Fundamental University Values for ASEAN success
A workshop led by the Magna Charta Observatory (MCO)

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University Values
ASEAN Values

What values are cherished?
What have researches told us?
Article: What are the youth values of ASEAN members?

12 Values
in Comparison to
Youth Values Promoted
by Other Southeast Asian States

12 Values
THAILAND

- Love for the nation, religions and monarchy
- Honesty, patience and good intentions for the public
- Gratitude to parents, guardians and teachers
- Perseverance in learning
- Conservation of Thai culture
- Morality and sharing with others
- Correct understanding of democracy with the monarch as head of the state
- Discipline and respect for the law and elders
- Awareness in thinking and doing things, and following the guidance of His Majesty the King
- Living by the sufficiency economy philosophy guided by His Majesty the King
- Physical and mental strength against greed
- Concern about the public and national good more than self-interest.

CAMBODIA
LAOS

VIETNAM
SINGAPORE

INDONESIA
MALAYSIA

MYANMAR
PHILIPPINES

UNITY & NATIONALISTIC VALUES
DEVELOPMENT, EDUCATION, AND HEALTH
ETHICS AND CIVIL DUTY
RESPECT TOWARDS THE HEAD OF STATE
MULTI-CULTURALISM AND DIVERSITY
POLITICAL IDEOLOGY
12 Values in Comparison to Youth Values Promoted by Other Southeast Asian States

CAMBODIA
- Know their personal and national identities
- Importance of knowledge by striving to develop their capabilities
- Sense of responsibility
- Good morals
- Mutual assistance
- Vocational Skills
- Science capabilities
- Information technology competency and good attitudes
- Provision of good examples at work and society
- Possessing a deep understanding and social norms and contribute equally to national development

INDONESIA
- Believing in one god
- Humanism
- National Unity
- Democracy
- Social Justice

MYANMAR
- Physical or mental worker well equipped with a basic education, good health and moral character.
- Having foundations for vocational education for the benefit of the Union of Myanmar.
- Prioritize on science capable of strengthening and developing the productive forces.
- Prioritize on arts capable of preserving and developing the culture, fine arts and literature of the State
- Having a firm and sound educational foundation base for the pursuance of university education.

VIETNAM
- Ethics
  - Knowledge
  - Physical health
  - Aesthetic sense
  - Profesionality
  - Loyal to the ideology of national independence and socialism
  - Shape and cultivate one’s dignity
  - Civil qualifications and competence
  - Satisfying the demands of the construction and defense of fatherland
12 Values in Comparison to Youth Values Promoted by Other Southeast Asian States

**LAOS**
- Scientific world view point
- Spirit of patriotism
- Sense of solidarity of all Lao multi-ethnic people and people all over the world
- Recognize rights, interests, and duties
- Able to preserve and promote the finest national cultures and traditions
- Having consciousness of self-reliance and self-sufficiency
- Able to combine individual and public interests
- Possess general, scientific, technological, and vocational knowledge and skills
- Well-disciplined
- Responsible for jobs and commitments
- Having good health, healthy lifestyle, and creative thinking
- Ready to take part in national development

**SINGAPORE**
- Balanced and well-rounded education
- Develop the children to the full potential
- Nurturing children into good citizens with conscious of the responsibility towards parents, society, and country
- Helping children to discover their talents and realizing their full potentials
- Having passions of lifelong learning
- Having willingness to think new ways and be creative for creating new opportunities
- Possessing strength to face future challenges
- Strong bonds towards family, community, and country
- Having skills and knowledge, including right value and attitudes to assure livelihood and success
- Learn how to be self-reliant, yet able to work well with others
- Adapt constantly to a rapid changing world
- Developing a sense of shared identity and destiny
- Be united as one to overcome threat and challenges against the nation
- Knowing one's own cultural heritages and mother tongues
- Learn to understand and respect racial, religious, linguistic differences of fellow citizens

**MALAYSIA**
- Having essential intellectual, affective and psychomotor skills in a holistic and integrated manner to produce individuals who are intellectually, physically, emotionally and spiritually balanced and functionally literate based on the devotion of god
- National consciousness through fostering common ideas, values, aspirations and loyalties in order to mould national unity and national identity in a multi-ethnic society
- Possessing requisite skills for economic and national development
- Moral values and to promote personality and aesthetic development as well as the sense of being responsible and disciplined, and progressively enabling them to contribute effectively towards nation-building

**PHILIPPINES**
- Having Broad knowledge to enhance capability and quality
- Having education foundation to be active and versatile citizen
- Being the manpower for national development
- Leadership for the nation to advance knowledge and advance quality of human life
- Respond to the changing conditions of the world

[Prachatai]
Notes

The most commonly found values:
- Unity and nationalistic values
- Ethics and civil duty
- Respect towards Head of the State
- development, education, and health
- Multiculturalism and diversity
- Political ideology

Values reflect “culture”

Values are “public propaganda” directed towards the youth in order to shape and maintain certain ideologies
PROPOSED GUIDELINES FOR PROMOTING THE ASEAN IDENTITY FOR THE INTEGRATION OF THE ASEAN COMMUNITY

- To analyze and propose guidelines for promoting ASEAN identities.
- ASEAN identities as perceived by youth in universities.
- Methodology: documentary research, focus group discussion.

Main Advisor: Chanita Ruksopolmuang
Findings:

- **Goals (Signifiers):**
  - sense of belonging,
  - we feeling,
  - awareness
  - mutual understanding.

- **Top 5 identities:**
  1) peace and harmony
  2) stability and solidarity
  3) unity
  4) cooperation on the basis of mutual benefit
  5) interdependence.
Promotion of ASEAN identity: 3 Stages

First stage: Identity formation
- to promote self-understanding, communication skills, ASEAN knowledge and international understanding.

Second stage: Identity construction
- to promote collaborative work through diversities.

Third stage: Identity negotiation
- to promote sense of empathy, dealing with conflict positively, and effective analysis and evaluation of “others”. (better understanding, sense of belonging to ASEAN, oneness)
Factors and conditions

- Public sector
  - Policy: national/institutional
  - Appropriate and effective measures
- Private sector and International Organizations
  - Financial, nonfinancial support
  - Staff, volunteers who have ASEAN background
- “Learning” agents
  - Formal: Academic sector (University)
    - Policy, personnel (administrators and staff)
  - Non-formal/informal: Family, Friends, Media (Mass media, social media)
Research 2

How have we implemented Global Citizenship (GC) in Youth?

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>I</th>
<th>D</th>
<th>I-D</th>
<th>(I-D) x I</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Skills</td>
<td>4.676</td>
<td>2.8523</td>
<td>1.824</td>
<td>8.530</td>
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</tr>
<tr>
<td>Literacy</td>
<td>4.629</td>
<td>2.9213</td>
<td>1.708</td>
<td>7.904</td>
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<tr>
<td>Values and Attitudes</td>
<td>4.692</td>
<td>3.0646</td>
<td>1.627</td>
<td>7.634</td>
<td>3</td>
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<tr>
<td>Knowledge</td>
<td>4.571</td>
<td>3.0962</td>
<td>1.475</td>
<td>6.743</td>
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</tr>
</tbody>
</table>

Note: Findings from focus group discussion and questionnaire using Modified Priority Needs Index (PNI modified)
What we have done well

• Aesthetic (arts) literacy
• Information literacy
• Health literacy
• Cultural and multicultural literacy
• Moral and ethical literacy

What we should do more

• Political literacy
• Environment and ecological literacy
• Economic and financial literacy
• Civic literacy
<table>
<thead>
<tr>
<th>What we have done well</th>
<th>What we should do more</th>
</tr>
</thead>
<tbody>
<tr>
<td>• International Order</td>
<td>• Sustainable development</td>
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<tr>
<td>• Thainess and positioning in regional/global context</td>
<td>• Law and legal process</td>
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<tr>
<td>• Multi-culture</td>
<td>• Equality and social justice</td>
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<tr>
<td>• Globalization and Interdependency</td>
<td>• Peace and conflict</td>
</tr>
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<td>• Global trends and issues</td>
<td>• Rights, liberty and responsibility</td>
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Knowledge
<table>
<thead>
<tr>
<th>What we have done well</th>
<th>What we should do more</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career readiness and competence</td>
<td>• Responsible mind (oneself and society)</td>
</tr>
<tr>
<td>• Flexibility and adaptability to changes</td>
<td>• Multi-lingual skills</td>
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<tr>
<td>and differences</td>
<td>• Information, Media &amp; Technology competency</td>
</tr>
<tr>
<td>• Social and intercultural collaboration</td>
<td>• Critical thinking</td>
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<tr>
<td>• Leadership skill</td>
<td>• Conflict management</td>
</tr>
<tr>
<td>• Communication skill</td>
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<tr>
<td>What we have done well</td>
<td>What we should do more</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Concern for environment</td>
</tr>
<tr>
<td>• Respect others from other culture</td>
<td>• Capable of multiple belongings</td>
</tr>
<tr>
<td>• Positive thinking/attitudes (belief in oneself &amp; goodness of people)</td>
<td>• Valuing and respecting diversities</td>
</tr>
<tr>
<td>• Self-identity and values</td>
<td>• Belief in social justice and equality</td>
</tr>
<tr>
<td>• Possibility to change the world</td>
<td>• Curiosity for knowledge and information</td>
</tr>
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</table>
Core Values:
- C (Courage)
- H (Honor)
- U (Unity)
- L (Leading with Vision)
- A (Appreciation)(Acceptance of differences)

Needed Skills:
- Leadership Skills and Styles,
- Communication Skills,
- Conflict Resolution,
- Negotiation Skills
Mahidol University

• Core Values
  ▪ M = Mastery
  ▪ A = Altruism
  ▪ H = Harmony
  ▪ I = Integrity
  ▪ D = Determination
  ▪ O = Originality
  ▪ L = Leadership

Siam University

• Employability
• Diversity
• Sustainability

• Values are set in accordance with the nature and culture of universities
• Similar values, different practices
University and ASEAN Community

Aim:
• Promoting of ASEAN Awareness and a Sense of Community
• Preservation and Promotion of ASEAN Cultural Heritage

Roles:
• Academic: The Bologna Declaration. 1999
  • Curriculum and instruction (Accreditation: credit transfer?, Open Access Platform)
  • Students/faculty exchange
• Research
  • Research collaboration and networking
• Community engagement/service
  • Special Projects e.x. H.R.H. projects in Cambodia
  • Chulalongkorn University “One faculty, One Project”
• Cultural preservation and promotion
  • Cultural exchange for better understanding (appreciation of one’s own and other cultures)
Conditions: 3 A

- Autonomy
- Academic Freedom
- Accountability
POSSIBLE MEASURES

• Administrative Measures
  • Policy
  • Plan: enhancing “Fundamental university values for ASEAN success” from awareness to implementation = cultural learning and appreciation
  • People: Staff, Students
  • Partnership: AUN, ACD University Network
  • Preparation: Needed infrastructure

• Legal Measures
Article 7 (1) Universities, as the core of scholarship activities, shall cultivate advanced knowledge and specialized skills, inquire deeply into the truth and create new knowledge, while contributing to the development of society by broadly disseminating the results of their activities.

(2) University autonomy, independence, and other unique characteristics of university education and research shall be respected.

Article 14 (1) The political literacy necessary for sensible citizenship shall be valued in education.

(2) The schools prescribed by law shall refrain from political education or other political activities for or against any specific political party.
Article 6 (Educational Neutrality)

(1) Education shall be operated to perform its functions according to the purpose of the education per se and it shall not be used as a tool for propagating any political, factional or individual biased views.

(2) No school founded by the State or local governments shall conduct religious education in favor of any particular religion.
THAILAND

- Constitution
- National Education Act
Section 42. A person shall enjoy an academic freedom. Education, learning, teaching, researching and disseminating such research according to academic principles shall be protected; provided that it is not contrary to his civic duties or good morals.
Section 34. A person shall enjoy the **liberty to express** his opinion, make speech, write, print, publicize, and make expression by other means. Restriction on such liberty shall not be permitted, except by virtue of the provisions of the law specifically enacted for the purpose of maintaining the security of the State, protecting the rights or liberties of other persons, maintaining public order or good morals of people, or safeguarding the health of the people.

**Academic freedom** shall be protected, provided that the exercise of such freedom shall not be contrary to the duties of Thai people or good morals of people and shall respect and not impede differing opinions of other persons.
Section 19. The provision of higher education shall be provided in the university, institution, college, or other organization under other names in accordance with the law on establishment of education in higher education level, the law on a founding of such establishment of education and relating laws.
Section 45. A private establishment of education shall provide all level and types of education as prescribed by law. The state shall clearly determine a policy and measure regarding a participation of private sector in education.

The determination of policy and provision of education plan by the State, by education service area, or by local administration shall take into account an effect of the provision of education by private sector. The Minister, the education service area commission, or the local administration shall listen to the opinion of private sector and people and therefore taking into consideration.

The private establishment of education providing education in degree level shall **operate its business with freedom**, be capable of developing its own administration and management system, be flexible, have **academic freedom** and be under the supervision of the establishment of education council in accordance with the law on private institution of higher education.
Section 46. The State shall support a subsidy, a deduction and exemption of tax, and other privileges which are beneficial to the education of private establishment of education as appropriate as well as promote and support in academic aspect so that the private establishment of education shall achieve a standard and be capable of self-reliance.
THE REVISED NATIONAL EDUCATION ACT (DRAFT)

Note: Still in the process of approval. Not to be quoted.
Section 8. Principles of educational provision

(7) Education shall refrain from politics or be used for political purposes.

Educational institutions prescribed by law shall refrain from political bias or beliefs that will lead to social unrest.
Section 17. Those involved in national education policy making, ministers, and administrators of MOE must be responsible to formulate policy and measures with concern of continuity and in accordance with the rationale, principles, and guidelines for educational provision stated in this act.

Section 20: educational institutions are responsible for the provision of education that meet the minimum criteria of quality and standards set by the State.

Section 30 educational plans and outcomes must be reported to the public. Interested persons shall have access to these information.
THANK YOU
FOR YOUR ATTENTION