



THE ROLE OF THE ASSOCIATION OF UNIVERSITIES OF ASIA AND THE PACIFIC (AUAP)

MARLON C. PADILLA, PHD

Background

The International Association of Universities (IAU) is the UNESCO-based worldwide association of higher education institutions. Bringing some 150 countries together and enjoining various institutions and organizations for reflection and action on common concerns. The association also collaborates with various international, regional and national bodies active in higher education. IAU aims at giving expression to the obligation of universities and other higher education institutions as social institutions to promote, teaching, research and services, the principles of freedom and justice, of human dignity and solidarity, and contributes, through international cooperation, to the development of material and moral assistance for the strengthening of higher education in general.

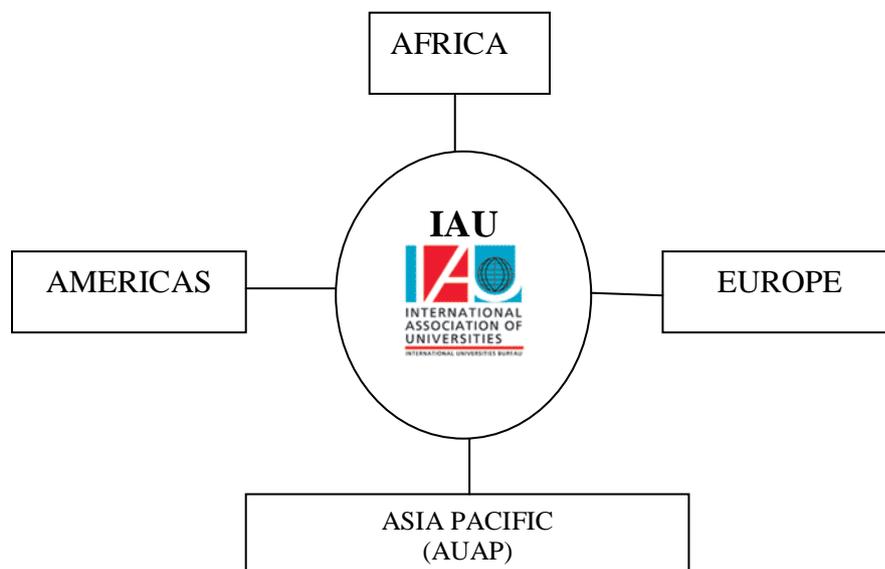
IAU Members are encourage to work together to facilitates the exchange of experience, learning and fosters cooperation; restates and defends the academic values and principles that underlie and determine the proper functioning of universities and other higher education institutions; upholds and contributes to the development of a long-term vision of universities' role and responsibilities in society; voices the concerns for higher education with regard to policies of international bodies such as UNESCO, the World Bank and others; contributes to a better understanding of current trends and policy developments through analysis, research and debate; and provides comprehensive and authoritative information on higher education systems, institutions and qualifications worldwide.

To cater the needs of the universities in the Asia Pacific Region and promote regional cooperation based on IAU principles of higher education. The Association of Universities of Asia and the Pacific (AUAP) was established on July 28, 1995 at Suranaree University of Technology (SUT), Thailand. The first AUAP Regional Conference was participated by 48 University Presidents, Vice Chancellors and Rectors from 17 Countries.

AUAP Constitutional Provision towards Higher Education

AUAP has established the following constitutional provisions and principles to strengthen the higher education institutions in the Asia Pacific region. First, recognizing the need to relate education to the life and aspirations of the people, and to preserve and enhance the cultural, social and economic development of society for the people. Second, believing that regional cooperation among universities can contribute substantially to the improvement of national systems of higher education, to economic and social development, to human resources development and to mutual understanding and respect among people; third, believing that such co-operation can be highly effective and manageable on a regional scale; fourth, conscious that the diversity of the institutions and systems of higher education of Asia and the Pacific constitutes a resource which can be drawn upon to the advantage of all concerned; fifth, believing that an association of the universities of the region can enhance mutual co-operation among individual institutions to enrich their role in teaching, research and service and thus in promoting justice, human dignity, progress and peace; lastly, believing also that in these matters the efforts of a regional association will complement those of international, sub-regional and national bodies concerned with higher education.

IAU Organization (Figure 1)



The Role of AUAP

The role of the Association of Universities of Asia and the Pacific in response to the forgoing economic crisis in the region is through the establishment of the Center for Lifelong Professional Education. The AUAP Executive Board on 18 July 2009 during its 26th Meeting at Siam University has approved the establishment of an AUAP Center for Lifelong Professional Education and Languages (AUAP-CLPEL).

AUAP-CLPEL envisions of being at par if not better than the present leading Lifelong Education providers in the Asia Pacific Region.

To attain the AUAP vision, the Center defined four missions: First, to develop and provide quality academic programs; Second, to undertake both theoretical and applied research in various fields; third, to conduct community service projects; and to promote and conserve national and even regional cultures.

Among the three levels of academic programs, AUAP-CLPEL has concentrated on lifelong or continuing professional education in various fields.

The Lifelong or Continuing Professional Education courses are in response to: (1) required updating of professionals in various aspects of their own fields of specialization due to ever shortening high-life of information and knowledge; (2) "just-in-time" training in new fields in response to continuously changing requirements of employment or work without going to graduate schools; (3) provide review courses for professional examinations; and (4) to meet personal desires for self-improvement or self-satisfaction.

The AUAP Center for Lifelong Professional Education and Languages (AUAP-CLPEL) shall therefore provide varied markets with the highest possible quality Lifelong Professional Education Programs in various fields in business education; employ the varied and most appropriate modes of learning and training delivery modes by highly qualified and experienced trainers from educational institutions (specially members of AUAP), as well as business establishments or industries and government agencies from the Asia Pacific Region; and conduct the various programs at the most convenient venues and schedules at affordable costs.

Above AUAP objectives are hereby strengthen by understanding Lifelong or continuing professional education, it is defined as education beyond that required for entry into the

profession. Lifelong learning is therefore about acquiring and updating abilities, interests, knowledge and qualifications and valuing all forms of learning.

Lifelong learning is also about providing second chances to update basic skills and to offer learning opportunities at more advanced levels. All this means that formal systems of provision need to become much more open and flexible, so that such opportunities can truly be tailored to the needs of the learner, or indeed the potential learner.

Six essential elements for coherent and comprehensive lifelong learning strategies were considered in order for member universities to collaborate and with other higher education institutions, among the six elements partnership working is considered first, not only between decision-making levels but also between public authorities and education service providers, the business sector and the social partners, local associations, vocational guidance services, research centers and other institutions. The insight into the demand for learning in the knowledge-based society entails redefining basic skills, to include for instance the new information and communication technologies. Third, is the adequate resourcing which involve a substantial increase in public and private investment in learning. This does not only imply substantially increasing public budgets, but also ensuring the effective allocation of existing resources and encouraging new forms of investment. Investment in human capital is important at all points in the economic cycle; skills gaps and shortages can certainly co-exist with unemployment. In this aspect AUAP has contributed a lot to train and develop human resources in the exigency of crisis in the region. Moreover, facilitating access to learning opportunities by making them more visible was introduced by on the provision of removing obstacles to access instead the creation of more local learning centers. Special efforts are necessary in this context for different groups such as ethnic minorities, people with disabilities or people living in rural areas. Another element is creating a learning culture by giving learning a higher profile, both in terms of image and by providing incentives for the people most reticent to opt for learning. The last element is striving for excellence through the introduction of quality control and indicators to measure progress. In concrete terms, provision must be made for standards, guidelines and mechanisms whereby achievements can be recognized and rewarded.

Using the six elements of learning strategies AUAP is confident in helping higher education institutions in moving along the trend in response to global economic crisis.

AUAP-CLPEL ORGANIZATION: (Figure 2)

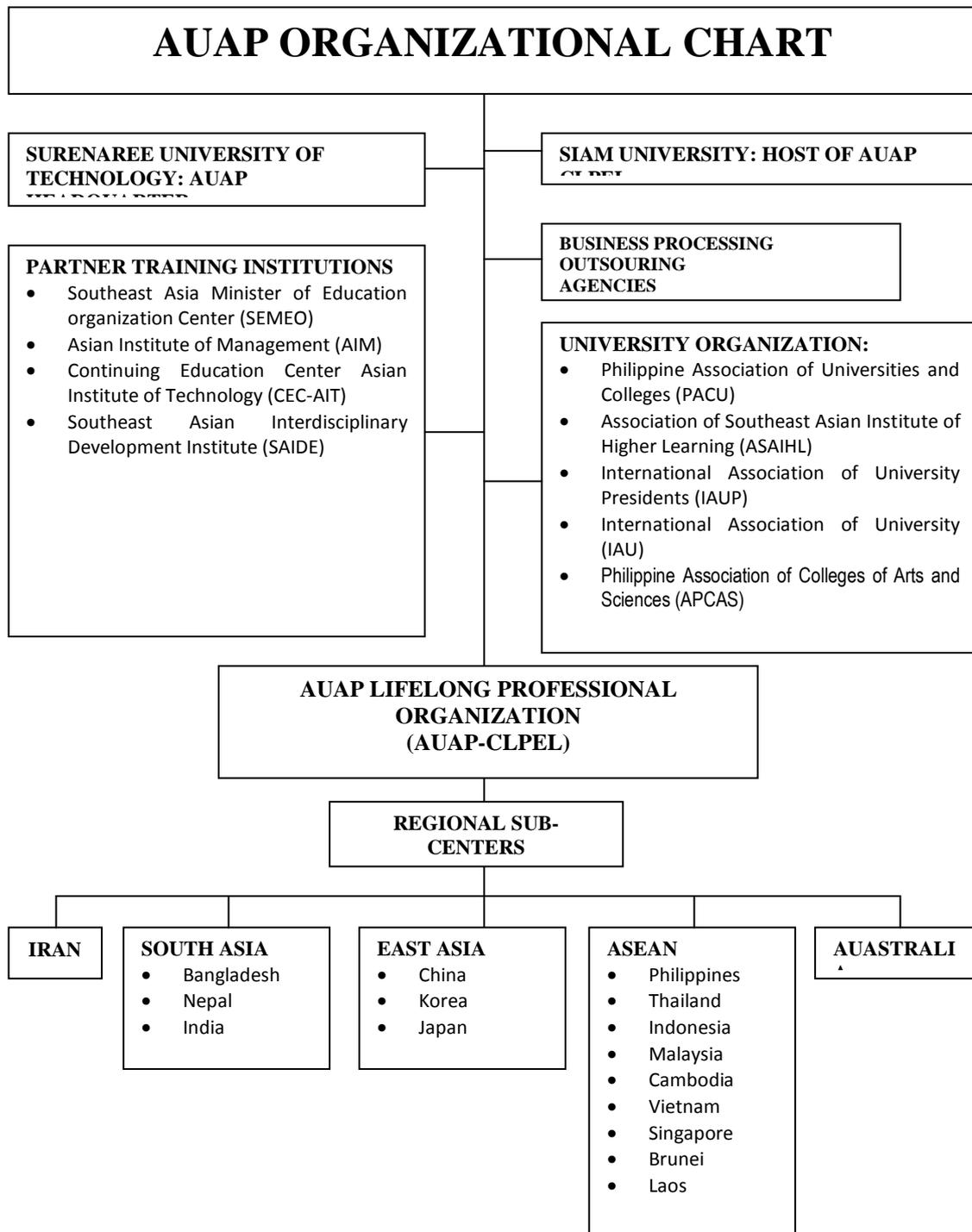
The Academic Programs of the Center shall be jointly managed and supervised by the AUAP Headquarters at Suranaree University of Technology at Nakhon Ratchasima, Thailand and the Center Headquarters at Siam University at Phetkasem, Bangkok, Thailand. The Center shall be managed by an Executive Director assisted by the Director for International Affairs of Siam University and its staff. Subcenters will be established in selected member universities in the various Asia Pacific Regions and countries. The Center will cooperate with recognized Regional Training Centers and Universities like the Training Centers of the Southeast Asia Ministers of Education Organization (SEAMEO), the Asian Institute of Management (AIM) in Manila, the Asian Institute of Technology Center for Continuing Education (AIT - CCE) in Bangkok, Thailand, the Southeast Asia School Institutional Development Institute (SAIDI) in the Philippines, and others.

The Center will also partner with some regional college and university organizations like the Association of South Asia Institutes of Higher Learning (ASAIHL), the Philippine Association of Universities and Colleges (PACU), the Philippine Association of Colleges of Arts and Sciences (APCAS),

The Center may also partner with some Private Outsourcing Companies which are also providing Lifelong Education Programs like Magister, Philippines (an English Language Training Center in the Philippines), INSYNC Training Center in Management.

Selected members of AUAP could serve as Subcenters in their respective countries or Region. Some administrators and faculty members of AUAP Members could also serve as trainers for some selected courses of their expertise.

FIGURE 2



SAMPLE POSSIBLE COURSES:

International Business Management

- **Doing Business with East Asia**
- **Doing Business with South Asia**
- **Doing Business with ASEAN**
- **Lean Management**
 - Lean Management for Hospitals
 - **Lean Management for Manufacturing Companies**
- **Operations Management Education Program**
 - Cost Management: Taking the Bull by its Horn
 - Integrated Supply Chain Management: Inbound Logistic (Part 1)
 - Integrated Supply Chain Management: Outbound Logistic (Part 2)
 - Trends and development in Operations Management: Where are we headed?
 - Activity Based Management: Activity Based Costing (ABC)
 - Project Management: Effective Project Management Workshop
 - Towards Dynamic Unification: Manufacturing System Integration
 - Upgrading your Quality Processes: Quality Management /ISO Updates (2000 Version)

Educational Management and Leadership

- University Management and Leadership: Middle Management for Deans
- School Management and Leadership: for School Superintendents and Principals
- Internationalization/Globalization of Higher Education
- Applications of Six Sigma or Balanced Score Card in Educational Management
- Lean Management for Educational Institutions
- Issues of University Governance and Leadership Succession
- Social Responsibilities of Universities
- Strategic Management and Quality Assurance

Training for Health Workers

- Medical Tourism
- Competency Based Nursing Programs Evidence Based Training for Public Health Workers Lean
- Hospital Management

Languages

- English as a Second Language (ESL): All levels (Training of Trainers)
- English for Specific Purposes
- (ESP): All levels
- Business English
- English for Tourism and
- Hospitality Management

Technical English

- Teaching of Selected ASEAN Languages
- Teaching of Selected Asian Languages
- Teaching of Selected European Languages
- Teaching of Arabic

Courses for Public Administrators Training in ASEAN Culture Specific Courses as per Market Demand**VENUES:**

- Main Venue: Siam University, Bangkok, Thailand
- Regional Centers: AUAP University Subcenters in the Various Regions
- Selected Hotels and Industrial Establishments
- Any Venue of Convenience to Participants

CONTACTS:

Ruben C. Umaly, PhD
Secretary-General, AUAP
bencasumaly.auap@yahoo.com

Marlon C. Padilla, PhD
Philippine Coordinator, AUAP-CLPEL
padillamarlonc@yahoo.com

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