Vol. 5, No. 1 (Mar., 2003), pp. 25-51

David Capie. Rival Regions? East Asian Regionalism And Its Challenge To The Asia-Pacific. In Jim Rolfe, *The Asia-Pacific: A Region in Transition*. Asia Pacific Center for Security Studies, 2004.

Alice Ba. Regionalism's multiple negotiations: ASEAN in East Asia
Cambridge Review of International Affairs, Volume 22, Number 3, September 2009

Edward D. Mansfield and Etel Solingen. Regionalism. *Annu. Rev. Polit. Sci.* 2010. 13:145-63

N. Ganesan. East Asian Regionalism: Drivers and Directions. Hiroshima Peace Institute, JAPAN Paper prepared for delivery at the conference "Community Building in East and Southeast Asia", Mandarin Oriental Hotel, Manila, 14--15 August 2011

Suggested evaluation method

- Recitation in class
- Inclusion of question in final exam, e.g. those identified as learning outcomes



SUB-TOPIC 1-2

REGIONALISM

REGIONALISM | 1

Also with the
*Detailed Course Description
and Reading Lists*

WITH THE SUPPORT OF



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**UNIVERSITY
OF MALAYA**
The Leader in Research & Innovation

ASEAN STUDIES TUTORIAL VDO



Sub Topic 3 Shared Identity by Dr Heddy Shri Ahimsa

Like Share More info



www.aunsec.org

LATEST BLOG POSTS



Workshop Gallery 2012 (2)

2012-06-27 by Super User

Workshop on the Development of ASEAN Studies Course for Undergraduate Level, 1-3 August 2012, Bangkok. The 3-day workshop photo gallery

ASEAN Studies to Help Build a Regional Identity for ASEAN Youth

2012-04-19 by Super User

Kuala Lumpur, April 30, 2012: Students across ASEAN will soon be able to enroll in undergraduate courses that specifically focus on ASEAN issues and h...



00:08 / 32:41



YouTube



ASEAN Studies Sub Topic 1 2 Regionalism by Prof Aileen Baviera

Regionalism
1. Introduce the key concepts pertaining to regionalism



Sub topic 2 1 Introduction to ASEAN edited wmv

Introduction to ASEAN
1. To introduce students to the organisational aspects of

[VIEW ALL TUTORIAL VDO](#)

ASEAN STUDIES BOOK



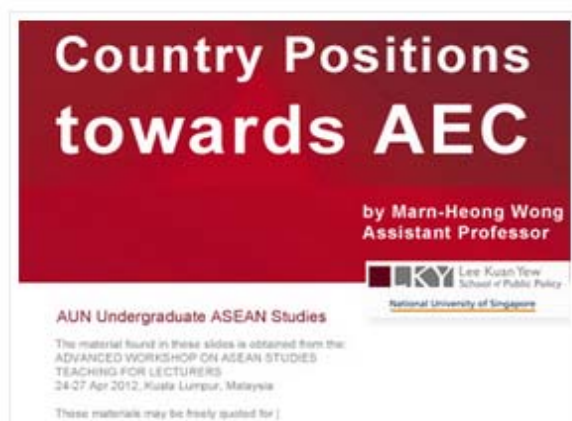
This links are the way to force view e-book documents, display PDF in new browser



Downloadable materials

Country Positions towards AEC

Category: [STUDY COMPANION](#)



SUB TOPIC 18 : Country Positions towards AEC

Learning Objectives • To foster students' understanding of how individual ASEAN countries respond to the goal of creating an AEC, their progress to-date on implementation and the different constraints that they face in implementing measures towards an AEC on a full and timely basis.....

[READ MORE: COUNTRY POSITIONS TOWARDS AEC](#) ➤

ASEAN and Human Rights

Category: [STUDY COMPANION](#)



SUB TOPIC 10 : ASEAN and Human Rights

Author : Vitit Muntarbhorn , Law Faculty, Chulalongkorn University, Learning objectives Entitlements – what we should have (at least) guaranteed by the State, For individuals and communities , International standards

[READ MORE: ASEAN AND HUMAN RIGHTS](#) ➤

Socio-cultural Community:

Category: [STUDY COMPANION](#)



SUB TOPIC 5 : ASEAN Socio-cultural Community:

Green and Sustainable ASEAN by Jiragorn Gajasen
To achieve Green and Sustainable ASEAN, To inspire new generation Good ASEAN Citizen-Good ASEAN Keeping Common but Differentiated Responsibility, "Connect Globally, Think ASEAN, Act Locally"

[READ MORE: SOCIO-CULTURAL COMMUNITY:](#) ➤

Sub Topic 4 Human Development

ASEANunivNetwork



สมัคร

19 วิดีโอ ▾



16 ครั้ง

เผยแพร่เมื่อ 2 ก.ค. 2012 โดย ASEANunivNetwork

ไม่มีคำอธิบาย

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แสดงเพิ่มเติม



Sub Topic 6 1, 6 2 Economic
โดย ASEANunivNetwork
ไม่มีการดู



Sub Topic 5 Environment by Prof
โดย ASEANunivNetwork
ไม่มีการดู



Sub Topic 11 Peace and Conflict
โดย ASEANunivNetwork
ไม่มีการดู



Sub topic 2 1 Introduction to ASEAN
โดย ASEANunivNetwork
7 ครั้ง



Sub Topic 3 Shared Identity by Dr Heddy
โดย ASEANunivNetwork
2 ครั้ง



The Sound of Birds Minutes - Natural
โดย topvideoalbania
9,942 ครั้ง



Sub Topic 1 1 History of ASEAN by Prof D
โดย ASEANunivNetwork
29 ครั้ง

ADVANCED **WORKSHOP** ON **ASEAN STUDIES TEACHING FOR LECTURERS**

24-27 APRIL 2012 · ASIA-EUROPE INSTITUTE , UNIVERSITY OF MALAYA · KUALA LUMPUR, MALAYSIA



OVERALL OBJECTIVES

■ CAPACITY BUILDING

- Knowledge and Expertise on ASEAN studies
- Teaching methods and materials

■ PROMOTING ASEAN STUDIES

- Regionally focused geo-identity

SPECIFIC OBJECTIVES

- BUILDING **UNDERSTANDING FOR TEACHING** THROUGH LECTURES ON EACH MODULES
- **FAMILIARISING** WITH THE DEVELOPED TEACHING MATERIALS
- **SHARING VIEWS AND IDEAS** ON OPTIONAL SUB-TOPICS THROUGH PANEL SESSION

EXPECTED OUTCOMES

- **QUALIFIED PERSONAL** AS IMPORTANT RESOURCE PERSONS ENABLE TO CARRY OUT THE TEACHING AND FURTHER DEVELOPMENT OF ASEAN STUDIES FOR UNDERGRADUATE LEVEL

TRAINING FORMAT

TRAINING FORMAT DAY 1-3

- **LECTURES ON EACH MODULES**

- History of ASEAN
- Regionalism
- Introduction to ASEAN
- Shared Identity
- Human Development
- Civil Society
- Environmental Issues in ASEAN
- Economic Competitiveness
- The Theories of Economic Integration
- Historical Development in ASEAN Economic Integration

TRAINING FORMAT DAY 1-3

- **LECTURES ON EACH MODULES**

- Towards the AEC
- Challenges and Benefits of the AEC
- Role of Business in Regional Economic Integration SME Development and Business
- State Security and Human Security
- Political Development
- ASEAN and Human Rights
- Peace and Conflict Management

TRAINING FORMAT DAY 1-3

- **DAILY TRAINEES FEEDBACKS**

- This provides opportunities for more interaction and constructive review.
- The session is conducted in group interview.

TRAINING FORMAT DAY 4

- **PANEL PRESENTATION AND DISCUSSION ON THE OPTIONAL SUB-TOPICS**

Panel 1

- Human Rights: (Women and Children Rights/ Freedom of Expression and Related Constraints)
- Transnational Crimes and Terrorism
- Anti-Trafficking in Persons and Migrant Workers

TRAINING FORMAT DAY 4

- **PANEL PRESENTATION AND DISCUSSION ON THE OPTIONAL SUB-TOPICS**

Panel 2

- Cultural Identity
- Popular Culture
- Education and Human Resource Development
- ASEAN and Beyond/ASEAN External Relations
- Country Position towards AEC

TRAINING FORMAT DAY 4



BRAINSTORMING AND DISCUSSION **ON TEACHING AND LEARNING EVALUATION**

What are the lessons learned from this AUN project?

- 1. Values and principles**
- 2. Strategy**
- 3. Implementation**
- 4. Leadership**
- 5. Etc.**

Policy Making (1)

- University policy-makers may identify some vital steps, with some identification of opportunities, from which Departments can draw in and come up with some concrete approaches.
- For example, the use of ICT and E-learning, or public-private partnership in supporting the course development.

Policy Making (2)

- Recently, the education committee of the upper house of the Parliament, through its sub-committee on ASEAN education readiness monitoring, has been drafting the conceptual framework on “human development towards ASEAN community”.
- It is suggested that the need to identify “life-skills for the 21st century is crucial. And it should be done in conjunction with

- with the philosophy of sufficient economy.
- To me, this move by the upper house is vital for at least two reasons:
- Firstly, the core tenants of the Philos Suff Econ are still miscomprehended and misunderstood by many sectors.
- Secondly, it is the move that is “back to basic” in spirit: in the sense that emphasize human resource at all levels, and in the sense that skills are highlighted in the context of regional and global realities – which include ASEAN regionalization.

- This conceptual framework is also practical in the sense that it puts four different components into the same level with inter-related impacts that each giving to the others:
- (1) basic education, (2) vocational & higher education, (3) labor in private & public sectors, and (4) the general public.

Policy Making (3)

- There is also the recent UNESCO Report on Youth and Skills that has the point policy makers should adopt: in formulating and meeting the targets of foundation skills needed by the disadvantaged youth in various sectors. For me, this is back to basic of social justice, the basic on which quality, standards, qualifications, etc., should be laid upon.

Policy Execution

- Universities have a lot to think about on their roles in contributing, directly or indirectly, to the development of their own knowledge and curriculum on ASEAN Studies.
- Moreover, it can also be in the form of university's social responsibility (USR) activities.
- It can also be the thing taken up in the form of the regional cooperation package.

Thank you for your attention.



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ASEAN UNIVERSITY NETWORK

established since 1995



**ASEAN
University
Network**

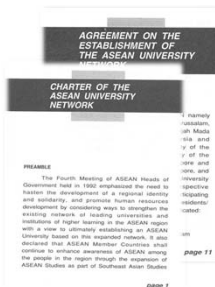
“We believe in the spirit
and the togetherness of ASEAN,
that is of ASEANness,
and the benefits it will bring
to the people
from the collaborative works
we are serving.”

AUN Core Value

ASEAN University Network

1992 ■ **The 4th ASEAN Summit**, the call for cooperation in the field of higher education and human resource development

1995 ■ **Charter of the ASEAN University Network** was signed by the ASEAN Ministers responsible for higher education.

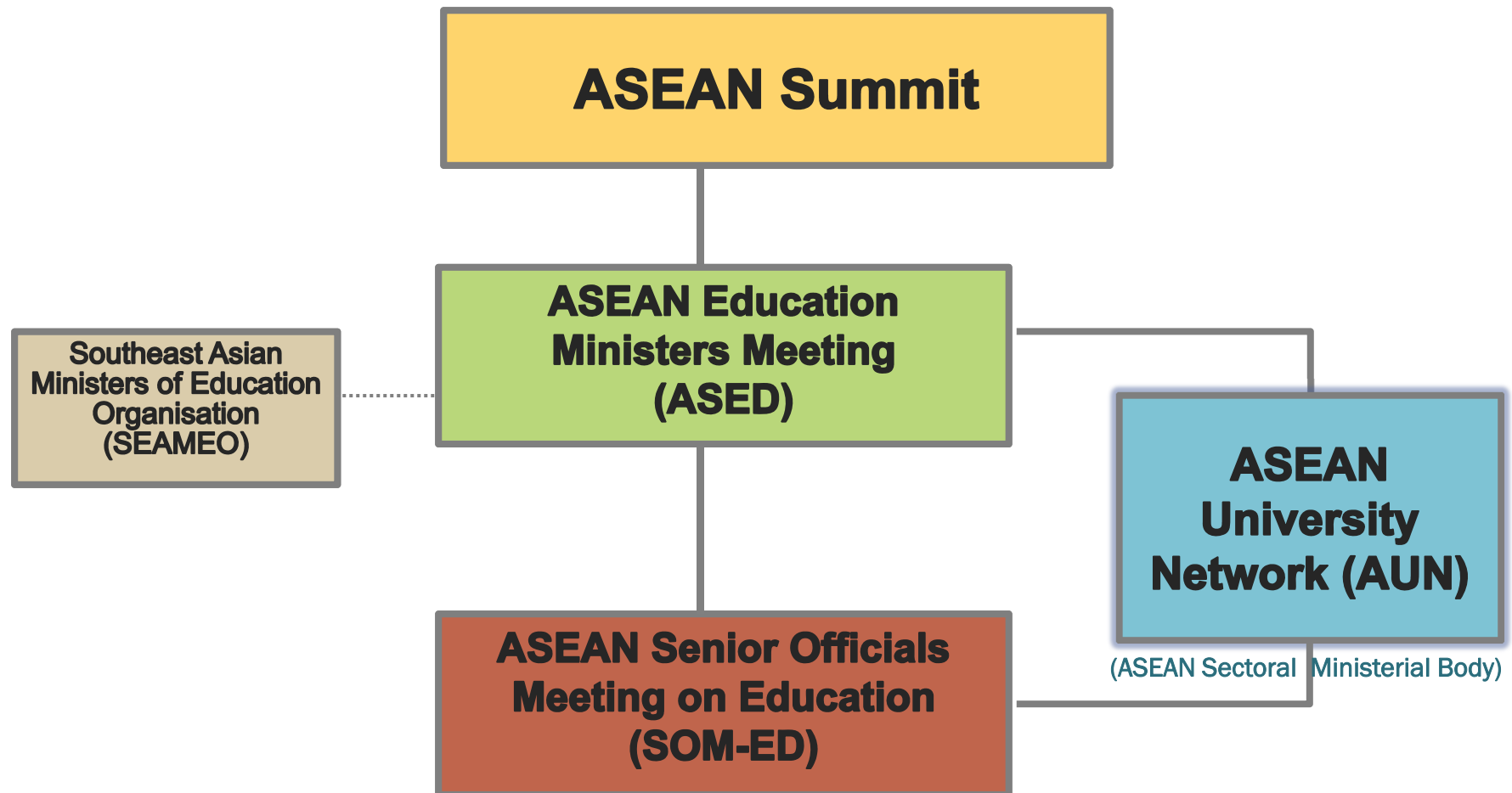


■ **Agreement on the Establishment of the ASEAN University Network** was signed by the Presidents, Rectors and Vice-Chancellors of participating universities.

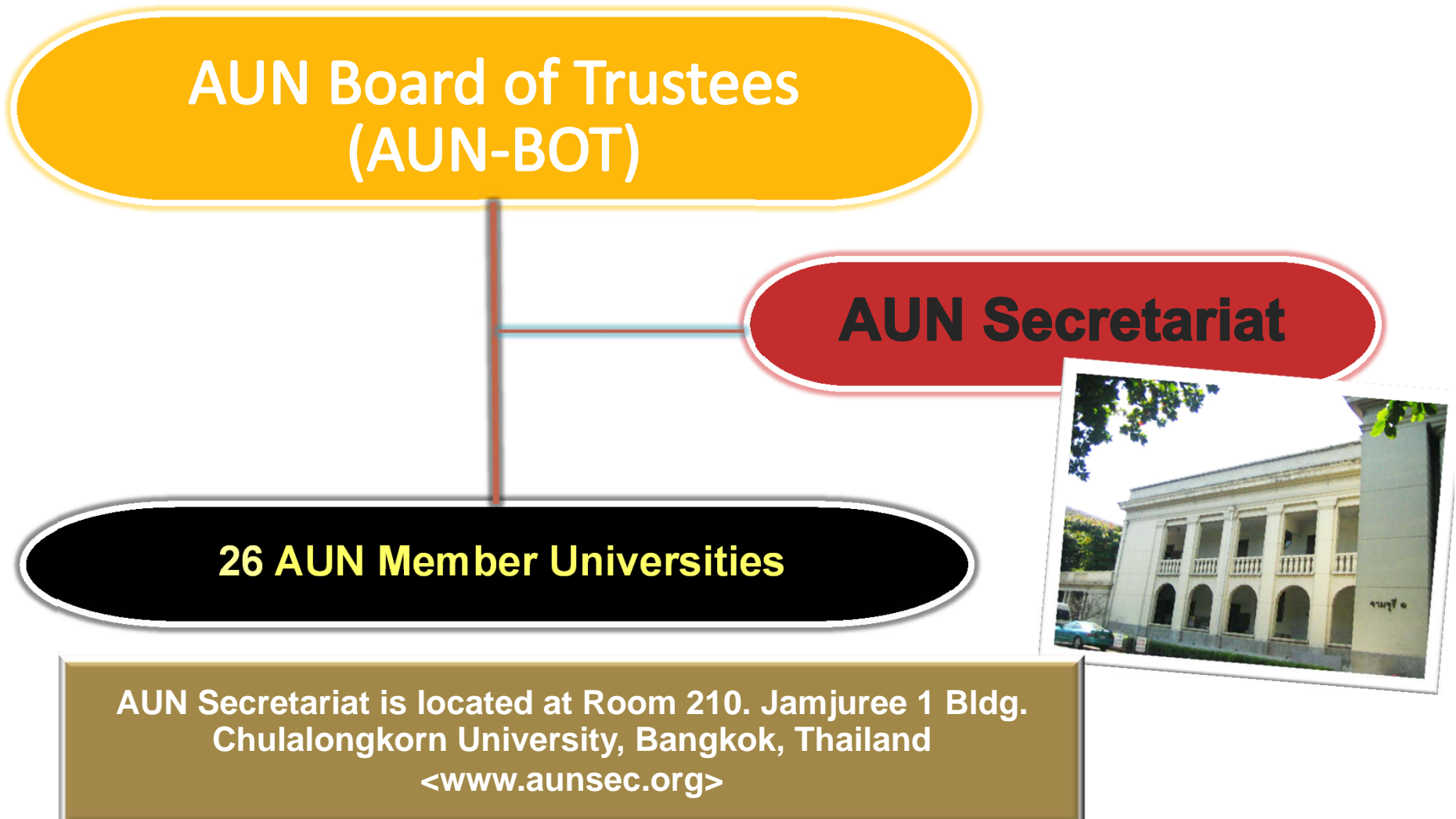


2008 ■ One of **ASEAN Sectoral Ministerial Body**

AUN in ASEAN Educational Cooperation



AUN Organisation Structure





ASEAN University Network **the Structure**

AUN Secretariat **Vision 2010 - 2014**



Brunei Darussalam

Universiti Brunei Darussalam



Cambodia

Royal University of Phnom Penh
Royal University of Law and Economics



Indonesia

Universitas Gadjah Mada
Universitas Indonesia
Institut Teknologi Bandung
Universitas Airlangga



Lao PDR

National University of Laos



Malaysia

University of Malaya
Universiti Sains Malaysia
Universiti Kebangsaan Malaysia
Universiti Putra Malaysia



Myanmar

Institute of Economics, Yangon
University of Yangon



The Philippines

University of the Philippines
De La Salle University
Ateneo de Manila University



Singapore

National University of Singapore
Nanyang Technological University
Singapore Management University



Thailand

Chulalongkorn University
Burapha University
Mahidol University
Chiang Mai University



Viet Nam

Vietnam National University, Hanoi
Vietnam National University, Ho Chi Minh City

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AUN Thematic Networks

AUN Southeast Asia Engineering Education Development Network (AUN/SEED-Net)

Secretariat: Chulalongkorn University

ASEAN Graduate Business and Economics Programme Network (AGBEP)

Secretariat: De La Salle University

AUN Human Rights Education Network (AUN-HREN)

Secretariat: Mahidol University

AUN Inter-Library Online (AUNILO)

Secretariat: Universiti Sains Malaysia

ASEAN Credit Transfer System (ACTS)

Secretariat: Universitas Indonesia

AUN Intellectual Property (AUNIP)

Secretariat: Chulalongkorn University

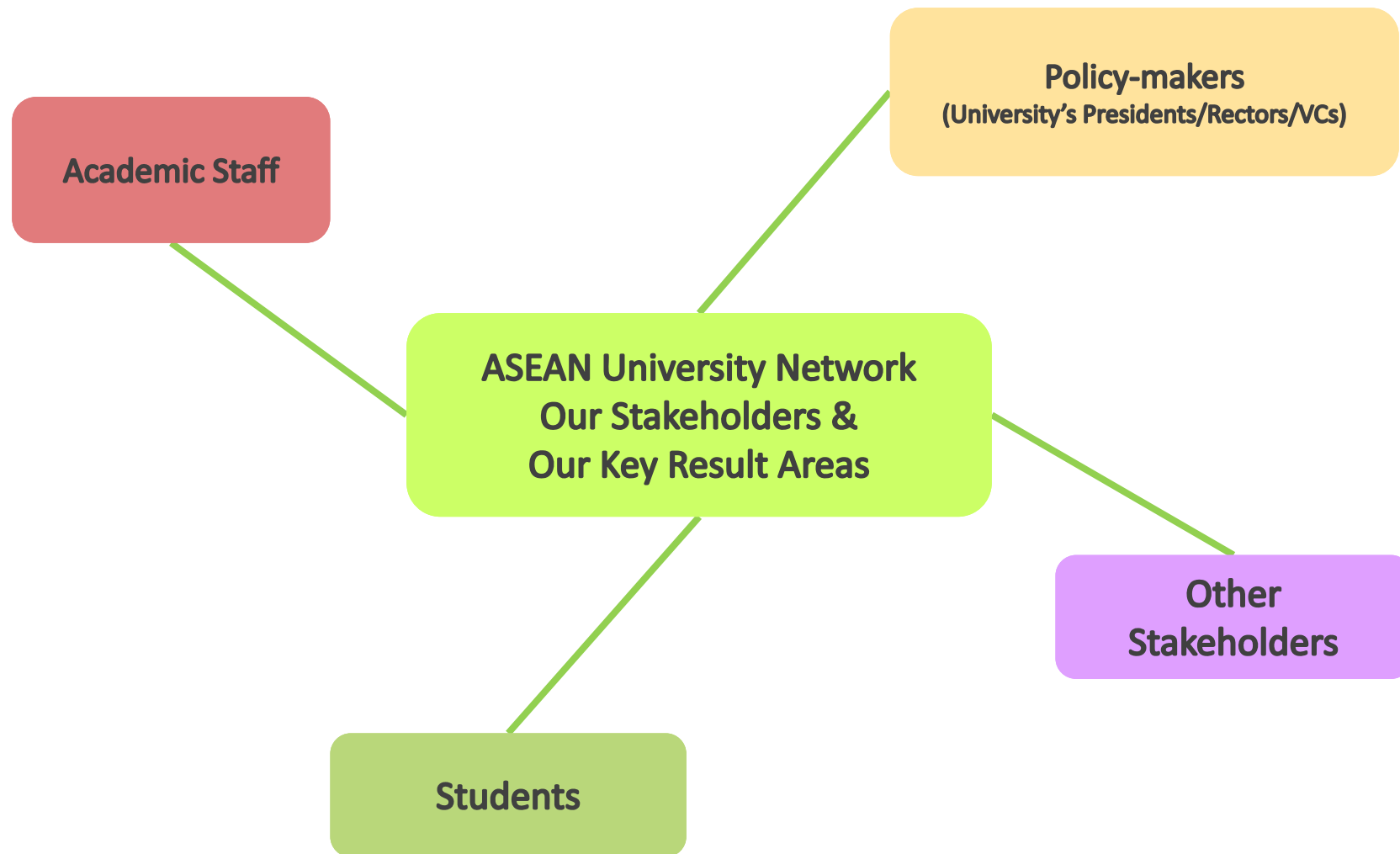
AUN University Social Responsibility & Sustainability (AUN-USR&S)

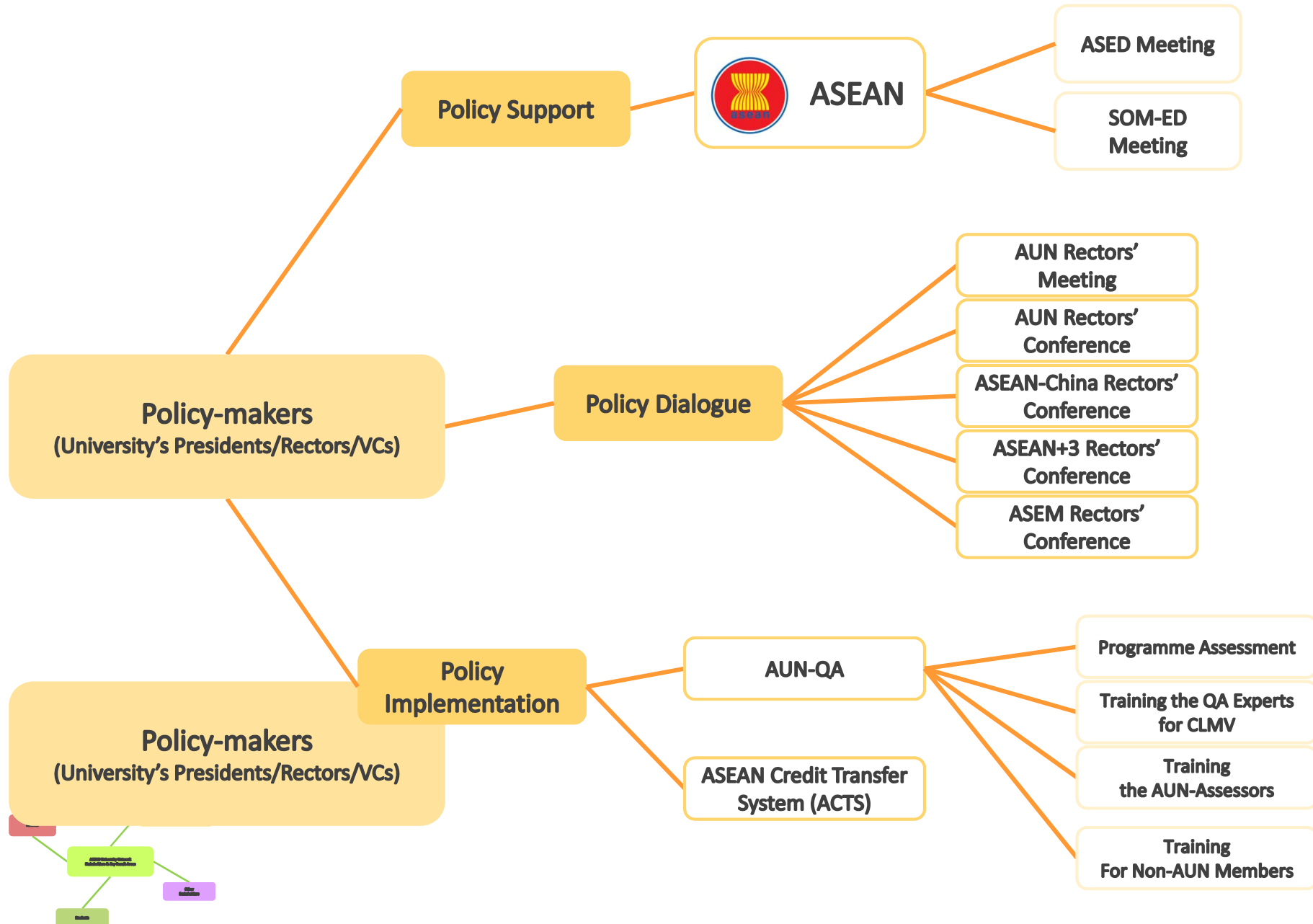
Secretariat: Universiti Kebangsaan Malaysia

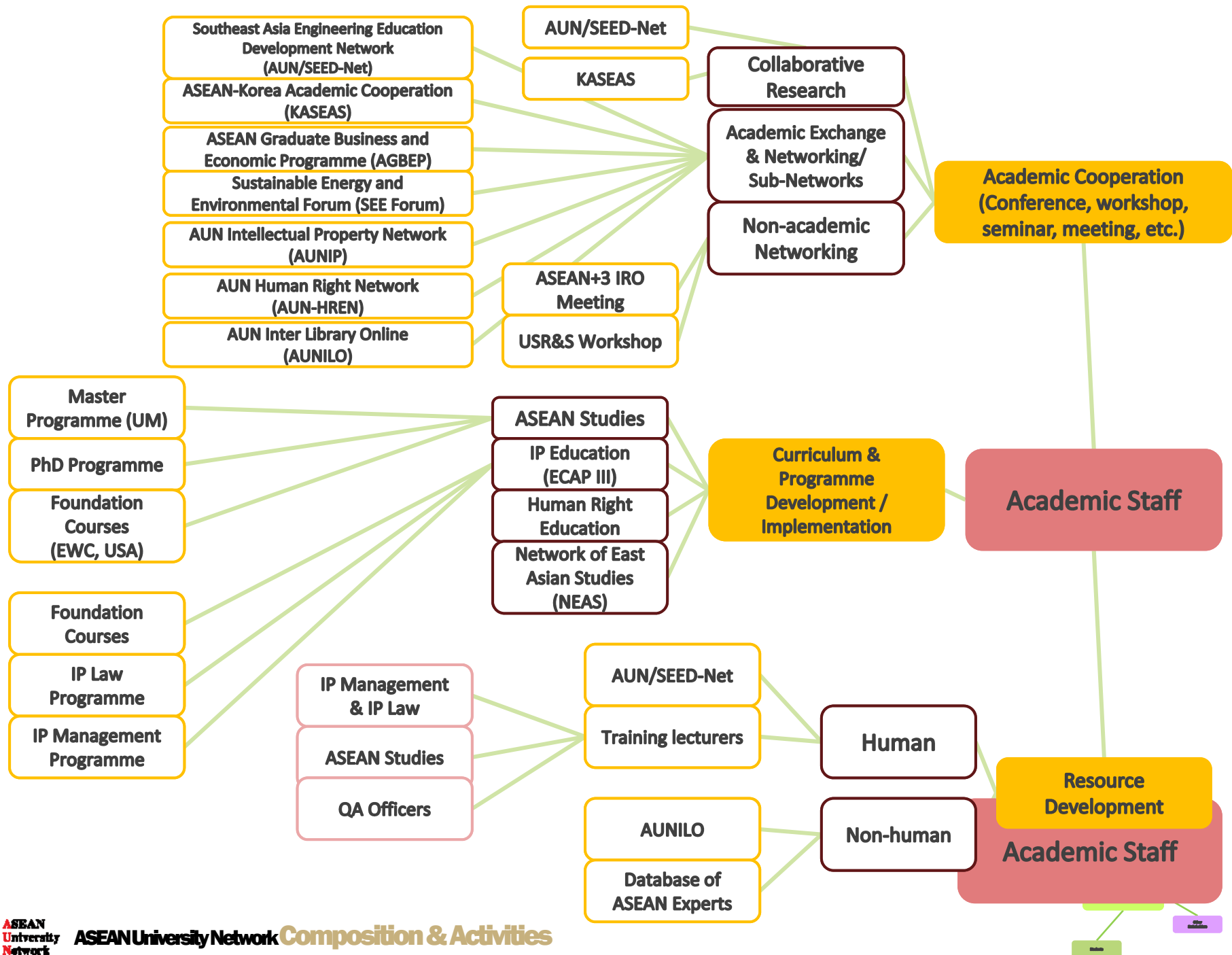
**Welcome to join the
thematic networks!!!**

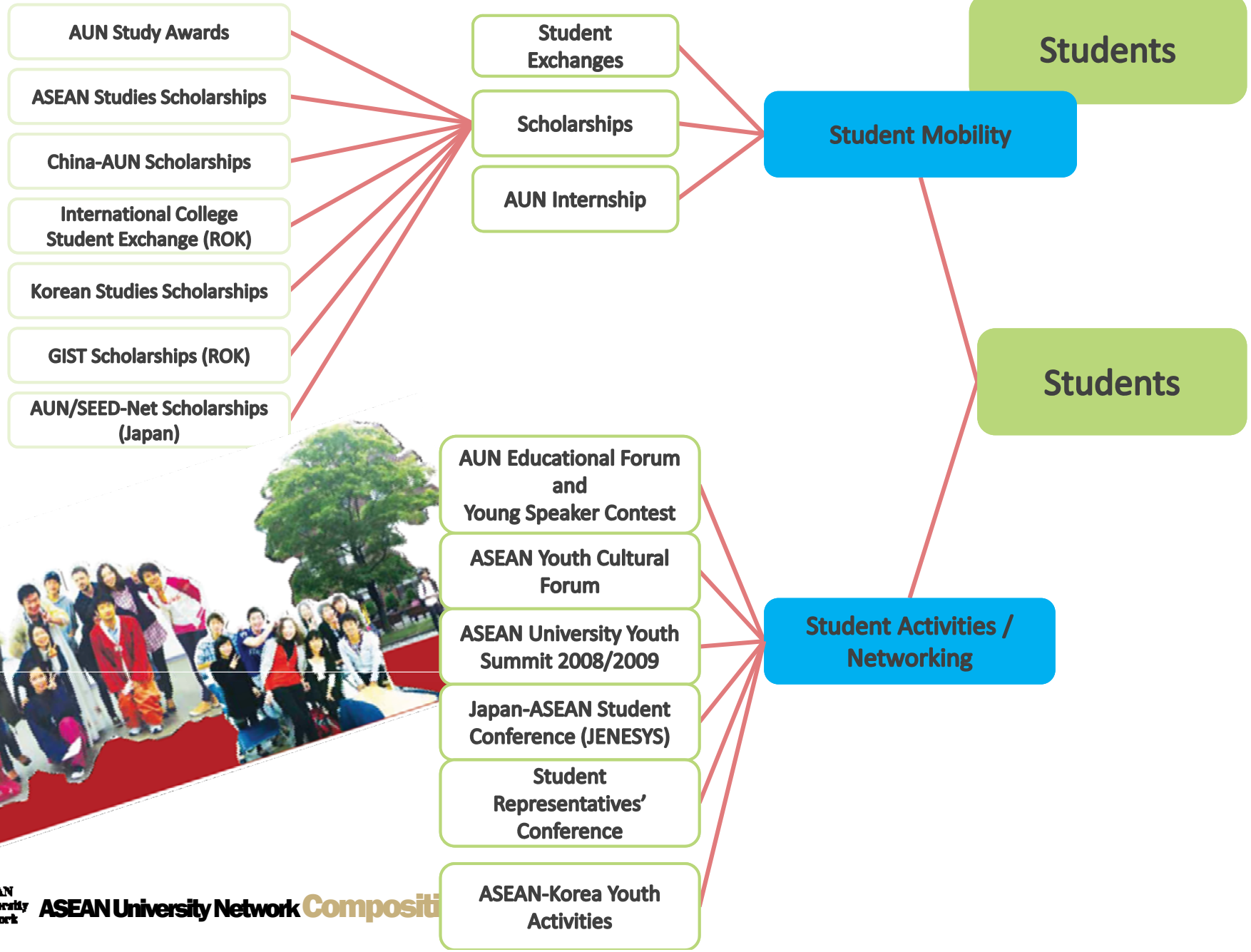


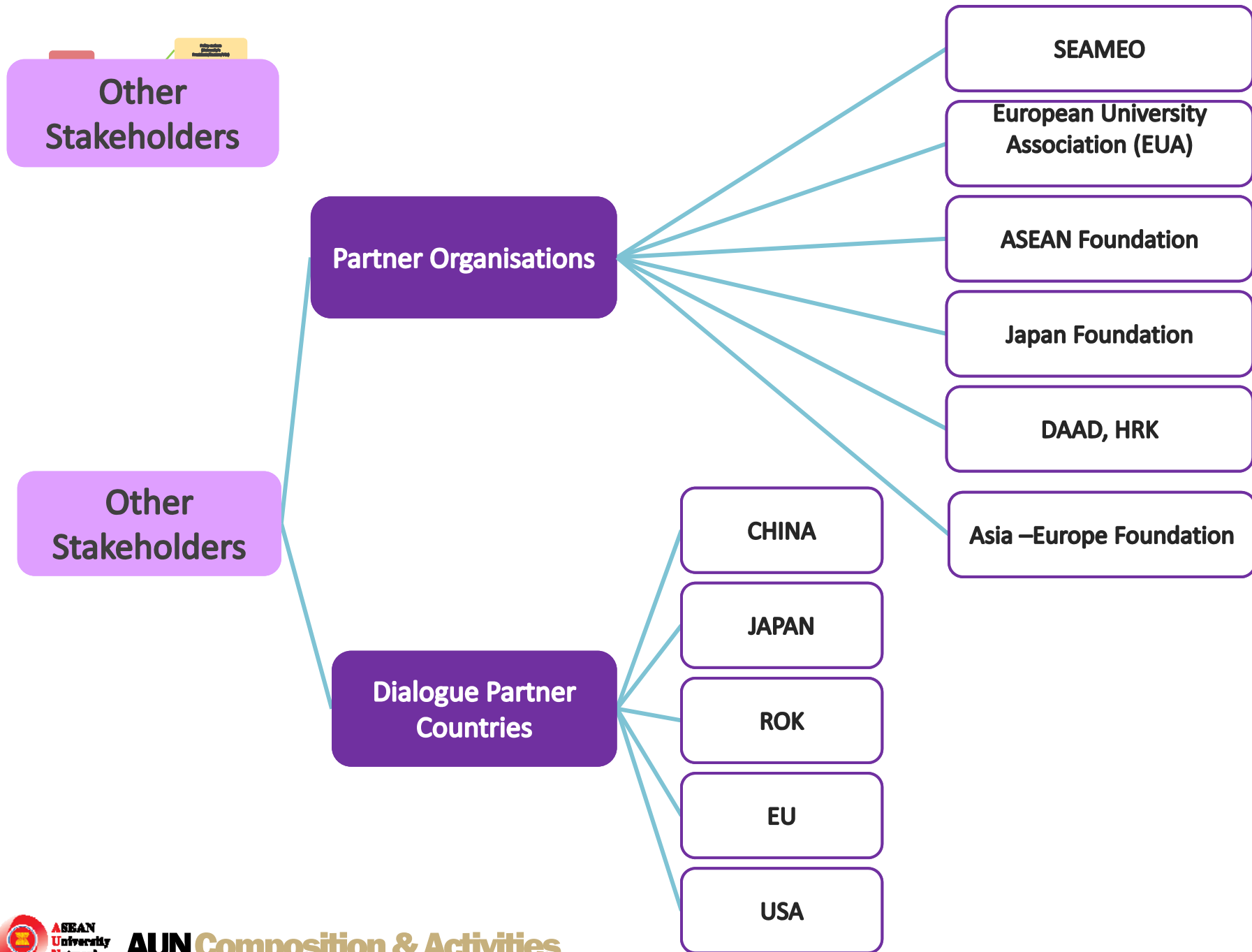
ASEAN University Network Composition & Activities





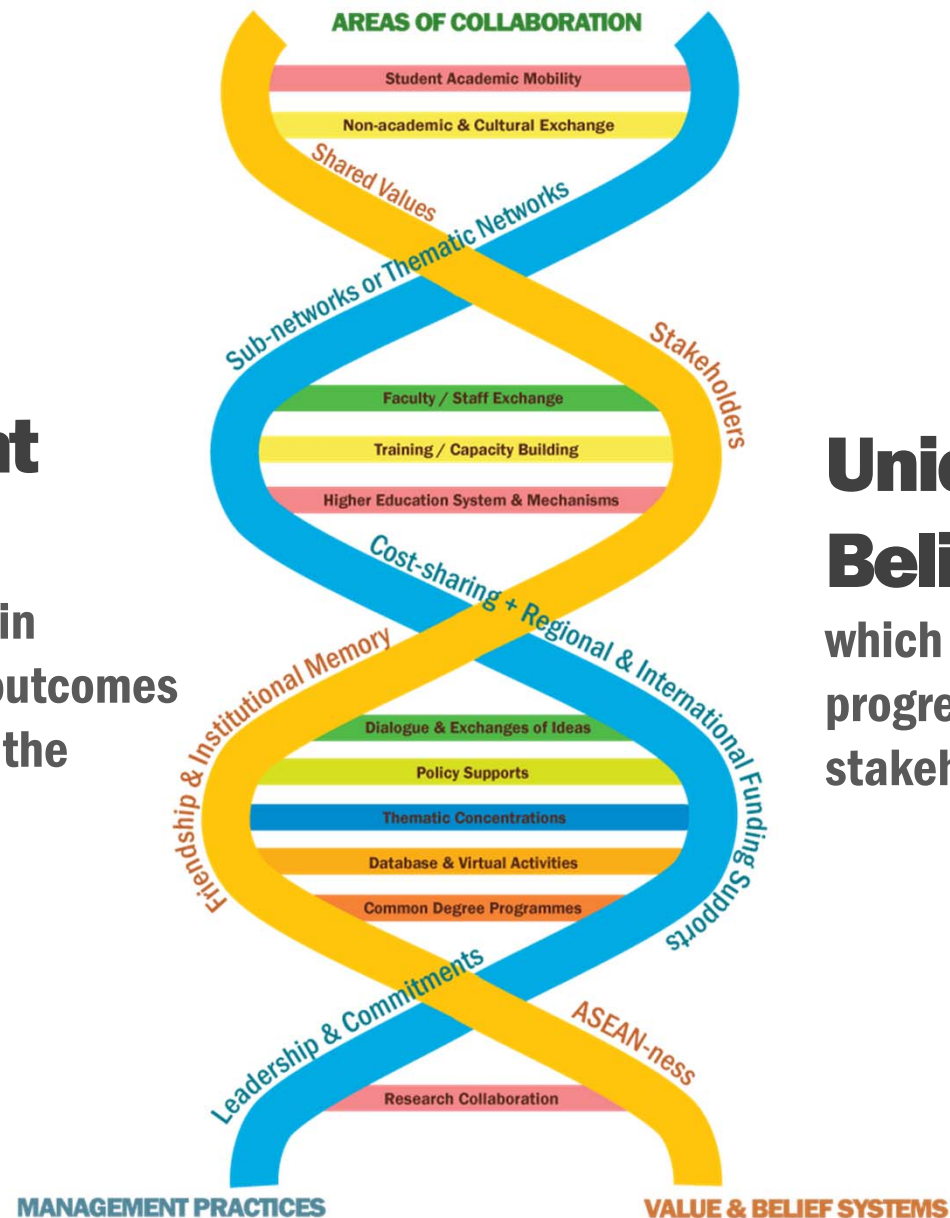






Management Practices

playing crucial roles in delivering concrete outcomes and sustainability of the network



Unique Value & Belief Systems

which help facilitate the progress and engage all stakeholders

The Contributions from our Stakeholders

- **Resource persons**
- **Participations**

- AUN Member Universities
- Members of Thematic Networks
- Students

- **Financial support**
- **Cost-sharing**

- AUN Member Universities
- Members of Thematic Networks
- Other stakeholders and partners

Etc.

- **Knowledge transfer**
- **Exchanging of Ideas**
- **Good practices**

- AUN Member Universities
- Members of Thematic Networks
- Other stakeholders

- **University's policy support**

- AUN Board of Trustees

The Active Dialogue Partner Countries

CHINA

- ASEAN – China Academic Cooperation and Exchange Programme
- China- AUN Scholarship Programme

JAPAN

- AUN/SEED-Net • SEE Forum • AUN-Kyoto Academic Cooperation

Republic of Korea (ROK)

- ASEAN – ROK Academic Exchange Programme
- International College Student Exchange Programme
- Promotion of ASEAN and Korean Studies
- ASEAN-Korea Cyber University

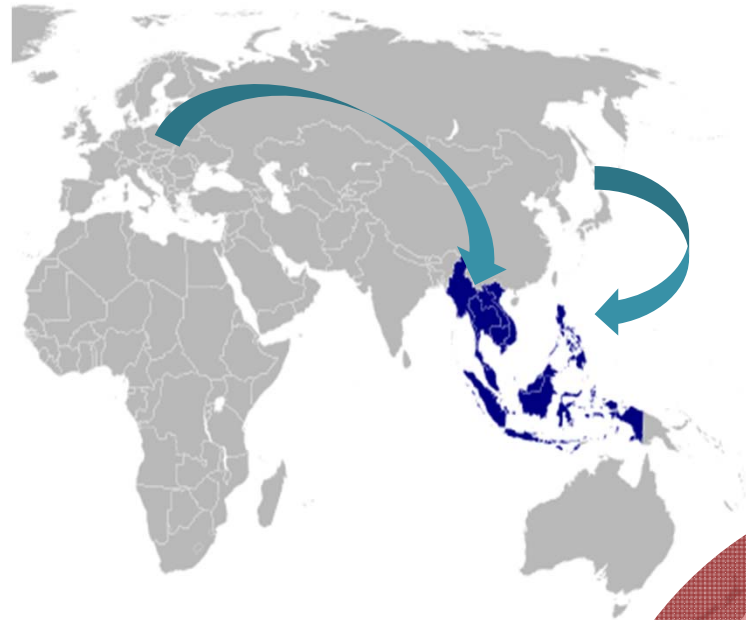
EUROPEAN UNION (EU)

- AUNP • AUNIP • ACCESS • ASEAN-QA (DAAD) • CODOC

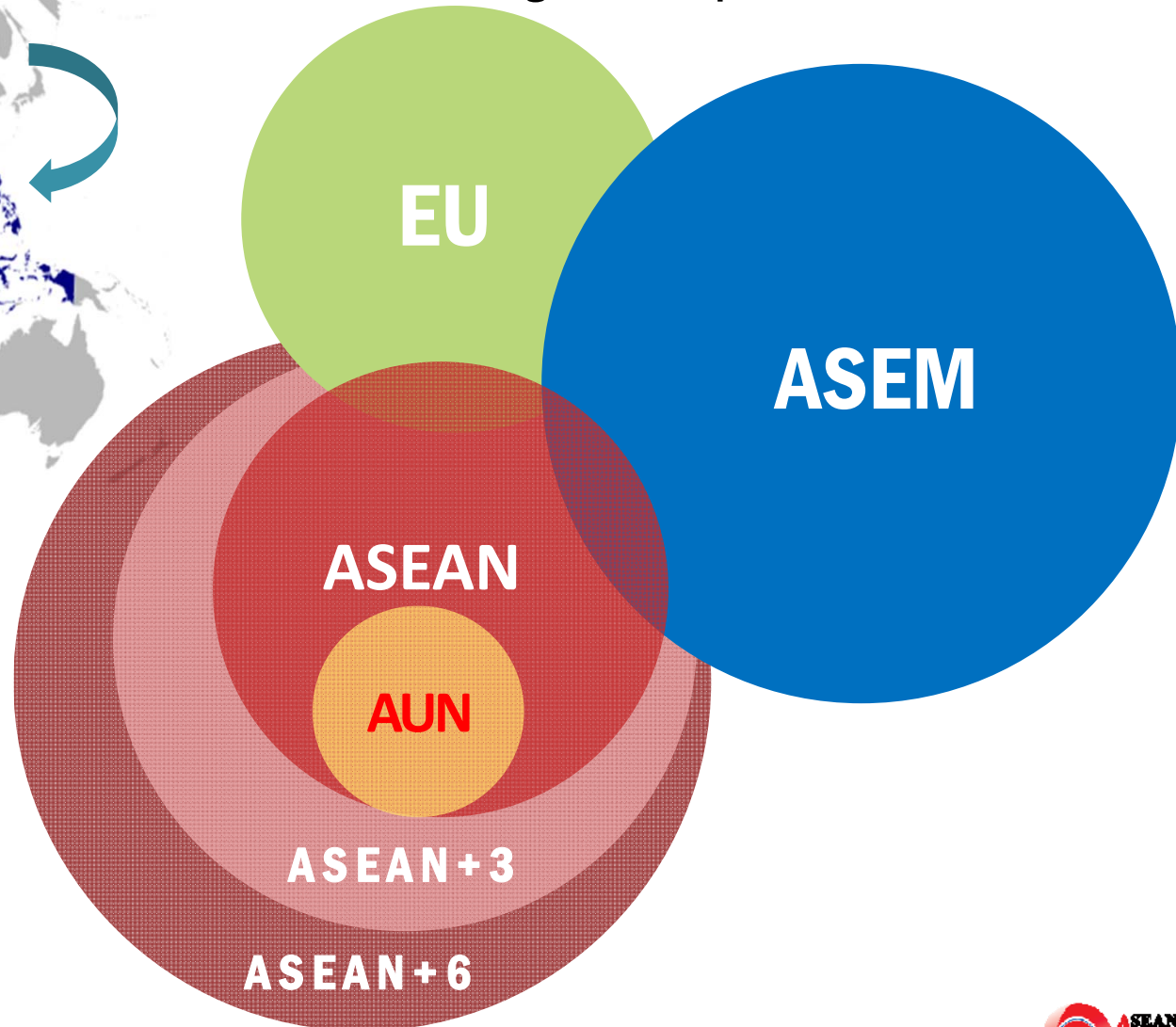
UNITED STATES

- ASEAN Studies Curriculum Design Project

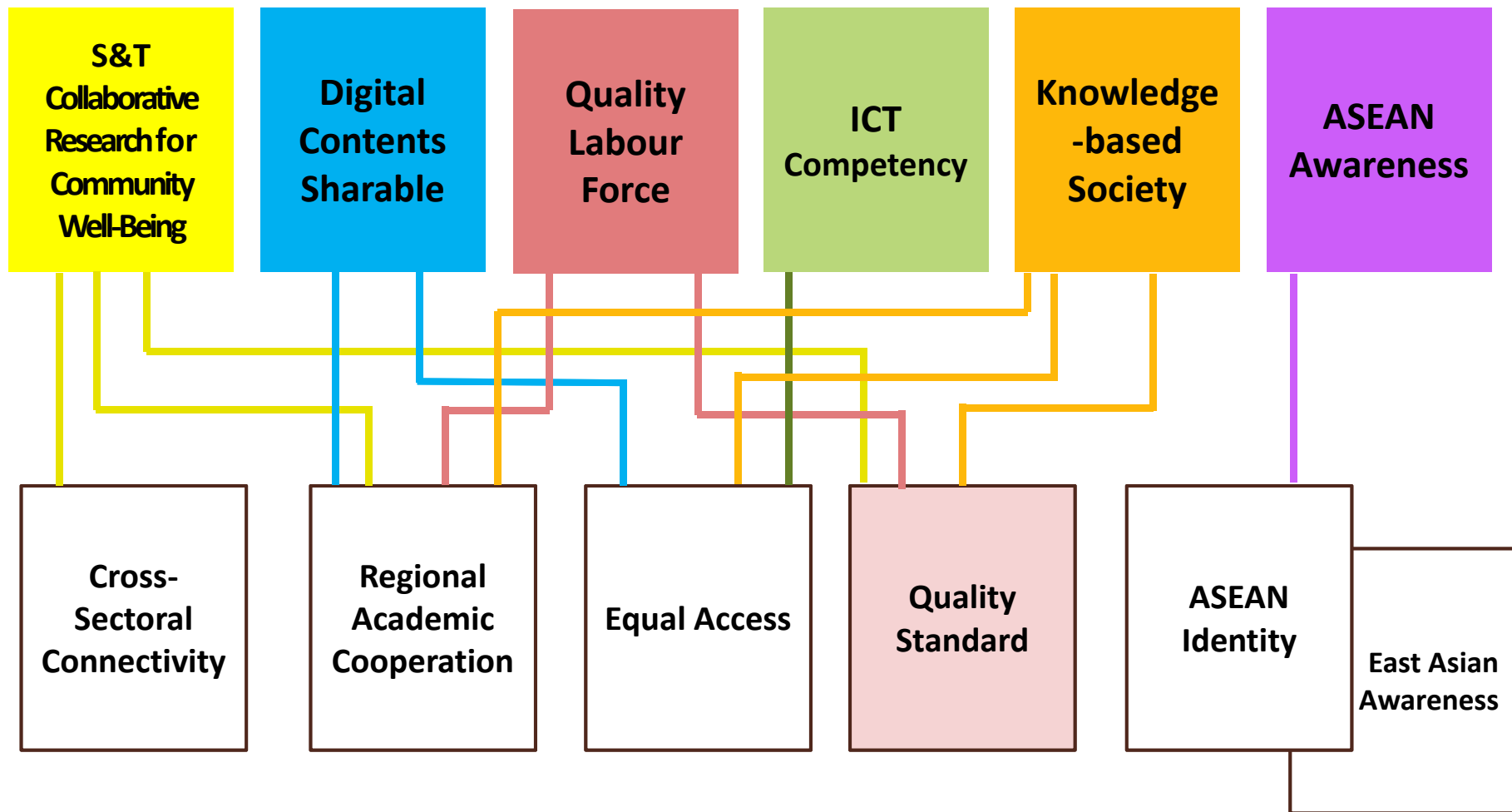
AUN Landscape of Cooperation

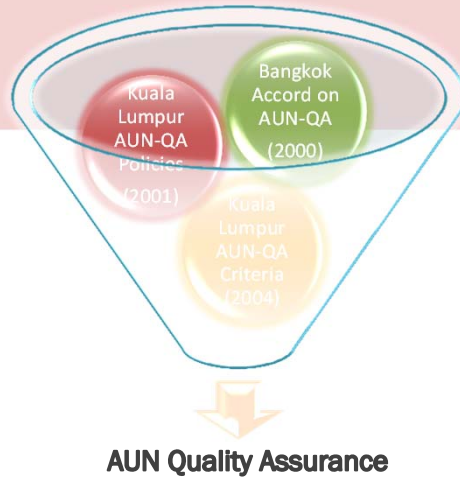


AUN as a network of implementation for cross-regional cooperation



AUN's Roles in ASEAN Higher Education Policies & Strategies





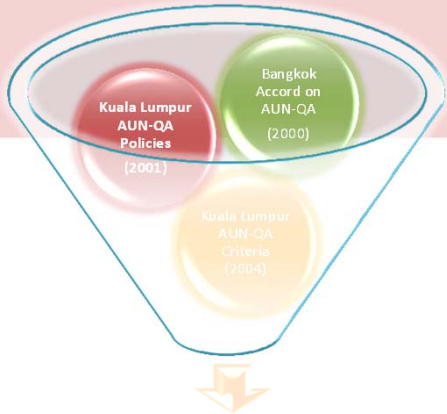
“Evolution of AUN-QA”

Initiated

by the 4th AUN Board of Trustee Meeting in 1998.

Aims

to develop QA network as mechanism to uplift and enhance higher education standard among the members.



AUN Quality Assurance

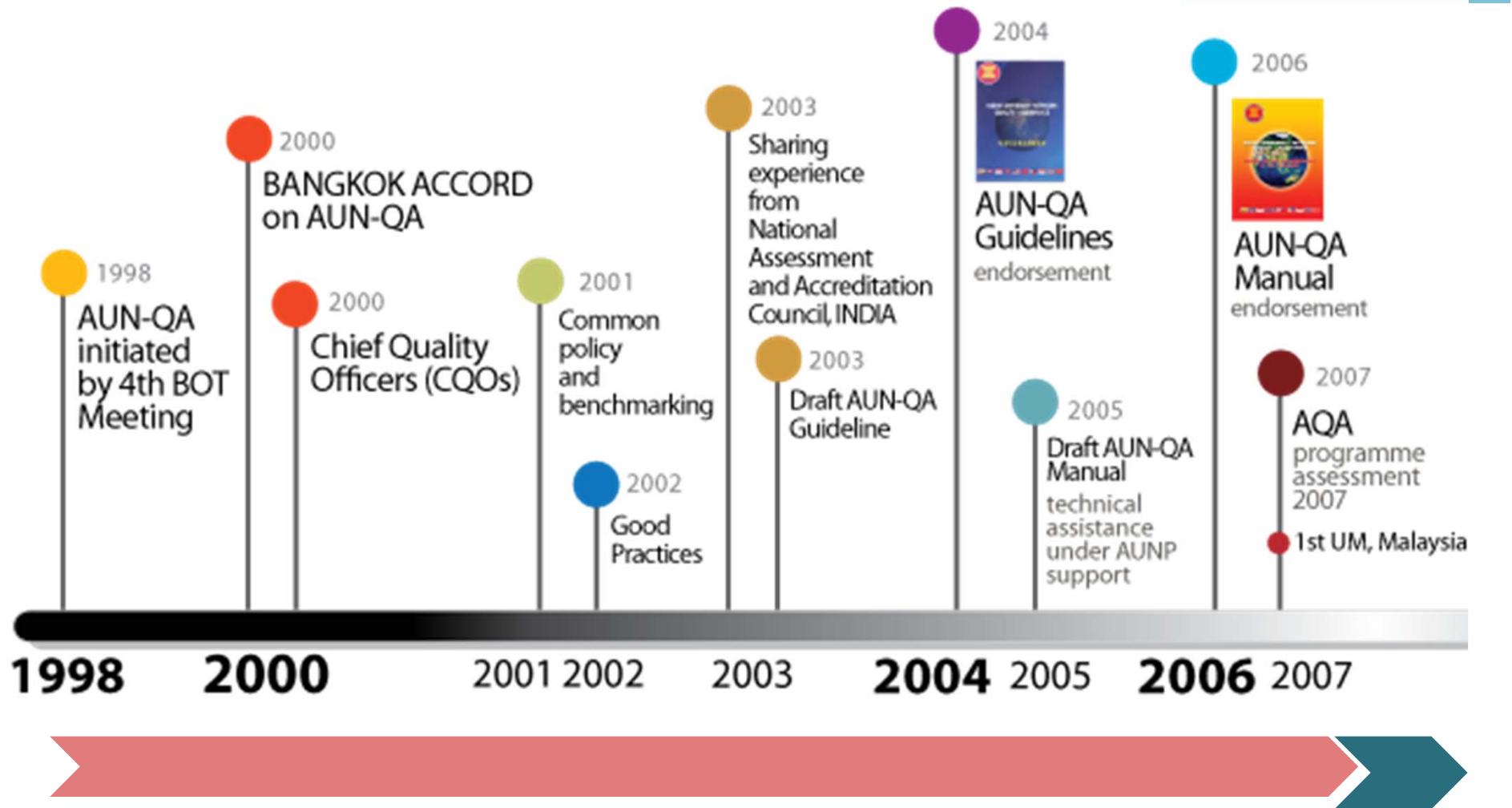
Evolution of AUN-QA

AUN Quality Assurance

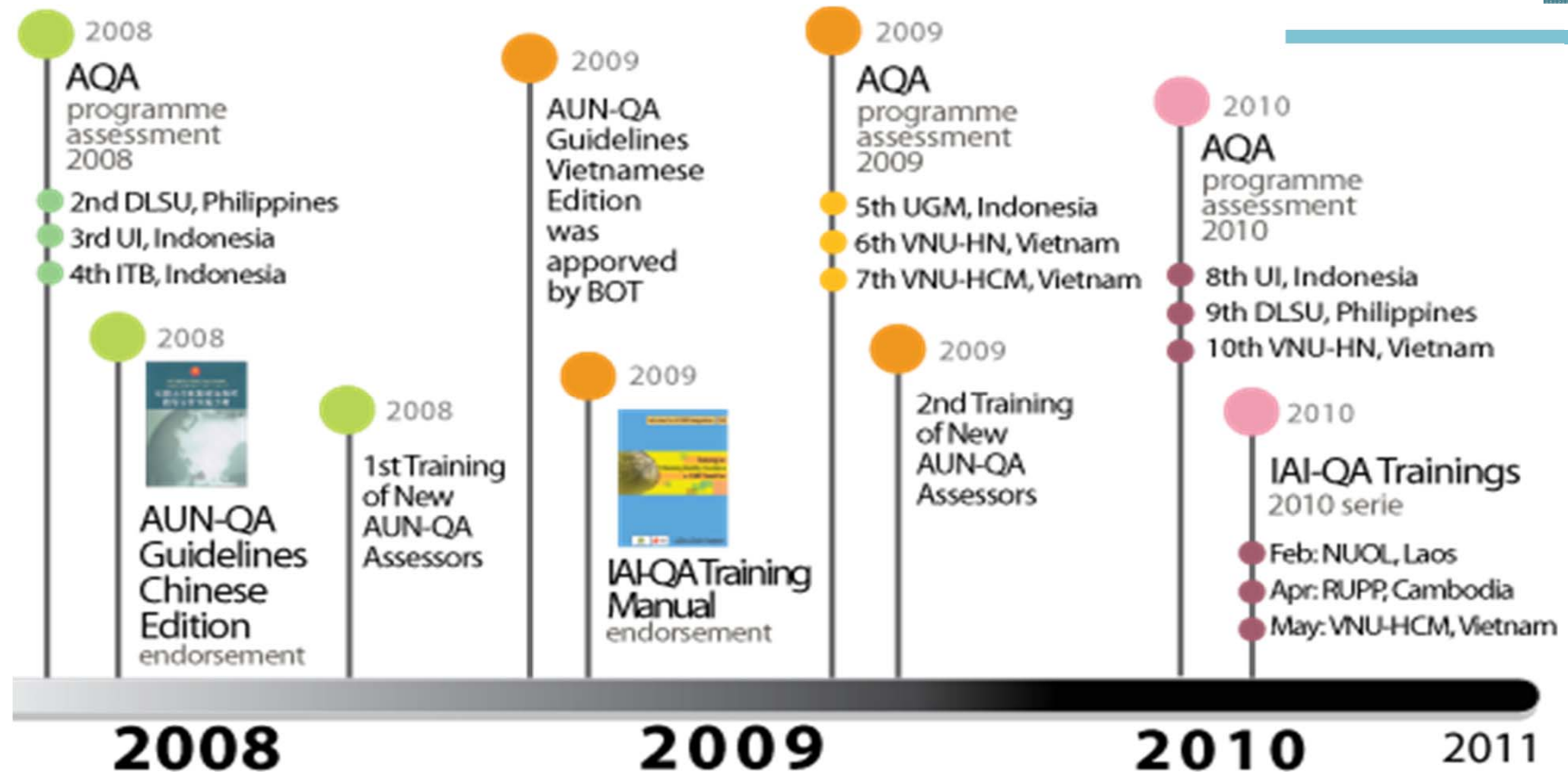
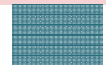
In the **Bangkok Accord**, AUN Member Universities agreed to:

- Appoint CQOs (Chief Quality Officers)
- Establish common QA criteria
- Exchange mutual collaboration and information
- Encourage the good practices for QA
- Facilitate QA auditing, assessment and review
- Share a mutual consultation on any differences or disputes
- Seek further and deeper engagement with ASEAN dialogue partners

AUN Quality Assurance: Development



AUN Quality Assurance: Development



Currently, **32** undergraduate programmes were assessed by AUN Assessors.

AUN Actual Quality Assessment at Programme level





Milestone : Actual Assessments

Timing	Activity (Programme Assessment)	Participating University
Dec 2007	1 st Actual Quality Assessment (2) (Biomedical and CAD/CAM)	University of Malaya, Malaysia
2008	2 nd Actual Quality Assessment (2) (Applied Economics and Chemical Engineering)	De La Salle University, the Philippines
	3 rd Actual Quality Assessment (2) (Civil and Mechanical Engineering)	Universitas Indonesia, Indonesia
	4 th Actual Quality Assessment (2) (Physics and Pharmacy)	Institut Teknologi Bandung, Indonesia
2009	5 th Actual Quality Assessment (3) (Chemistry, Pharmacy and Medical Education)	Universitas Gadjah Mada, Indonesia
	6 th Actual Quality Assessment (1) (Information Technology)	Vietnam National University- Hanoi, Viet Nam
	7 th Actual Quality Assessment (3) (Information Technology and Electronics Telecommunication)	Vietnam National University-Ho Chi Minh, Viet Nam

Milestone : Actual Assessments

Timing	Activity (Programme Assessment)	Host
2010	8 th Actual Quality Assessment (4) (Architecture, Electrical Engineering, Chemical Engineering, and Metallurgy and Material Engineering)	Universitas Indonesia, Indonesia
	9 th Actual Quality Assessment (3) (Chemistry, Psychology and Literature)	De La Salle University, the Philippines
	10 th Actual Quality Assessment (1) (Economics)	Vietnam National University-Hanoi, Viet Nam
2011 - 2012	11 th Actual Quality Assessment (3) (Biology, Geology Engineering and Civil and Environmental Engineering)	Universitas Gadjah Mada Indonesia
	12 th Actual Quality Assessment (3) (Science In Applied Corporate Management, Science in Computer Science and Science in Physics)	De La Salle University, the Philippines
	13 th Actual Quality Assessment (3)	Vietnam National University – Ho Chi Minh City, Hanoi
	14 th Actual Quality Assessment (3)	Universitas Gadjah Mada

AUN Quality Assurance

Benefit of AUN-QA for higher Education in ASEAN

- Harmonisation of QA Framework in ASEAN
- A system of readable and comparable Degree



Free flow of workforce in 2010

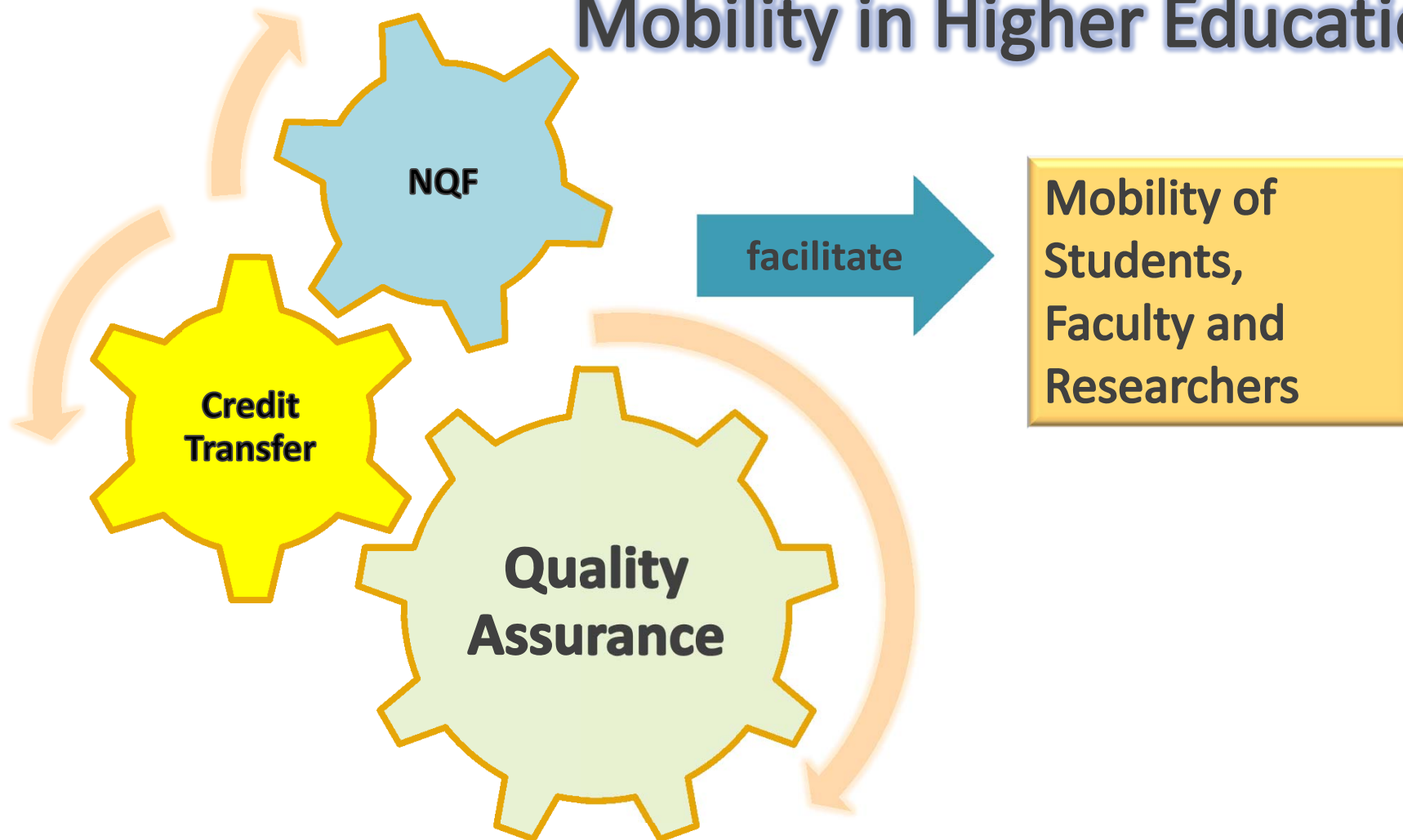
Enhancing movement of business persons, professionals, talents and labour in ASEAN

THE
ASEAN
CHARTER

ASEAN Charter: Article 1

ASEAN University Network (AUN)


Mobility in Higher Education



AUN Goal for Higher Education Quality

AUN Quality Assurance Project

**Quality Assurance (QA)
“must be succeeded”
to drive higher education in Asia
towards the World Class.**



Only “Quality Assurance System”
is not enough for
institution, but we
must create
“Quality Culture”
in our institution!!

AUN towards ASEAN COMMUNITY



With strong concrete foundation, we shall never stop serving our stakeholders and help building a strong ASEAN Community

UNIVERSITY'S POLICY SUPPORT

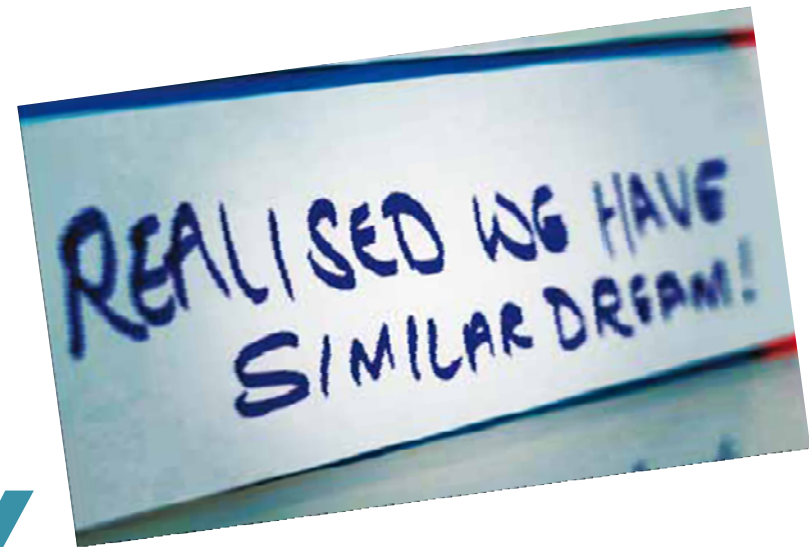
PARTICIPATION
RESOURCE PERSONS

KNOWLEDGE & IDEAS SHARING
GOOD PRACTICES

COST - SHARING

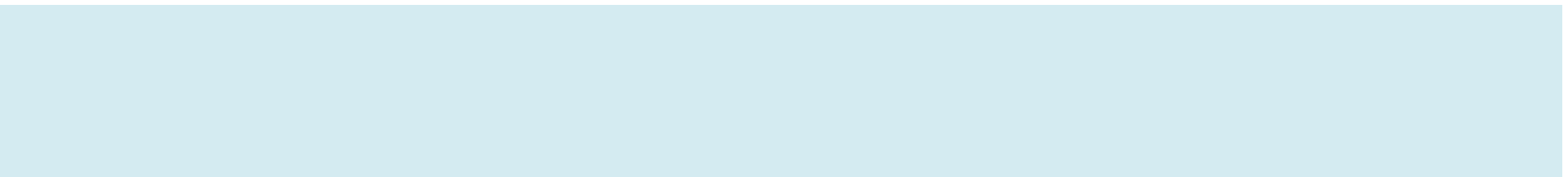
AUN

With strong commitments of our Member Universities,
WE ARE TOGETHER GROWING AS ONE.



WE ARE READY

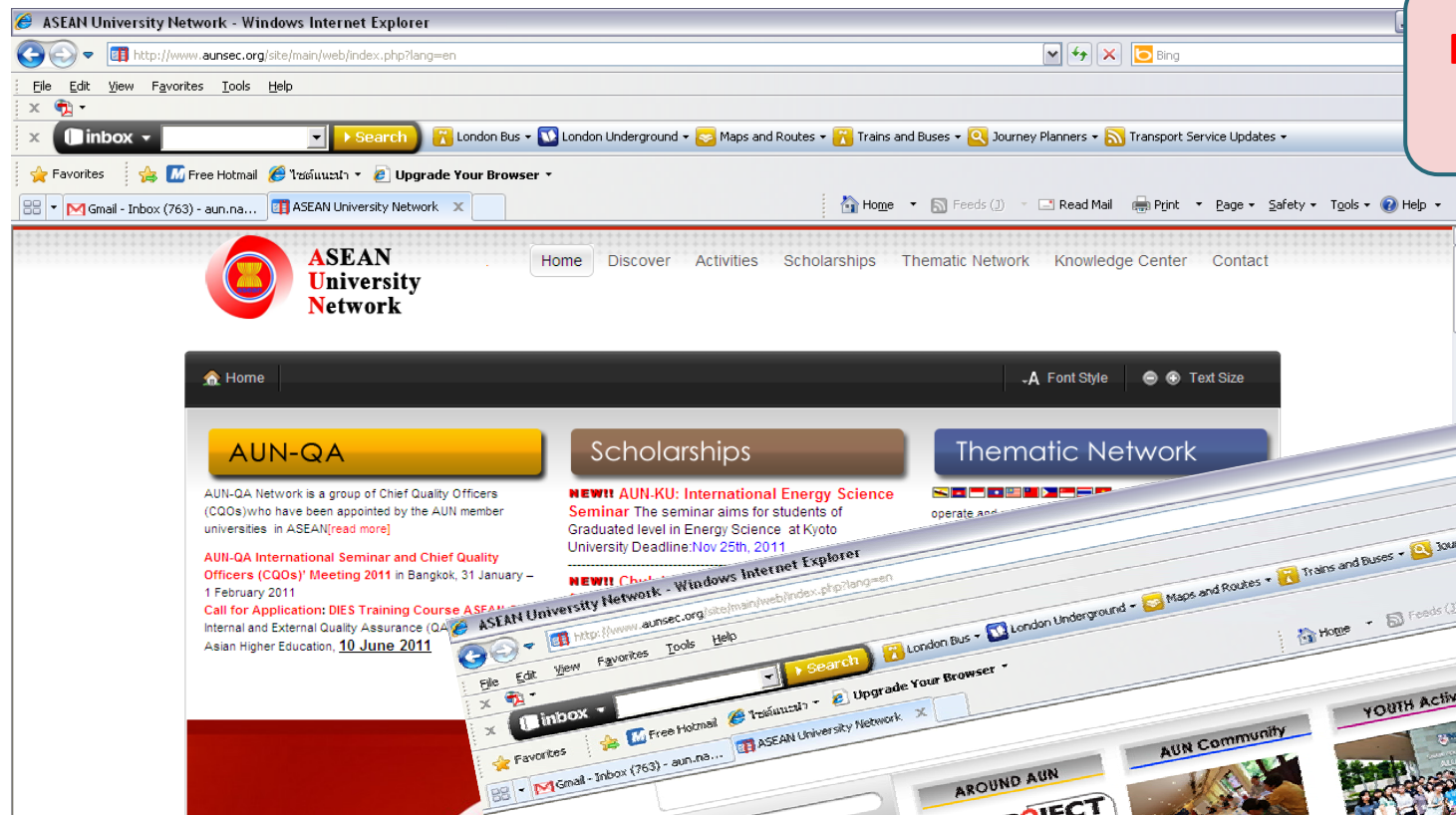
YOU ARE WELCOME



Visit us at **www.aunsec.org**



For more information
<www.aunsec.org>



THANK YOU



ASEAN University Network