

IAU 15th General Conference

“Higher Education: A catalyst for innovative and sustainable societies”

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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?

Submitted by editor2 on Fri, 31/10/2014 . Retrieved from <http://prachatai.com/english/node/4456>

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

- UNITY & NATIONALISTIC VALUES
- RESPECT TOWARDS THE HEAD OF STATE
- DEVELOPMENT, EDUCATION, AND HEALTH
- MULTI-CULTURALISM AND DIVERSITY
- ETHICS AND CIVIL DUTY
- POLITICAL IDEOLOGY

12 Values THAILAND	2	3
	1	0
	6	0

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

2	0
4	0
4	0

LAOS

4	0
3	0
5	0

VIETNAM

3	0
4	0
2	0

SINGAPORE

5	0
8	1
1	0

INDONESIA

1	0
0	0
3	1

MALAYSIA

3	0
1	0
0	0

MYANMAR

1	0
3	0
1	0

PHILIPPINES

2	0
3	0
0	0



12 Values

in Comparison to

Youth Values Promoted

by Other Southeast Asian States

UNITY & NATIONALISTIC VALUES

DEVELOPMENT, EDUCATION, AND HEALTH

ETHICS AND CIVIL DUTY

RESPECT TOWARDS THE HEAD OF STATE

MULTI-CULTURALISM AND DIVERSITY

POLITICAL IDEOLOGY

CAMBODIA

2	0
4	0
4	0

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

VIETNAM

3	0
4	0
2	0

Ethics

Knowledge

Physical health

Aesthetic sense

Professionality

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

INDONESIA

1	0
0	0
3	1

Believing in one god

Humanism

National Unity

Democracy

Social Justice

MYANMAR

1	0
3	0
1	0

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.



12 Values

in Comparison to

Youth Values Promoted by Other Southeast Asian States

UNITY & NATIONALISTIC VALUES

RESPECT TOWARDS THE HEAD OF STATE

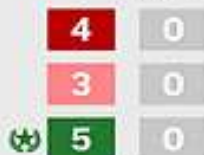
DEVELOPMENT, EDUCATION, AND HEALTH

MULTI-CULTURALISM AND DIVERSITY

ETHICS AND CIVIL DUTY

POLITICAL IDEOLOGY

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

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 multiethnic 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

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

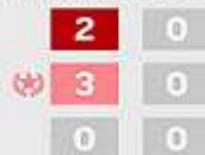
Developing a sense of shared identity and destiny

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

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



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.

*Jaruan Puangmalee (2015). Doctoral dissertation, Development Education, Department of Educational Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University. (in Thai).
Main Advisor: Chanita Rukspollmuang

- **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 ?

Selected findings from Chanita Rukspollmuang, et al. (2015). “Guidelines for Promoting Global Citizenship: International Experiences”. Research Project funded by the Office of Education Council, Thailand. (in Thai)

Characteristics	I	D	I-D	(I-D) x I	Rank
Skills	4.676	2.8523	1.824	8.530	1
Literacy	4.629	2.9213	1.708	7.904	2
Values and Attitudes	4.692	3.0646	1.627	7.634	3
Knowledge	4.571	3.0962	1.475	6.743	4

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**

Literacy

What we have done well

- International Order
- Thainess and positioning in regional/global context
- Multi-culture
- Globalization and Interdependency
- Global trends and issues

What we should do more

- Sustainable development
- Law and legal process
- Equality and social justice
- Peace and conflict
- Rights, liberty and responsibility

Knowledge

What we have done well

- Career readiness and competence
- Flexibility and adaptability to changes and differences
- Social and intercultural collaboration
- Leadership skill
- Communication skill

What we should do more

- Responsible mind (oneself and society)
- Multi-lingual skills
- Information, Media & Technology competency
- Critical thinking
- Conflict management

Skills

What we have done well

- Empathy
- Respect others from other culture
- Positive thinking/attitudes (belief in oneself & goodness of people)
- Self-identity and values
- Possibility to change the world

What we should do more

- Concern for environment
- Capable of multiple belongings
- Valuing and respecting diversities
- Belief in social justice and equality
- Curiosity for knowledge and information

Values and Attitudes

University Core Values

Chulalongkorn University

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**

JAPAN BASIC ACT ON EDUCATION

(ACT NO. 120 OF DECEMBER 22, 2006)

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.

FRAMEWORK ACT ON EDUCATION

**[ENFORCEMENT DATE: JUN. 22, 2008] [ACT NO. 8915, MAR. 21, 2008,
PARTIAL AMENDMENT]**

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



CONSTITUTION OF THE KINGDOM OF THAILAND, 1997

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.



Draft Constitution of the Kingdom of Thailand, 2016

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.

NATIONAL EDUCATION ACT

B.E. 2542 (1999)

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.

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- 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.

Draft
2017??

■ 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.

SEPARATE SECTION ON **ACCOUNTABILITY** OF “ALL” [FROM POLITICIANS TO SCHOOLS, STUDENTS, PARENTS, SOCIETY] - SECTION 17 - 31

- 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**