

CHAPTER III RESEARCH METHODOLOGY

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

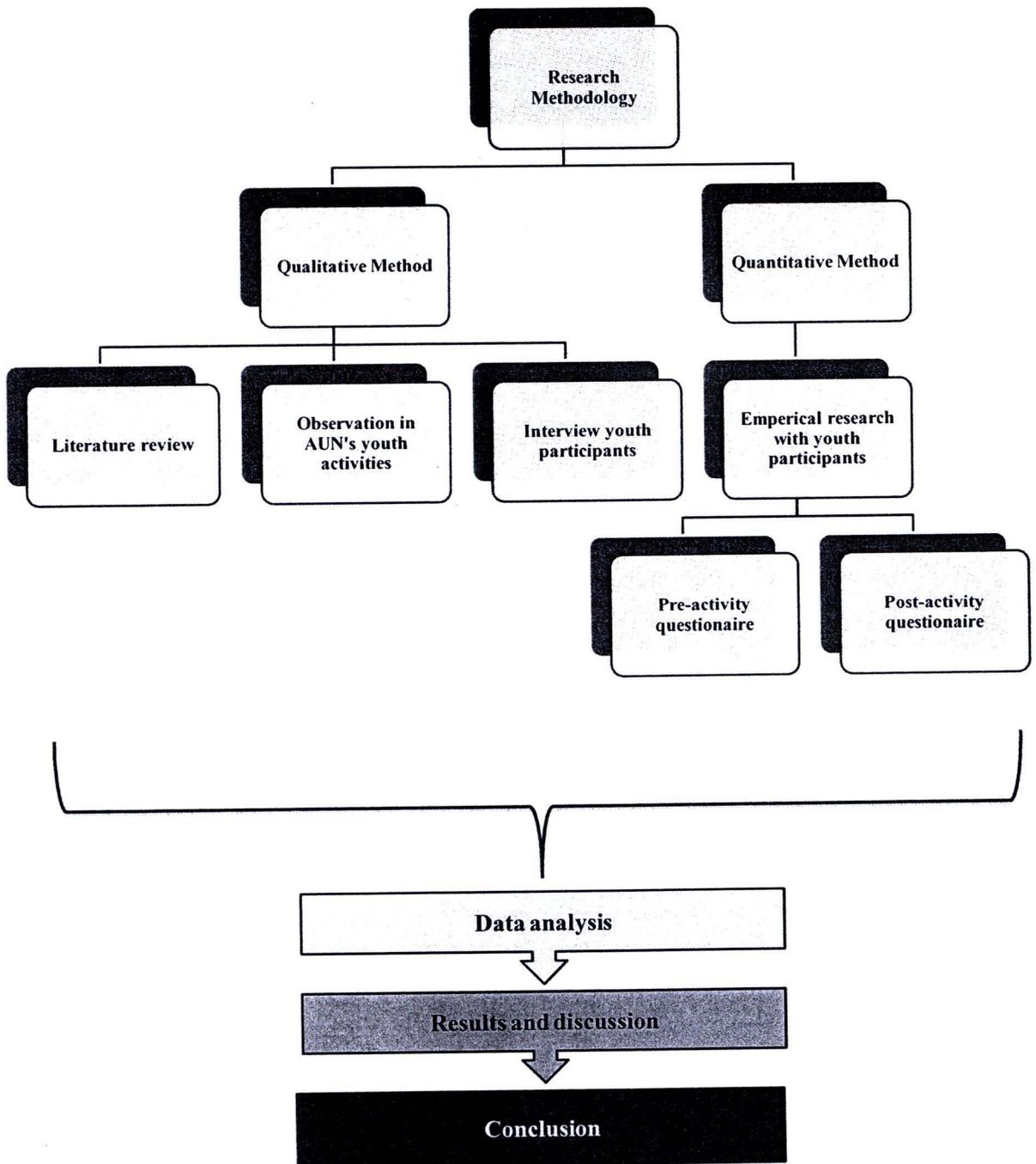


Figure 6: Research methodology

As shown in figure 6, data collection will be conducted in various ways: literature review, observation, interview, and empirical research (pre-test and post-test design). Generally, data collection will be conducted with key informants to this research, youth participants who participated in selected AUN youth activities.

After the data collection by both qualitative and quantitative methods is accomplished, the findings from this research will be analyzed for overall results. Programs such as Microsoft Excel and SPSS will be used to assist in the analysis process. The results of this mixed methods study will be interpreted and summarized in descriptive statistics and discussions. Finally, the conclusion and recommendations based on the analysis of the findings from this research will be presented in the last part of the thesis.

3.1 Research Methodology

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

3.1.1 Qualitative Method

The qualitative method requires the researcher to make observations in natural settings, review the archives of written or image-based documents, interview key participants or informants, or collect and describe artifacts. The results of these data collection techniques will take the form of words or pictures, rather than numbers (Quartaroli, 2009: 260). In terms of the qualitative methods used in this research, data collection is based on a literature review, 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, 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, the researcher visited the research site constantly not just to observe, but also to conduct field research by interviewing and distributing questionnaires to participants. Moreover, the researcher had direct experience of participation in the International College Student Exchange Program for one academic year as a scholarship recipient in 2005. The experiences gained from participating in these activities was beneficial to 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 observe the opinions of youth participants of the programs. Generally, the interviews with most key informants were semi-structured interviews for the purpose of creating 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 impacts of the programs on participants.

Empirical research was conducted to test the impacts of the activity on the participants by pre-test and post-test design. Pre-activity questionnaires and post-activity questionnaires were used as the main tool to discover to what extent participants, generally and individually, have gained more attitudes and awareness on 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 questionnaires and post-activity questionnaires were distributed in order to be completed by all participants in selected AUN youth programs. The questions in the pre-activity questionnaire and post-activity questionnaire are 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.

Due to the limitation of the time factor, an exception was made regarding the long program which is the 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 5 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
The 8 th ASEAN Youth Cultural Forum	Form A and B A: pre-activity questionnaire ¹ B: post-activity questionnaire ²
Japan-ASEAN Student Conference	Form C and D C: pre-activity questionnaire ³ D: post-activity questionnaire ⁴
International College Student Exchange program	Form E: mid-activity questionnaire ⁵

Primarily, the pre-activity questionnaire and post-activity questionnaire in each activity are identical. Although the questions in all forms are generally similar, there are minor adjustments on some points in the questionnaires of different activity. For instance, form A and B are 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 are alike, the details of questions are based on form A and B. The changes in the questionnaires for suitability for each activity will be pointed out in order to show the differences.

The questionnaires were divided into 3 sections (40 questions): general information on respondents (10 questions), opinions on the activity (10 questions), and attitudes and awareness about ASEAN (20 questions). The questions in the third section which are related to knowledge about ASEAN have been adapted from a survey on attitudes and awareness about ASEAN conducted by Eric C. Thomson and Chulanee Thianthai. The survey report was published in 2008 titled "*Attitudes and*

¹ See appendix A

² See appendix B

³ See appendix C

⁴ See appendix D

⁵ See appendix E



awareness towards ASEAN: Findings of a ten-nation survey". The questions and the reasons for asking the questions will be described by section.

Section I: General information

Questions in this section aim to gain information about the participants mainly regarding their personal backgrounds, education, and familiarity with the AUN. Names of the participants are required in order to pair the results of pre-activity questionnaires 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 are 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 aims to find out 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 aims to find out whether participants' reasons to apply for the conference are in accordance with the objectives and success indicators set in the program.

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

Question 14 aims 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 aims to find out what participants find most useful in attending the program.

Questions 16-19 aim to find out the impression of the participants toward the program and whether their impressions have changed after participation in the program.

Question 20 aims to seek for 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 are 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 aims to find out the self-evaluation of participants regarding their own familiarity with ASEAN. The results from the pre-activity questionnaire will also be 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 aims 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 aims to find out the self-evaluation of participants of their own understanding of various aspects of ASEAN. The results from the pre-activity questionnaire will also be compared with the post-activity questionnaire in order to find out the impact of this program on increasing participants' understanding of ASEAN.

Questions 24-27 aim 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 will also be 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 aim 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 will be compared with the

post-activity questionnaire in order to find out the impact of this program on changing participants' attitudes towards ASEAN member countries.

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

Question 40 aims 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)

For 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), the significant differences are question numbers 12, 13 and 18. For questions 12 and 18, there is 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 are given differently. However, the set of choices given relied on the same criteria.

Question 13 inquires 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 due to its suitability to the long program and also to investigate, as well as to emphasize, participants’ commitment to the region. It 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 are similar. For the purpose of testing the impacts of the activity on participants, pre-activity questionnaires and post-activity questionnaires for each activity are exactly 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. For suitability with limits of time and budget, 3 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 are: types of activities (academic and non-academic activity), duration of the activities (short and long activity), and knowledge background of participants (ASEAN youth and non-ASEAN youth). According to these variables, the research was designed to be conducted with 2 short programs (Japan-ASEAN Students Conference and the 8th ASEAN Youth Cultural Forum) and 1 long program (the 8th International College Student Exchange Program). These 3 activity types can also be divided into 2 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.

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)	<ul style="list-style-type: none"> - Observation - Literature Review - In-depth interview - Empirical data collection 	Form A and B (A: pre-test and B: post-test)
Academic	Short program (two weeks)	Japan-ASEAN Student Conference	150 (120 ASEAN, 30 Japanese)	<ul style="list-style-type: none"> - Literature Review - Empirical data collection 	Form C and D (C: pre-test and D: post-test)
	Long program (one academic year)	International College Student Exchange program	20 (All ASEAN member countries exclude Myanmar, and Singapore)	<ul style="list-style-type: none"> - Literature Review - Empirical data collection 	Form E (mid-activity test)

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) Program⁶. The expectation in initiating the JENESYS program is to deepen mutual understanding among young people who will assume important roles in the next generation in each East Asian country.

The activities in this program include: discussion, field trips in Japan, and submitting a proposal to the government. Three themes of the discussions in this conference were: environment, economics, and socio-culture. In the process of discussion, 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 got together 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, will be submitted to the Japanese

⁶ 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 visit Japan every year for five years by various kinds of exchange programs (JICE, 2009 : online).

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 have further deepened their interest and understanding of ASEAN countries (Ministry of Foreign Affairs of Japan, 2009 : online).

- **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 then. 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 5 students and 1 faculty staff to join this six day forum on a cost-sharing basis (AUN Secretariat, 2008: 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 June 7-12, 2010 at the National University of Singapore under the theme "City, Technology, Tradition". The participants were organized in groups of 5-6 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 7 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 per annum 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 till the present, students of this program are now 8th batch 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 8 countries: Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. The questionnaire was distributed to the current scholarship awardees, 8th batch 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 2⁷, 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.

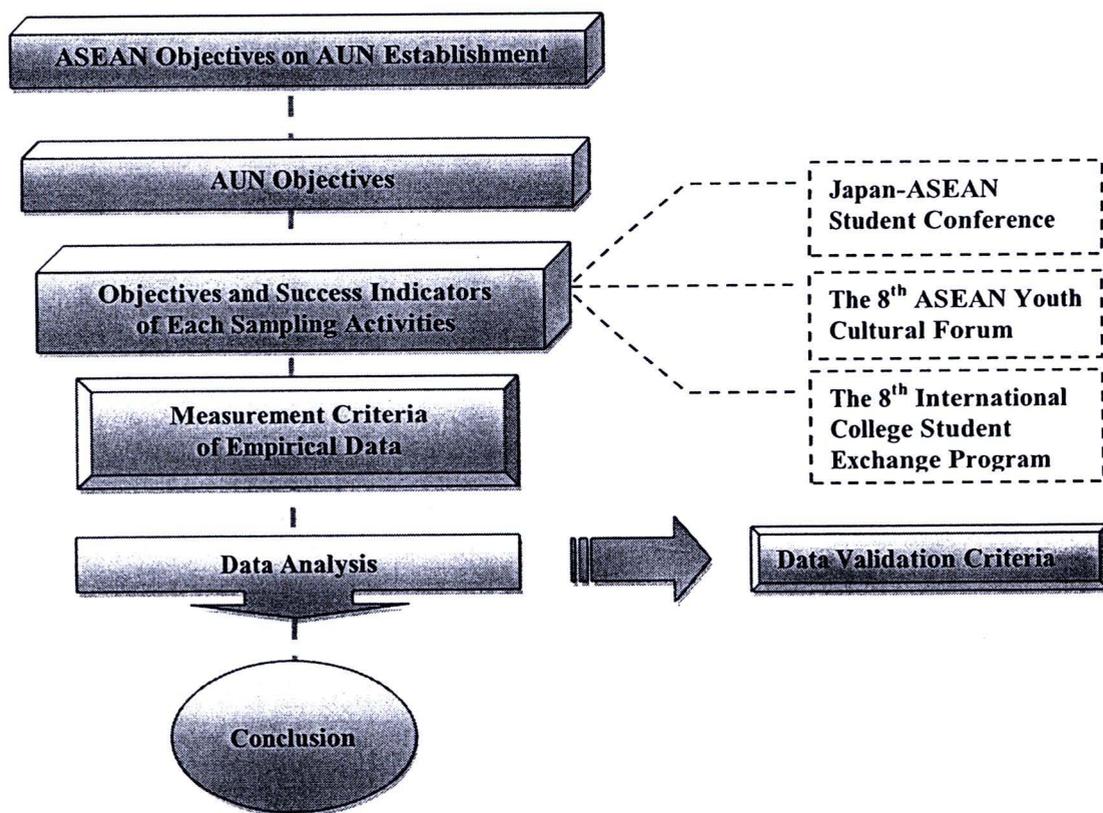


Figure 12: Framework of the Measurement Criteria

⁷ See Chapter 2 for details.

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,
- 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 Programme 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. Their 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

- 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 to develop adequate knowledge and good understanding of diverse cultures, encouraging unanimity across the region through the exchange of different cultures and ideas.
- To support the objectives of ASEAN in fostering cooperation amongst member countries based on mutual understanding and respect through information and cultural exchange.

- **The 8th International College Student Exchange Program**

- a) **Objectives**

- o **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.

- o **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.

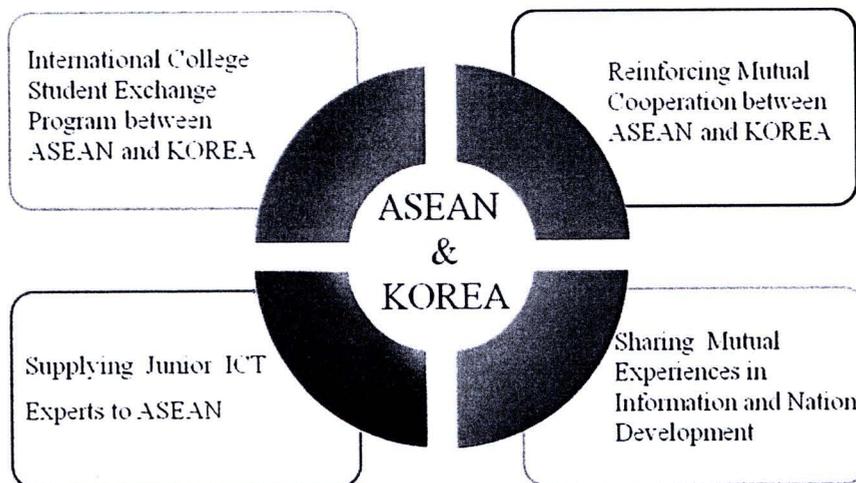


Figure 13: Objectives of the 8th International College Student Exchange Program

Source: Program's Proposal of year 2009

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*

Prior to analyzing these research findings, some criteria had to be made in order to ensure that the data would be valid and usable⁸.

The selection of questionnaires collected during the field research that can be accepted as valid data shall follow the criteria stated below:

a. Only data from participants who have done both a pre-activity questionnaire and a post-activity questionnaire can 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 are left unfilled intentionally, the result from the pre-activity questionnaire of that particular participant will 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 did the post-test.

c. If any question (not a whole section) is left unanswered on the post-activity questionnaire, that question is considered as an unanswered question, which means that question will not be counted.

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

⁸ 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 criterion since the data was designed to be collected only once during the students' participation in the activity (mid-activity test).