

CHAPTER IV

RESULTS ANALYSIS AND DISCUSSION

In this chapter, the details of the data validation process, the results analysis of the field research, and a discussion are presented. In addition to a description of the results, tables, pie charts, and column graphs will be used to represent the results. This chapter comprises three main sections:

- 4.1 Data validation results
- 4.2 Results analysis and discussion
- 4.3 Generalization of empirical data analysis

4.1 Data validation results

The empirical data was collected from the research sampling which was three AUN youth activities: the Japan-ASEAN Students Conference, the 8th ASEAN Youth Cultural Forum, and the International College Student Exchange Program. The research findings are mainly based on the responses from the questionnaires considered valid under data validation criteria¹.

The results of validated data in each activity are as below.

- **Japan-ASEAN Student Conference**

At the conference, pre-activity questionnaires and post-activity questionnaires were distributed to 150 youth respondents: 120 ASEAN respondents and 30 Japanese respondents. It was assumed that there would be 150 pre-activity completed questionnaires and 150 post-activity completed questionnaires or 300 questionnaires in total to be analyzed. However, after selecting only valid data under the mentioned

¹ See details in Chapter 3

data validation criteria, there were 282 questionnaires to be analyzed. Overall, the data analysis is based on the results of 141 out of 150 respondents. Among them, there are 113 out of 120 ASEAN respondents and 28 out of 30 Japanese respondents.

In term of the nationalities of respondents in this conference, they belonged to the 10 ASEAN countries. The nationality of respondents in the valid data of this activity comprises respondents from Japan and all ASEAN countries. Since there was a mixture of ASEAN students and non-ASEAN students, in this case Japanese, this benefits the results by indicating the impact of the program on students with different knowledge backgrounds. In total, 150 youths participated in this program, students from 10 ASEAN member countries and Japan.

Although the results from the Japanese respondents are taken into consideration for comparison in some cases, the results from the 120 ASEAN youth respondents are the main focus.

- **The 8th ASEAN Youth Cultural Forum**

In this forum, pre-activity questionnaires and post-activity questionnaires were distributed to 90 respondents. It was assumed that there would be 90 pre-activity completed questionnaires and 90 post-activity completed questionnaires or 180 questionnaires in total to be analyzed. However, after selecting only valid data under the mentioned data validation criteria, there are 112 questionnaires to be analyzed. Overall, the data analysis is based on the results of 56 out of 90 respondents.

In terms of their nationalities, participants were from 7 ASEAN countries which were Indonesia, Lao PDR, Malaysia, the Philippines, Thailand, Singapore, and Vietnam. The nationality of respondents in the valid data of this activity comprises respondents from 7 ASEAN countries.

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

Since the program duration of this activity is from March 2010 – December 2010, the data collection of this program was designed to be conducted on a mid-activity basis. The questionnaire was distributed after 4 months participation, which is almost half of the duration of this one-year activity. Due to the limits of time and budget, the questionnaire was distributed in the form of an online questionnaire. It was assumed that there would be 20 completed questionnaires to be analyzed. However, there are only 13 questionnaires to be analyzed. Overall, the data analysis is based on the result of 13 out of 20 respondents.

In term of the nationalities of respondents in this conference, they are from 8 ASEAN countries which are Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Thailand, and Vietnam. The nationality of respondents in the valid data of this activity comprises respondents from 5 ASEAN countries which are Cambodia, Indonesia, Lao PDR, Malaysia, and the Philippines.

Table 4 shows details of the valid data.

Table 4: Details of the validated data

Name of Selected AUN Youth Activities	Total Participants	Total Valid Data	Nationality of Respondents (valid data)
Japan-ASEAN Student Conference	150	141	All ASEAN member Countries and Japan
The 8th ASEAN Youth Cultural Forum	90	56	All ASEAN member countries except Brunei, Cambodia, and Myanmar
The 8th International College Student Exchange program	20	13	All ASEAN member countries except Brunei, Myanmar, Singapore, Thailand, and Vietnam
Total	260	210	

4.2 Results Analysis and Discussion

The results presentation is mainly divided into three sections following the pattern in the questionnaire. From question 1 to 40, the results of each activity are presented together in order to be easily observed and compared.

The results and analysis are presented in the main order shown in table 5.

Table 5: Main order of results presentation (by section)

Main order	Presentation of results and analysis (by section in questionnaire)
4.2.1	<u>Section I: General information</u>
4.2.2	<u>Section II: Overall program</u>
4.2.3	<u>Section III: Attitudes and awareness towards ASEAN</u>

For clear comparison of the results in each activity, the results are presented consistently in a sub-order which is by order of the activity, starting from the Japan-ASEAN Student Conference, the 8th ASEAN Youth Cultural Forum, and the 8th International College Student Exchange Program respectively. For more clarification, the graphs, charts, and tables presenting the results of each activity have been assigned a different theme color.

Table 6 shows sub-order by activity and theme color of the research findings.

Table 6: Sub-order of results presentation (by activity and theme color)

Sub-order of results presentation (by activity)	Theme color
Japan-ASEAN Student Conference	Blue
The 8 th ASEAN Youth Cultural Forum	Green
The 8 th International College Student Exchange Program	Orange

In short programs (Japan-ASEAN Student Conference and the 8th ASEAN Youth Cultural Forum), the comparative results of pre-tests and post-tests are available in a bar graph. In the long program (The 8th International College Student Exchange Program), only the results from the mid-activity questionnaire are available.

In the case that there is a table which shows both pre-test and post-test results, the dominant answer, which holds the highest percentage, is emphasized by bold font.

The results analysis and discussion of the empirical data are as follows.

4.2.1 Section I: General information

Question 1: Name

The name of respondents was asked in every questionnaire in order to pair the pre-activity questionnaires and post-activity questionnaires. This was done in accordance with the data validation criteria. Moreover, by doing so, the results can be analyzed on both a general scale and an individual scale. However, following the research ethic, the names of the respondents are not disclosed.

Question 2: Gender

Table 7 shows details of gender proportion by percentage in each activity.

Table 7: Gender distribution of respondents in each activity

Gender distribution	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Male	43%	39%	46%
Female	57%	61%	54%

Overall, the results show that *female population is slightly higher than male population in every activity*. The statistics could represent that females are more interested in these kinds of activities or that currently female populations are larger

than male populations in ASEAN countries. According to the ASEAN Statistical Yearbook 2008, the trend of ASEAN population by sex indicates that the percentage female (50%) is slightly higher than male (49.9%). These details are shown in the table below.

Table 8: Gender distribution of ASEAN population

Source: ASEAN Statistical Yearbook 2008 (ASEAN Secretariat, 2009: 4)

Country	Number ('000)			Percentage			Sex Ratio
	Male	Female	Total	Male	Female	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Brunel Darussalam	211	186	397	53.1	46.9	100.0	113.0
Cambodia	7,127	7,529	14,656	48.6	51.4	100.0	94.7
Indonesia	114,399	114,124	228,523	50.1	49.9	100.0	100.2
Lao PDR	2,874	2,889	5,763	49.9	50.1	100.0	99.5
Malaysia	14,186	13,677	27,863	50.9	49.1	100.0	103.7
Myanmar	29,086	29,424	58,510	49.7	50.3	100.0	98.9
Philippines	45,483	44,974	90,457	50.3	49.7	100.0	101.1
Singapore ¹⁾	2,395	2,444	4,839	49.5	50.5	100.0	98.0
Thailand	32,674	33,808	66,482	49.1	50.9	100.0	96.6
Viet Nam	42,349	43,811	86,160	49.2	50.8	100.0	96.7
ASEAN	290,785	292,866	583,651	49.9	50.0	100.0	99.8

Sources:

Yearbook of NSOs; Brunel Darussalam 2003, 2007 and Brunel Darussalam Key Indicators, 2006, 2007, 2008; Yearbook of Indonesia 2005-2008; Statistics of Lao PDR 1975-2006; Survei Perangkaan Bulanan Malaysia, 2005-2008.

Note:

1) Using Singapore residents structure

Question 3: Age

The results shown below indicate the age of respondents and its frequency as well as its percentage. The age containing the highest frequency in each activity is highlighted.

Table 9: Age distribution of respondents in each activity

Age group	Percentage of each activity		
	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
18-19	14.30	14.60	30.80
20-21	42.80	41.80	23.00
22-23	26.80	31.00	38.50
24-25	15.20	5.40	7.70
>25	0.90	7.20	0.00
Total	100.00	100.00	100.00

In summary, the age range of respondents in the Japan-ASEAN Student Conference is between 18-26 years old. This range is quite similar to the age range of respondents in the 8th International College Student Exchange Program. However, the age range of respondents in the 8th ASEAN Youth Cultural Forum is between 18 – 56 years old. It is noticeable that the age range is much wider than for the other two activities. This is because group leaders who were faculty members from each university also participated in this activity. Due to their longer experience, it is noticeable that their answers show more variety and details than those of youth respondents’.

The results show that *the age group of respondents which contains the highest frequency in all activities is 20-23 years old*. Interestingly, this age group is also representative of the highest distribution age group for the ASEAN population. The details of ASEAN population by age group are shown below.

Graphic I.2. ASEAN Population by Age Group, 2007

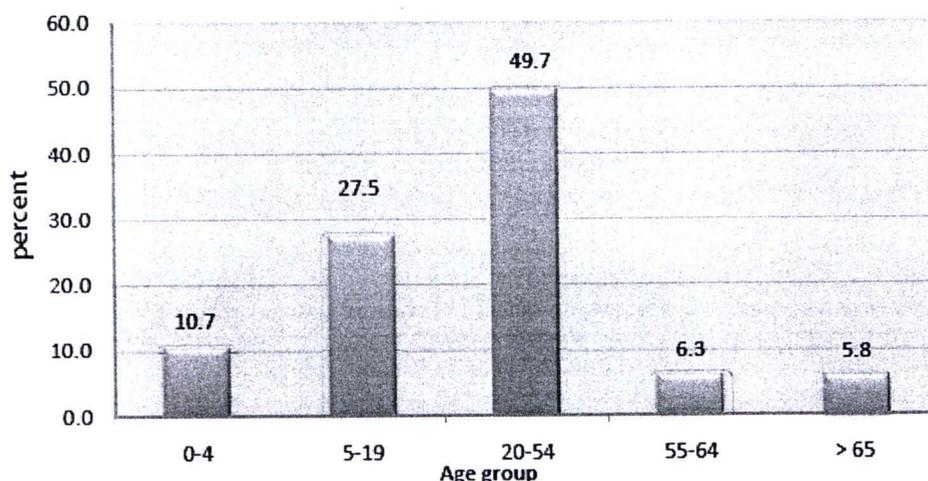


Figure 14: Age distribution of ASEAN population year 2007

Source: ASEAN Statistical Yearbook 2008 (ASEAN Secretariat, 2009: 4)



Question 4: Country of Origin

In dividing respondents by country, the proportion by percentage is shown below.

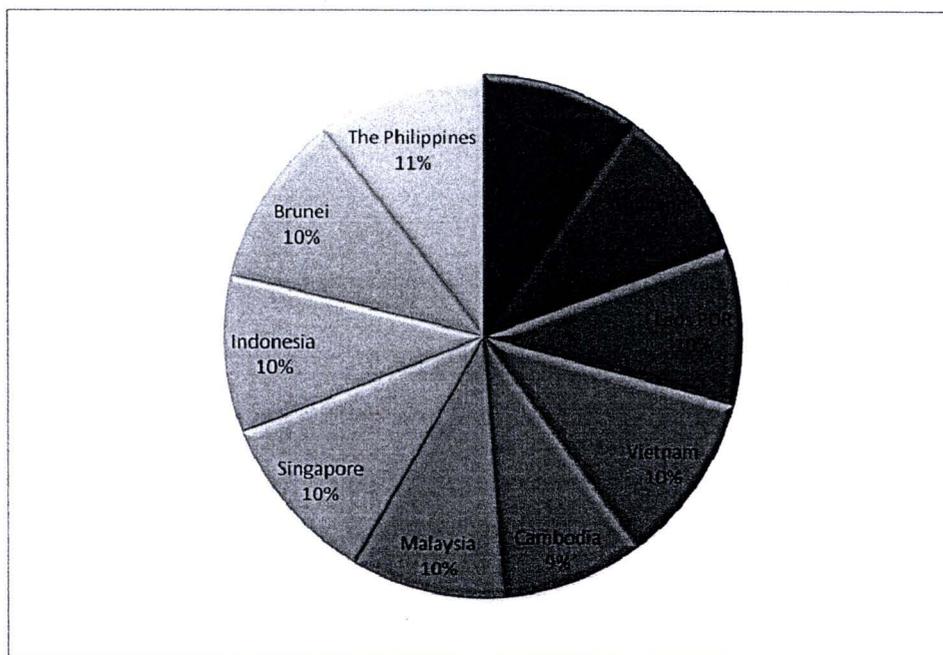


Figure 15: Respondents' distribution by country (Japan-ASEAN Student Conference)

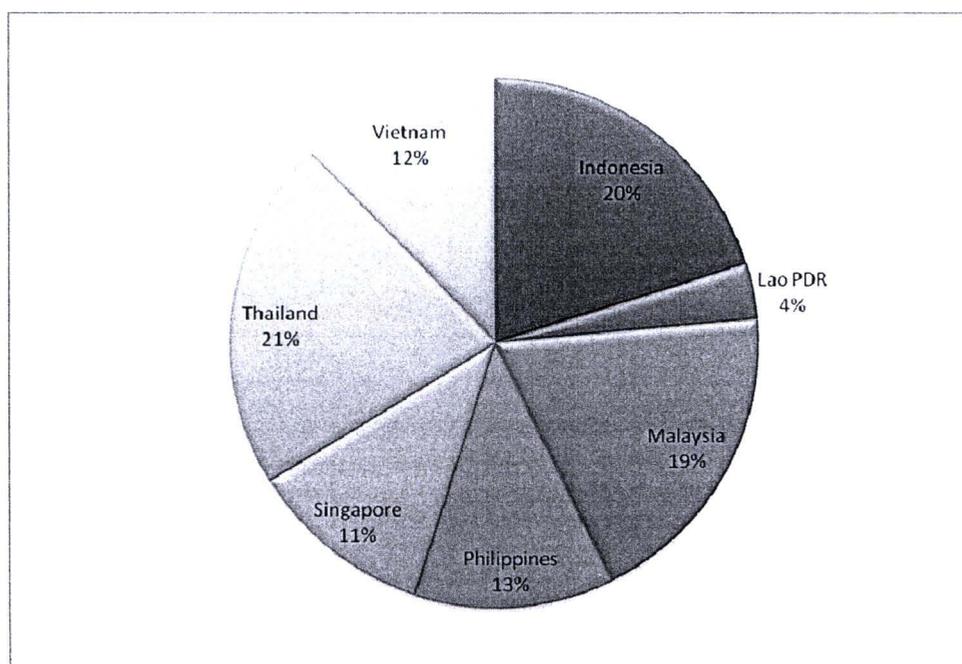
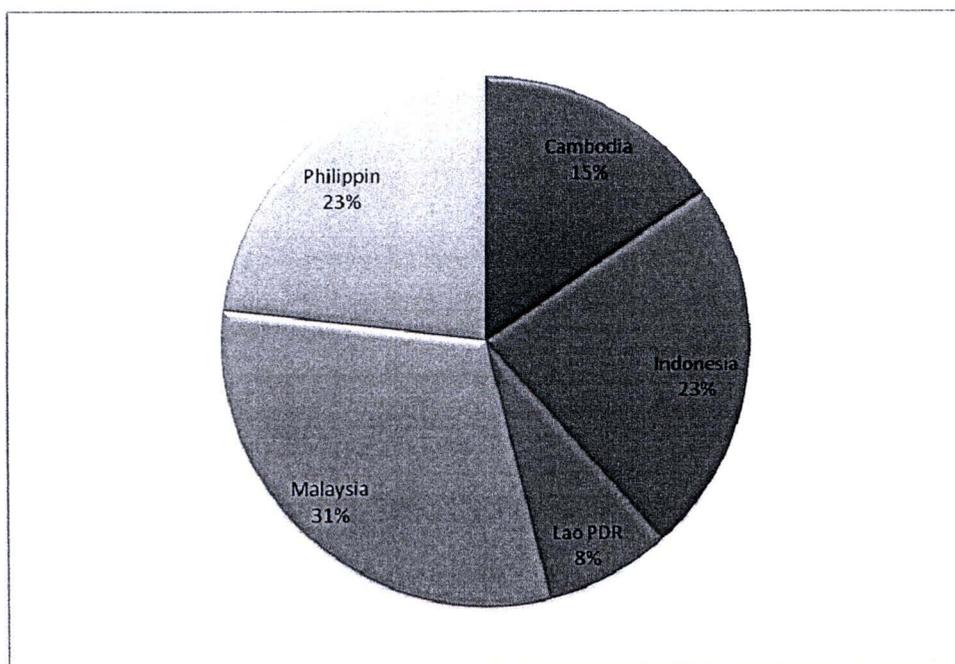


Figure 16: Respondents' distribution by country (the 8th ASEAN Youth Cultural Forum)



**Figure 17: Respondents' distribution by country
(the 8th International College Student Exchange Program)**

In summary, respondents in the Japan-ASEAN Student Conference comprise students from Japan and all ASEAN countries. Respondents in the 8th ASEAN-Youth Cultural Forum comprise students from all ASEAN countries excluding Brunei, Cambodia, and Myanmar. Respondents in the 8th International College Student Exchange Program comprise students from all ASEAN countries excluding Brunei, Myanmar, Singapore, Thailand, and Vietnam.

Overall, *the results show that apart from the Japan-ASEAN Student Conference, none of the activities had respondents from all ASEAN countries.* An explanation for this may be that because the Japan-ASEAN Student Conference was arranged with financial support from Japan and is a short activity, all AUN member universities nominated their students to join the conference for two weeks in Japan.

In contrast, the 8th ASEAN Youth Cultural Forum was held on a cost-sharing basis which could be one of the major reasons for the absence of some institutions. Moreover, it could also be due to the nature of the event which fully involves performing arts and culture. Some institutions may not possess enough readiness in

terms of students in these fields. Furthermore, the nature and scale of the activity may not interest the institutions and/or students. These factors may lead to the decision to not participate in such an event. Moreover, the public relations and clarity of information regarding the activity could also be involved. These assumptions are drawn from the responses of respondents during the interview as shown below.

“My professor asked me to join. At first I feel reluctant to join this activity because I don’t know what it is but now I feel it is a good experience and I get to make new friends.”

Respondent of the 8th ASEAN Youth Cultural Forum

“I was asked by a dance club to join this activity but I didn’t really know what this activity is about before I actually came into it, except I have to create an opening item. I think it’s better if there’s more information provided before we participate in the activity. I found it also happens with respondents from other countries.”

Respondent of the 8th ASEAN Youth Cultural Forum

“I think the program involve too small scale. Whether it can help regional integration? I think it can but to a limited extent. It depends on how the respondents would interact to each other and what we expose in this activity is on the surface. Anyway, if asking me whether we should have it or not, I think it’s better to have than not to.”

Respondent of the 8th ASEAN Youth Cultural Forum

For the 8th International College Student Exchange Program, the absence of nominations from some countries, despite the full scholarship it provides, might be due to the length of the program which requires one year in the exchange university. Since some institution did not allow credit transfer, students therefore did not apply to the long program with no credits transference guarantee, unless the students could accept this as a condition. In order to gain more participation from all AUN member universities, assurance on credits transfer and agreement between universities are encouraged.

Question 5 and 6: University (5) and AUN Member University (6)

Among 113 ASEAN respondents of the Japan-ASEAN Student Conference, there were 102 respondents who rated that they were from AUN member universities. The rest did not answer while some chose ‘unknown’. For both the 8th ASEAN Youth Cultural Forum and the 8th International College Student Exchange Program, all respondents rated that they were from AUN member universities². Overall, *most respondents rated that they were from AUN member Universities*

Question 7: Level at the University

The proportion by percentage of level at the university among youth respondents in each activity is shown below.

Table 10: Level at university of respondents in each activity

Activity	Japan-ASEAN Student Conference	The 8th ASEAN Youth Cultural Forum	The 8th International College Student Exchange Program
1st Year	5%	18%	0%
2nd Year	5%	20%	38%
3rd Year	31%	30%	46%
4th Year	29%	20%	8%
Others*	26%	10%	8%
No Answer	4%	2%	0%

*Those who chose ‘other’ identified as graduate students, faculty members, and staff.

In conclusion, of all respondents in every activity, *the highest percentage falls on third year, followed by fourth year and second year*. One may interpret that those who are interested in participating in these kinds of activities tend to be those who have gained some experience of university for at least one year. Since most of the respondents are from second to fourth year, their answers should be able to indicate

² For the list of AUN member universities, see Chapter 2.

the extent of regional consciousness as a capability of those studying at a higher learning level.

Question 8: Areas of Study

The areas of study depend on the nature of each activity. The details and proportion by percentage of areas of study among respondents in each activity are shown below.

Table 11: Field of study of respondents in each activity

Field of Study	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Social Science	57%	43%	0%
Humanities	16%	23%	0%
Sciences	19%	32%	92%
Others	8%	2%	8%

Overall, *students from Social Science tend to participate in these academic cooperation activities more than students in other fields, unless a qualification of participants in a particular field is specified* e.g. International College Student Exchange Program in the field of ICT. This might be due to the fact that ASEAN issues directly involve those in International Relations, which is in the field of Social Science.

Question 9: Participation in AUN activities

The results of this question in each activity are shown below.

Table 12: Past participation of respondents in AUN's activities

Past Participation	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Yes	12%	11%	0%
No	88%	89%	100%

Overall, *most of the respondents have never participated in the AUN's activities before*. This group of research sampling could be beneficial in terms of noticing the initial impacts of the AUN's activities because it is the respondents' first exposure, so the results should be more noticeable than for their second or third exposure to this kind of activity.

Question 10: Knowledge of AUN activities

According to the responses of respondents in 3 selected activities, most respondents have not participated in any AUN activities prior to their current participation. Therefore, the results in this question were mostly found left unfilled. In most cases, if there was an answer, it was the name of the activity respondents were participating in, which means *most of respondents do not know of other AUN activities*. For those who named alternate AUN activities, they were mostly faculty members or graduate students. Therefore, one might say that AUN activities are still carried out on a limited scale. To give more significant impacts, they need to be promoted to a wider range of people, while remaining within the field of higher education.

4.2.2 Section II: Overall program

Question 11: “How did you hear about the activity?”

In responding to the question, respondents may choose more than one answer to indicate the source of information for the activity. The choices are Office of International Affairs of the university, publication, internet, and other. They were asked to specify the source if they chose ‘other’.

The results for this question in proportion by percentage are shown below.

Table 13: Respondents’ channels to each activity

Channels to Activity	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	The 8 th International College Student Exchange Program
Office of Int. Affairs	78%	60%	55%
Publication	1%	7%	10%
Internet	8%	1%	10%
Others	13%	32%	25%

In conclusion, *Office of International Affairs of the university was chosen the most, followed by ‘other’, while other channels like internet and publication* were chosen to a very slight degree. To be more specific, those who chose ‘other’ mentioned their sources as namely professors and friends. Inclusive of friends, professors, and Office of International Affairs were over 80 percent of responses. Therefore, the implication to this finding is that the most successful channel for promoting these academic cooperation activities is “education”. Hence, deepening the cooperation between universities in the region could be one means of enhancing the capacity of ASEAN academic institutions, as well as regional integration, through information exchanges and linkages among institutions in ASEAN member countries.

Question 12: “What is the main reason for applying for the conference?”

In this question, respondents were asked to choose their reason(s) for applying for the activity. They could simply choose one reason out of the five given, but if they chose more than one reason, they were asked to rate each choice in order of significance. Number 1 indicated the main reason and number 5 the least significant reason for applying to the activity, according to the respondents’ opinion. Apart from the five given choices, respondent could choose “other” and identify the reason in the blank space provided.

The choices for reasons in each activity were designed to be different due to the uniqueness and objectives set in each activity³, but the choices were mainly set by similar criteria.

Reason 1: refers to the **main activity** of each activity,

Reason 2: refers to the transnational **cooperation** aspect,

Reason 3: refers to the **friendship** creation aspect,

Reason 4: refers to the personal desire to **travel** of respondents,

Reason 5: refers to an **obligation** or recommendation from others

According to the objectives and success indicators of all activities, the first three reasons were found to be related to what was mentioned in the proposal and related documents of each activity.

The findings indicating respondents’ choices are shown below.

³ See details in Chapter 3.

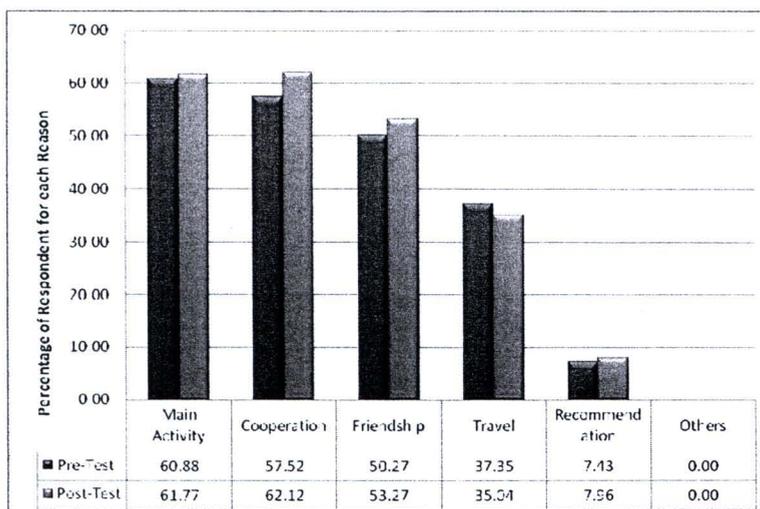


Figure 18: Main reason for participation (Japan-ASEAN Student Conference)

In this question, the choices of reason(s) for applying for the activity are:

Reason 1: to discuss ASEAN issues and gain more understanding,

Reason 2: to participate and help promote Japan and ASEAN cooperation,

Reason 3: to create friendships with ASEAN and Japanese students,

Reason 4: to have an opportunity to travel and learn more about Japan,

Reason 5: to follow the recommendation of teachers, parents, friends, etc.

Although reason 1, 2, and 3 were dominant answers in both tests, they were chosen more in the post-tests. Some respondents changed their answers after joining the activity, as evidenced by the decreased selection of reason 4 and the increased selection of reason 1, 2, and 3 in post-test results.

The results show that the conference was well-responded to, in terms of serving its objectives and conformity with the program's success indicators as mentioned in the program's proposal.

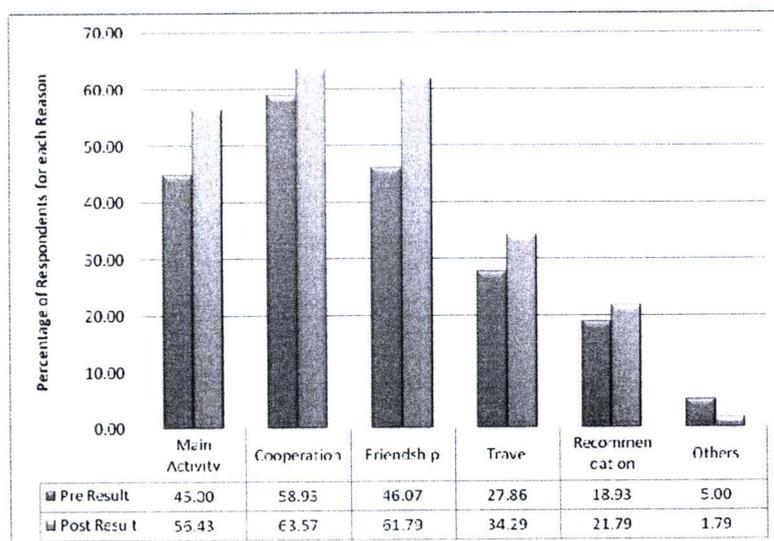


Figure 19: Main reason for participation (the 8th ASEAN Youth Cultural Forum)

In this question, the choices of reason(s) for applying for the activity are:

Reason 1: To perform cultural activities with others,

Reason 2: To participate in an activity aimed to promote the cooperation between ASEAN countries,

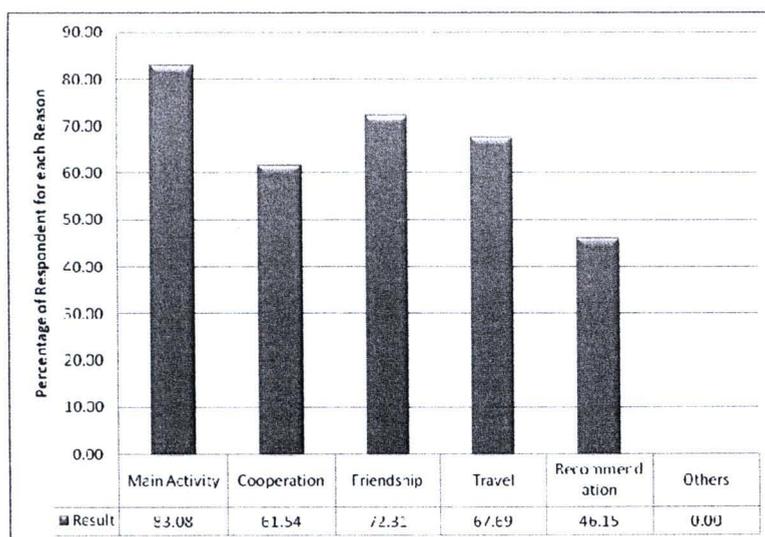
Reason 3: to create friendships with ASEAN students,

Reason 4: to have an opportunity to travel to Singapore and learn more about Singapore,

Reason 5: to follow the recommendation of teachers, parents, friends, etc.

In pre-test results, most of the respondents chose reason 1, 2, and 3 respectively. The same trend occurred in the post-test results, with most selected choices still dominated by reason 1, 2, and 3 respectively, but to a higher degree in comparison to the pre-test results.

Observably, all choices increased in selection in post-test results except 'other', which could simply be because respondents changed from selecting 'other' to other choices. Hence, one may say that the outcome of this activity meets the objectives set prior to the program.



**Figure 20: Main reason for participation
(the 8th International College Student Exchange Program)**

In this question, the choices of reason(s) for applying for the activity are:

Reason 1: To gain academic knowledge in the field of ICT in Korea,

Reason 2: To participate in an activity aimed to promote cooperation between ASEAN countries and Korea,

Reason 3: to create friendships with ASEAN and Korean students,

Reason 4: to have an opportunity to travel and learn more about Korea,

Reason 5: to follow the recommendation of teachers, parents, friends, etc.

Since this is a long program (one academic year), the results gained in this mid-activity test show the impact of the program in the middle of the activity, which is after four months of participation. Mostly, respondents chose reason 1 followed by reason 3 and reason 4. Surprisingly, reason 2, which is one of the three objectives of this activity, did not fall in the top three choices of respondents. This might be due to the growth of Korean influence in ASEAN countries, particularly pop culture now being spread among ASEAN youth, which could lead to the desire to travel to Korea and admiration for Korean culture.

In this case, apart from joining the mainstream activity of studying ICT, learning the Korean language, and being exposed to Korean culture, what must also

be enhanced is ASEAN awareness and regional bonds. Therefore, having respondents arrange some activities to promote ASEAN together during their one year experience in Korea, is strongly encouraged.

Question 13 (form A, B, C and D): “Which ASEAN pillar most attracts you?”

In this question, respondents in short programs were asked to choose the most attractive pillar of ASEAN: political security, economy, and socio-culture. This would show the baseline of their interests, which would affect their answers in knowledge, understanding, awareness and attitude towards ASEAN. If respondents chose more than one issue, they were to rank them by number, starting from 1 as most attractive issue.

The results shown in figure 21 are what was chosen by ASEAN Respondents.

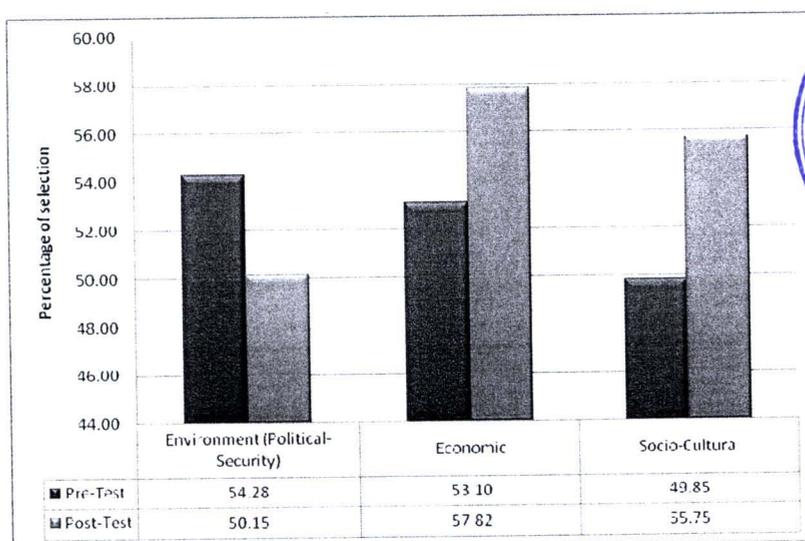


Figure 21: The most attractive ASEAN issue (Japan-ASEAN Student Conference)

The results show that before the conference, the environmental aspect which is included in the political pillar was rated as most attractive, followed by economic and socio-cultural respectively. However, after the conference we can see a shifting of interest from the political pillar towards the other two pillars, where economic was rated the most attractive, followed by socio-cultural and environment. This could

represent two possibilities: the conference emphasized economic and socio-cultural cooperation which could make respondents believe that those pillars would benefit ASEAN member countries more at their current stage; or environment was not emphasized in the conference, which might have led to the decrease in interest for this aspect. Overall, the results demonstrate the impact of this conference on attitudes of the respondents, since respondents seem to be more interested in economic and socio-cultural cooperation after attending the conference.

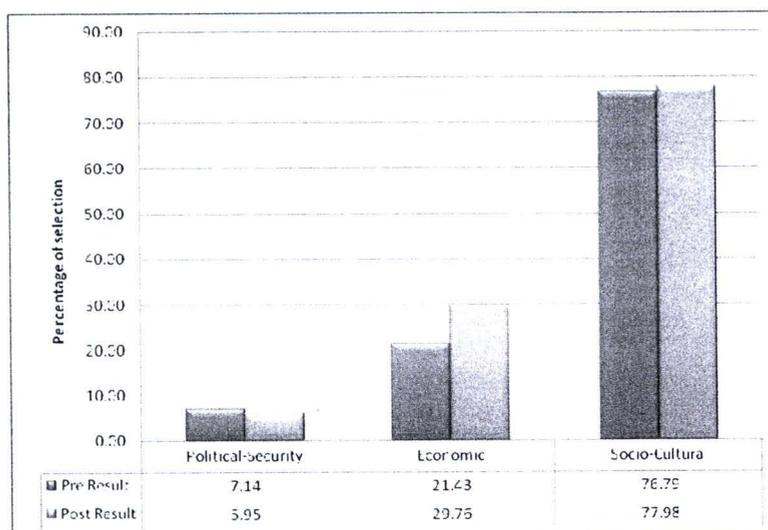


Figure 22: The most attractive ASEAN issue (the 8th ASEAN Youth Cultural Forum)

The results show that apart from major interest in the socio-cultural field, some respondents also rated economic and political security respectively.

Overall, *the results show that dominant answer is in accordance with the nature of each activity*. Obviously, the Japan-ASEAN Student Conference, where the emphasis is on all pillars, gathers participants from all related fields. Therefore, the choices of most attractive issue did not show a significant variation among all three issues. In contrast, the socio-cultural issue was rated significantly higher than the other two issues in the 8th ASEAN Youth Cultural Forum, which emphasizes the cultural aspect.

Question 13 (form E and F): “After your participation in this program, what is your future plan? Would your future career path involve promoting ASEAN countries’ relations?”

Since the International College Student Exchange is a long program, a special question was added. The question was designed to be different from the short programs by aiming to investigate the respondents’ commitment to the region, as well as to determine awareness of the region with regard to their future career paths.

According to the results, excluding one who did not answer, 41.66% showed commitment to their own progress and self development, 25% showed commitment to the region, 16.66% showed commitment to the nation, while 16.66% reflected that they had now been reminded about commitment to the region.

Some examples of the answers which showed commitment to the **respondents’ own progress and self-development** are:

“I will apply for master degree program that provide by ASEAN University Network and this program provides good opportunity for me to find a good job in the near future.”

Respondent of International College Student Exchange Program

“I want to continue for master degree and upgrade until top level, and also want to work in the in public sector or international organization”

Respondent of the 8th International College Student Exchange Program

Some examples of the answers which showed commitment to **the region** are:

“Yes, definitely my career path will involve in promoting ASEAN countries relation.”

Respondent of International College Student Exchange Program

“I wish to know more information about ASEAN. Yes, I wish my future career involve in that.”

Respondent of the 8th International College Student Exchange Program

Some examples of the answers which showed commitment to **the nation** are:

"I am going to finish my bachelor in my country and then I would like to continue my master in Korea. After that I will go back to work at my country to develop my country."

Respondent of the 8th International College Student Exchange Program

"My future plan is to be a researcher and be useful to my country. Involving the promotion of ASEAN country relations can be joining the AUN scholarship to my Master degree."

Respondent of the 8th International College Student Exchange Program

Some answers which showed that respondents were **reminded of their commitment towards the region**:

"Currently I haven't set my goals yet but I'm including promoting ASEAN countries relations to my options."

Respondent of the 8th International College Student Exchange Program

"Since my major is Computer Science, I would probably work as a programmer. I might still help in the promotion of ASEAN countries relations, though at the moment I don't know how to do such."

Respondent of the 8th International College Student Exchange Program

Interestingly, *most of the respondents (30.8%) showed a strong desire to continue their studies in Korea* when asked about their future. Some of their responses were:

"My future plan is to further my study in Master's Degree in Korea by applying for the scholarship that available."

Respondent of the 8th International College Student Exchange Program

"I would like to graduate and take MA in Korea."

Respondent of the 8th International College Student Exchange Program

Since one of the objectives⁴ of this activity is human resource development to create ICT experts for ASEAN, it is also therefore important to emphasize the digital divide in ASEAN countries. Respondents must be able to realize their potential to take part in developing the field of ICT where development is still in necessary in ASEAN countries.

Question 14: “If you could design the theme of a future activity, what aspect of ASEAN will you be interested in?”

This part allows youths to show their creative ideas and provides an opportunity to remind them of their responsibility in developing the region. It can also highlight the aspect of ASEAN which youths are interested in. The responses show initiatives of youths in regional development in various ways.

Generalizing the comments of respondents, they can be summarized in some of these themes: education, economics and culture, agriculture and fishery, politics, sustainable development, tourism, integration into global economy, regional security, defense and military, market integration, friendship, sharing knowledge, cultural integration, etc. Some of their campaigns for ASEAN development are as below.

“Secondary school student study trip to ASEAN country, because this range of age is easy for them to understand the culture and information.”

Respondent of the 8th ASEAN-Youth Cultural Forum

“ASEAN students help ASEAN students (help students in rural area at ASEAN country especially in Least Development Country). Moreover, I would like to create ASEAN Students camp.”

Respondent of the 8th International College Student Exchange Program

⁴ See details in Chapter 3.

Question 15: What do you find most useful in arranging the conference?

In order to allow respondents to share their opinions freely, this question was designed to be an open question which made the results of this question varied. Some examples of respondents' comments are: round table discussion, lecture, workshop, excursion, knowledge about ASEAN, friendship, etc. Some comments of respondents are:

"This discussion is very useful for exchanging knowledge on ASEAN issues"

Respondent of Japan-ASEAN Student Conference

"Maybe the lecture, it is quite funny that I learn about Indonesian traditional music in Singapore and I did not learn when I was in my country (Indonesia). This activity also introduced us more about Singapore and ASEAN"

Respondent of the 8th ASEAN Youth Cultural Forum

"Maybe it's the strengthening of ASEAN countries relations. It gives you the possibility of meeting other bright minds from ASEAN countries. It's rare that you get the chance to be classmates with people from other ASEAN countries."

Respondent of the 8th International College Student Exchange Program

"It gives more chance for ASEAN students to study more about ICT which is different from their own country, can exchange culture and knowledge with others friends from different country, make understanding about the religion of each country."

Respondent of the 8th International College Student Exchange Program

The results from this question can be taken into consideration for the development of activities in academic cooperation programs which would make a better impression and have more significant impacts on respondents.

Question 16-19: “Give rating regarding the activity”

From question 16 to 19, participants were asked to give a rating on a scale of 5 (strongly negative, negative, neutral, positive, and strongly positive). They were asked to give a rating regarding the activity in the four following aspects:

Question 16: beneficial to **themselves**,

Question 17: beneficial to enhancing their **knowledge about ASEAN**,

Question 18: beneficial to **cooperation within ASEAN**

(or ASEAN and Japan for Japan-ASEAN Student Conference)

Question 19: their **total satisfaction** for the activity.

The results from each activity are shown in the tables below.

Table 14: Benefits of activity (Japan-ASEAN Student Conference)

Question		Strongly Positive		Positive		Neutral		Negative		Strongly Negative	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
16. Self-benefit	ASEAN	46.01	61.06	53.98	35.40	0.00	1.77	0.00	0.00	0.00	0.00
	Japan	64.29	64.29	17.86	32.14	7.14	3.57	3.57	0.00	0.00	0.00
17. Knowledge	ASEAN	53.98	58.41	45.13	37.17	0.00	2.65	0.00	0.00	0.00	0.00
	Japan	57.14	60.71	28.57	35.71	3.57	3.57	0.00	0.00	0.00	0.00
18. Cooperation	ASEAN	39.82	54.87	52.21	34.51	7.08	7.96	0.88	0.00	0.00	0.00
	Japan	46.43	57.14	32.14	28.57	10.71	10.71	0.00	3.57	0.00	0.00
19. Satisfaction	ASEAN	32.74	53.10	55.75	38.94	9.73	6.19	0.00	0.00	0.00	0.00
	Japan	42.86	57.13	21.43	32.14	14.29	7.14	0.00	3.57	0.00	0.00

Table 15: Benefits of activity (the 8th ASEAN Youth Cultural Forum)

Question	Strongly Positive		Positive		Neutral		Negative		Strongly Negative	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
16. Self Benefit	26.79	41.07	53.57	50.00	16.07	8.93	0.00	0.00	0.00	0.00
17. Knowledge	32.14	28.57	53.57	55.36	8.93	14.29	1.79	1.79	0.00	0.00
18. Cooperation	21.43	32.14	46.43	44.64	28.57	23.21	0.00	0.00	0.00	0.00
19. Satisfaction	28.57	37.50	48.21	42.86	12.50	19.64	7.14	0.00	0.00	0.00

Table 16: Benefits of activity (the 8th International College Student Exchange Program)

Question	Strongly Positive	Positive	Neutral	Negative	Strongly Negative
16. Self Benefit	76.92	23.08	0.00	0.00	0.00
17. Knowledge	61.54	38.46	0.00	0.00	0.00
18. Cooperation	69.23	23.08	7.69	0.00	0.00
19. Satisfaction	69.23	30.77	0.00	0.00	0.00

The results shown in Table 14 are the choices of respondents at the **Japan-ASEAN Student Conference**. On this occasion, the results of Japanese respondents were taken in consideration to observe the differences and similarities between the pre-and post activity results of ASEAN and Japanese respondents. Noticeably, the results in table 2 show an increasing score from pre-activity to post-activity results for both ASEAN and Japanese respondents. However, it was found that the results for Japanese respondents are rated relatively higher in general, as most ratings by Japanese respondents fall under “strongly positive” for every aspect and none of the ratings decreased, while the majority of ratings by ASEAN respondents fall into both the “*positive*” and “*strongly positive*” categories.

Although all of the aspects increased in term of the ratings of ASEAN respondents, this is not as remarkable as the increases among Japanese respondents. Possible explanations for the higher scores given by Japanese respondents could relate to the factor of respondents’ knowledge background. ASEAN knowledge is somewhat new to Japanese respondents, so joining such a conference could be very beneficial and have more significant impacts on them, as evidenced by the improvement that increased noticeably. Since ASEAN respondents are familiar with ASEAN issues, particularly as the selected respondents in this conference are mostly from AUN member universities, this could perhaps leads to lower improvement results with regard to the benefits of such a conference, when compared to the Japanese respondents. From this perspective, it is important to encourage enthusiasm among ASEAN youths in future activities for better results and more significant impacts on respondents.

In the 8th ASEAN-Youth Cultural Forum, the attitudes of respondents towards this activity fall under “Positive” which is the lowest score when comparing all three activities in this research sampling. Importantly, the post-test results decreased from pre-test results in most aspects except the knowledge aspect. The same trend was also reflected in the interviews during respondents’ participation in the event. Generally, participants commented on the lack of clarity of information regarding the event before their participation, the schedule being too tight, and limited opportunities to interact with ASEAN participants from all nations. Other than that, they were satisfied with the activity. Generally, the respondents’ opinions towards this activity were still rated as “*positive*”. Perhaps, the mechanisms of this activity should be re-evaluated carefully to determine why respondents who joined the activity did not indicate through the results that the activity helped them in terms of benefit to themselves, enhancement of ASEAN cooperation, or satisfaction with the activity after their participation.

Theoretically, this activity should be a good opportunity for participants to learn how to cooperate and compromise on cultural aspects, through the method of learning by doing. During the activity, participants were assigned to work in teams. A team was designed to consist of two universities from different countries. Each team was assigned to create a performance which was a mixture of their traditions for the closing ceremony. However, it would create an even more unique stage event and have more significant impacts if one team was comprised of participants from each of the ten ASEAN member countries. Brainstorming and mutually blending their traditions into one performance which demonstrates that the diverse cultures of ASEAN can cooperate and be woven together, would lead to cultural integration.

In the 8th International College Student Exchange Program, respondents rated every aspect as “*strongly positive*” which had the highest percentage in comparison with the other activities in this research sampling. This represents the usefulness of, and satisfaction with, this activity according to the respondents’ opinions.

In conclusion, *respondents in every activity found the activity to be useful to themselves, to have enhanced their knowledge regarding ASEAN, and ASEAN cooperation within ASEAN and other countries. Most respondents were satisfied with the activity they were participating in.*

Question 20: “Please feel free to leave your comments or suggestions on this activity.”

The results of this part are varied since no choices were given, in order to allow respondents to share their opinions freely. Generally, respondents’ comments can be summarized as e.g. schedule too tight, more time and less moving around, more interaction among ASEAN participants, more discussion on ASEAN issues, more information regarding the activity for participants before joining the activity, people speaking too fast (language difficulty).

Some of the respondents’ comments are:

“I think this program really make ASEAN student improve their knowledge and gain their experience.”

Respondent of Japan-ASEAN Student Conference

“This kind of scholarship is the best way to enhanced student's soft skill and hard skill in term of learning from Korean case of development. I can say that continuing this program will be a good way to improve ASEAN's students to be a better person for society and further more to develop their country because I'm sure that these students are best students in their country and also will be the leader someday, nationally, or international”

Respondent of the 8th International College Student Exchange Program

Many of the respondents would like to learn more about ASEAN countries:

“I would be interested to study each country's culture.”

Respondent of the 8th ASEAN Youth Cultural Forum

“It would be interesting if there are activities like seminars, workshops, or exhibitions that will introduce the culture of the ASEAN countries including the similarities and the differences. It is also nice to have one event wherein all respondents from these programs will gather and share their experiences and stories.”

Respondent of the 8th International College Student Exchange Program

Alumni were also mentioned in several comments by respondents from the long program. This might be due to the fact that the longer duration of participation creates a stronger bond with the program than for those in short programs.

Some respondents' comments are:

“All AUN program is beneficial and need a little improvement which we need to gather and keep on track all the alumni so that the networking will not lost. We can create ASEAN.”

Respondent of the 8th International College Student Exchange Program

“I hope in the future there will be ASEAN ROK exchange program alumni association. So together we can promote ASEAN Countries relation.”

Respondent of the 8th International College Student Exchange Program

These comments are the voices of youth who participated in the activities. Hence, they can be taken in consideration of the future development of the AUN activities.

4.2.3 Section III: *Attitudes and awareness towards ASEAN*

Question 21: “In general, how familiar are you with ASEAN?”

In this question, respondents were asked to choose the level of their familiarity with ASEAN in general. There were four choices: very familiar, somewhat familiar, a little familiar, not at all familiar. The results shown below are what was chosen by respondents in each activity.

Table 17: Familiarity with ASEAN (Japan-ASEAN Student Conference)

Question		Very Familiar		Somewhat Familiar		A little Familiar		Not at all Familiar		No Answer	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
21	ASEAN	23.01	29.20	57.52	59.30	17.70	9.73	0.88	0.00	0.89	1.77
	Japan	14.29	25.00	50.00	46.40	25.00	25.00	0.00	0.00	10.71	3.60

Table 18: Familiarity with ASEAN (the 8th ASEAN Youth Cultural Forum)

Question	Very Familiar		Somewhat Familiar		A little Familiar		Not at all Familiar		No Answer	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
21. Familiarity	16.07	16.07	42.86	66.07	25.00	14.29	10.71	1.79	5.36	1.79

Table 19: Familiarity with ASEAN (the 8th International College Student Exchange Program)

Question	Very Familiar	Somewhat Familiar	A little Familiar	Not at all Familiar	No Answer
21. Familiarity	30.77	53.84	15.38	0.00	0.00

According to the results of all activities, the results share the same trend among all respondents with *the dominant answer being “Somewhat familiar”*. Hence, the results in this section show a relatively positive response since the questions enquire about fundamental knowledge, understanding, and a certain awareness about ASEAN.

Question 22: “From which source have you learned about ASEAN?”

In responding to the question, respondents chose had the following choices: advertisement, books, television, radio, newspaper, internet, movies, music, sports, family members, friends, school, traveling, work experiences, other, and none of the above. Respondents could select more than one answer. Since there was no difference from pre-test results to post-test results, or only a very slight change, only pre-test results were selected to be presented here.

The table below shows the responses for each activity. The choice most selected in each activity is highlighted.

Table 20: Sources to learn about ASEAN rated by respondents in each activity

Sources	Japan-ASEAN Student Conference	The 8 th ASEAN Youth Cultural Forum	International College Student Exchange Program
School	14%	13%	13%
Newspaper	14%	10%	10%
TV	12%	12%	9%
Music	2%	4%	2%
Internet	14%	12%	12%
Books	13%	12%	12%
Friends	7%	7%	10%
Traveling	6%	7%	8%
Advertisement	4%	7%	6%
Movie	3%	5%	5%
Sports	3%	2%	5%
Radio	3%	2%	2%
Family members	2%	5%	3%
Work Experience	3%	2%	3%

Overall, the most selected sources for learning about ASEAN by respondents in all activities share the same trend. *The dominant answers fall on school, books, newspaper, and internet. The results show that school was most selected, which made it rank first in every activity.* This finding emphasizes that school is the most

effective channel to disseminate ASEAN knowledge to the population, particularly youths. From this perspective, one might say that knowledge and awareness about ASEAN is best disseminated and embedded through education. Therefore, if academic cooperation between institutions in ASEAN countries draws them closer to each other, there will be better results for the future development of regional understanding and consolidation among their people.

Apart from education which involves school and books, multimedia plays a major role in reaching out to students, as we can observe that internet and newspaper were ranked in the top 5 most selected choices in every activity. *Internet in particular was selected as equally, or slightly less important, than school.* This emphasizes that the digital divide is being reduced in the region, as observable through the fact that the amount of access to internet per capita for ASEAN countries is increasing. The incremental increase can be seen even more significantly when observing the trend over the past decade. According to ASEAN Community in Figure 2009, the growth of internet subscribers/users from ASEAN countries has continuously increased, with a tremendously increase in some countries e.g. Brunei, Malaysia, Thailand, and Vietnam. The figures can be observed as shown below.

ASEAN internet subscribers/users per 1000 persons

Country	1998	2000	2003	2005	2006	2007
Brunei Darussalam	63.5	90.4	199.3	360.8	416.9	416.9
Cambodia	0.2	0.5	2.5	3.1	4.6	4.8
Indonesia	2.5	9.2	37.6	35.4	46.9	56.1
Lao PDR	0.1	1.1	3.3	4.2	11.6	17.1
Malaysia	69.0	213.9	345.0	423.7	542.3	564.5
Myanmar	0.0	0.0	0.2	0.6	0.7	0.8
Philippines	11.3	20.1	49.3	54.8	59.2	60.3
Singapore	100.2	481.7	429.1	379.3	345.9	230.4
Thailand	8.3	37.4	95.5	113.4	130.7	210.0
Viet Nam	0.1	2.5	37.8	127.2	172.1	204.5
ASEAN	3.2	25.1	58.7	77.6	96.9	114.9

Source : ASEAN Secretariat Statistical Yearbook 2008, taken from ASEAN telecommunications agencies (as published on official websites and publications)



Figure 23: Number of ASEAN internet subscribers/users per 1000 persons

Source: ASEAN Community in Figure 2009 (ASEAN Secretariat, 2010: 41)

Question 23: “At what level do you think you understand ASEAN in each perspective?”

In this question, respondents were asked to rate the level of their understanding in eight perspectives: economy, politics, international relations, culture, language, history, religion, and environment. They could rate as low, medium, good, and very good.

The results shown below are the choices of respondents in each activity. Apart from highlighting the most rated in pre-test and post-test in each perspective, the most rated among all perspectives are underlined.

Table 21: Understanding on ASEAN (Japan-ASEAN Student Conference)

Question		Very Good		Good		Medium		Low	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
23.1) Economy	ASEAN	3.54	6.19	<u>47.80</u>	<u>57.50</u>	42.50	31.00	6.19	3.54
	Japan	10.70	<u>28.60</u>	25.00	<u>28.60</u>	<u>35.70</u>	<u>28.60</u>	14.30	10.70
23.2) Politics	ASEAN	6.19	7.96	40.70	<u>45.10</u>	<u>46.00</u>	42.50	7.08	2.65
	Japan	3.57	14.30	21.40	<u>39.30</u>	<u>50.00</u>	35.70	10.70	7.14
23.3) Int'l Relation	ASEAN	9.73	15.90	<u>46.90</u>	<u>49.60</u>	34.50	29.20	7.96	3.54
	Japan	10.70	10.70	21.40	<u>57.10</u>	<u>50.00</u>	21.40	3.57	3.57
23.4) Culture	ASEAN	18.00	22.10	<u>46.00</u>	<u>54.90</u>	33.00	18.60	3.50	2.65
	Japan	3.57	14.30	21.40	<u>35.70</u>	<u>50.00</u>	32.10	10.70	14.30
23.5) Language	ASEAN	5.31	11.50	37.20	<u>32.10</u>	<u>46.90</u>	31.90	9.73	8.85
	Japan	10.70	14.30	21.40	<u>35.70</u>	<u>50.00</u>	32.10	3.57	14.30
23.6) History	ASEAN	12.00	15.00	<u>42.00</u>	<u>46.90</u>	39.00	31.00	7.10	5.31
	Japan	14.00	21.40	32.00	<u>32.10</u>	29.00	<u>32.10</u>	11.00	10.70
23.7) Religion	ASEAN	10.60	13.30	<u>41.60</u>	<u>49.60</u>	<u>41.60</u>	33.60	6.19	1.77
	Japan	14.30	17.90	17.90	<u>46.40</u>	<u>46.40</u>	25.00	7.14	7.14
23.8) Environment	ASEAN	8.85	7.96	<u>42.48</u>	<u>54.00</u>	39.82	27.40	8.85	8.85
	Japan	7.14	21.40	21.43	<u>32.10</u>	<u>35.71</u>	28.60	21.43	14.30

Table 22: Understanding on ASEAN (the 8th ASEAN Youth Cultural Forum)

Question	Very Good		Good		Medium		Low	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
23.1) Economy	0.00	5.36	35.71	48.21	39.29	41.07	14.29	10.71
23.2) Politics	1.79	3.57	37.50	37.50	33.93	42.86	21.43	17.86
23.3) Int'l Relation	8.93	5.36	33.93	37.50	44.64	44.64	10.71	8.93
23.4) Culture	8.93	10.71	<u>48.21</u>	<u>55.36</u>	30.36	33.93	7.14	1.79
23.5) Language	7.14	7.14	28.57	41.07	32.14	41.07	26.79	10.71
23.6) History	7.14	3.57	26.79	32.14	48.21	53.57	17.86	7.14
23.7) Religion	5.36	5.36	44.64	42.86	39.29	50.00	7.14	1.79
23.8) Environment	8.93	14.29	32.14	35.71	42.86	46.43	7.14	8.93

Table 23: Understanding on ASEAN (the 8th International College Student Exchange Program)

Question	Very Good	Good	Medium	Low
23.1) Economy	0.00	38.46	61.54	0.00
23.2) Politics	0.00	23.08	53.85	23.08
23.3) Int'l Relation	15.38	15.38	53.85	15.38
23.4) Culture	23.08	38.46	38.46	0.00
23.5) Language	15.38	30.77	30.77	23.08
23.6) History	15.38	23.08	46.15	15.38
23.7) Religion	23.08	<u>46.15</u>	30.77	0.00
23.8) Environment	15.38	38.46	38.46	7.69

This question aims to observe the level of understanding ASEAN in each perspective among respondents through self-evaluation. For the activities where post-test and pre-test are available, one would expect that the results improve after the respondents' participation in the activity.

Referring to the results of the **Japan-ASEAN Student Conference**, the post result did increase as expected. Generally the results of both ASEAN and Japanese respondents increased, yet not by a large percentage for ASEAN respondents. Overall, pre-test and post-test results of ASEAN respondents fall under "**good**". In contrast, the results of Japanese respondents show a more significant increase, where the post-test results jumped from being dominated by "medium" to "good". The reason for this

outcome could be that ASEAN respondents are well aware of ASEAN, which might lead to only a slight change in their results. On the other hand, Japanese students who are new to this field of knowledge have indicated a more significant change in the results from pre-test and post-test.

In the 8th ASEAN Youth Cultural Forum, the results are dominated by “*medium*” both in pre-test and post-test. Interestingly, respondents rated their understanding in every aspect lower than what they rated in the pre-test. Only ‘economy’, ‘culture’, and ‘language’ show an increase from pre-test to post-test results.

Respondents in the 8th International College Student Exchange Program rated their understanding generally as “*medium*”. Only culture, language, religion, and environment were rated as “good”.

Overall, the results from the Japan-ASEAN Student Conference show the most increase from pre-test to post-test, when comparing with the other activities. Moreover, it is the only event where the dominant answer is “good”. The most rated in the other two activities is “medium”. This might be due to the nature of the program, which emphasizes every pillar of ASEAN and so gathers participants from various fields. Apart from the activities namely workshop, lecture, or discussion, participants from different fields also have a chance to exchange views and learn from each other. Therefore, *the results from the activity which emphasize all pillars tend to be more well-rounded than the results from those activities which emphasize a specialized field*. This finding could be taken into consideration when it comes to future academic cooperation activities.

Question 24: “Locating ASEAN member countries in the blank map of Southeast Asia”

In this question, respondents were asked to identify the name of each ASEAN country on a blank map of Southeast Asia, in order to determine the geographical knowledge of ASEAN respondents. To gain a score for this question, apart from showing ability to list 10 ASEAN member countries, respondents must be able to locate their neighboring countries on a blank map.

The results shown below are the percentage of correct answers by respondents from each country. In each activity, the average percentages of both pre-test and post-test are also provided. The highest score by respondents from each country is highlighted.

Table 24: ASEAN geographical knowledge (Japan-ASEAN Student Conference)

Geographical knowledge of ASEAN countries		
Respondents	Pre-Test Result	Post-Test Result
Brunei	86.36	96.36
Cambodia	90.91	98.18
Indonesia	90.91	90.91
Laos	90.83	78.33
Malaysia	91.00	98.00
Myanmar	54.55	59.09
Philippines	75.00	78.33
Singapore	98.18	99.09
Thailand	99.17	99.17
Vietnam	85.83	75.83
ASEAN	86.28	87.08
Japan	81.10	91.79
ASEAN+Japan	85.25	88.01

Table 25: ASEAN geographical knowledge (the 8th ASEAN Youth Cultural Forum)

Geographical knowledge of ASEAN countries		
Respondents	Pre-Test Result	Post-Test Result
Indonesia	100.00	100.00
Laos	100.00	100.00
Malaysia	98.21	80.90
Philippines	80.00	92.00
Singapore	83.75	82.50
Thailand	90.00	94.00
Vietnam	98.33	100.00
ASEAN	89.10	91.40

Table 26: ASEAN geographical knowledge (the 8th International College Student Exchange Program)

Geographical knowledge of ASEAN countries	
Respondents	Result
Cambodia	100.00
Philippines	56.67
Laos	100.00
Malaysia	87.5
Indonesia	100.00
ASEAN	86.15

By having respondents put the names of ASEAN countries on a geographical map, one would expect the post activity result to be somewhat higher than the pre-activity result. The results here are not far from was expected, with the trend of an overall results increase.

In the **Japan-ASEAN Student Conference**, although respondents from Myanmar and the Philippines gained less than 81% both in pre-test and post-test, the results of respondents from ASEAN overall, Japan, and the combination of ASEAN overall and Japan increased. Interestingly, the results indicate a more significant improvement among Japanese respondents than among ASEAN respondents. To be more specific, the percentage of correct mapping ability for ASEAN respondents increased by approximately 1%, from 86.28% in pre-test results to 87.08% in post-test

results. The results of Japanese respondents increased by 10% from 81.10% to 91.79%. Starting with less knowledge about ASEAN, Japanese respondents could perform better than ASEAN respondents after the conference. This finding should be taken into consideration regarding the need for more development in ASEAN education, particularly the dissemination of fundamental knowledge of their own neighboring countries and enthusiasm in the ASEAN population for enhancing their own knowledge. In the **8th ASEAN Youth Cultural Forum**, although not all respondents from every country performed better after their participation in the activity, overall ASEAN results show an increase of approximately 2% from 89.10% to 91.40%. Moreover, respondents in this activity performed well in this question, as the results of every country in both pre-test and post-test are all over 81%, except for the respondents from the Philippines. In the **8th International College Student Exchange Program**, all respondents gained a score of over 80%, except respondents from the Philippines who gained 56.67%.

To conclude the results in term of the respondents' cartographic knowledge, excluding respondents from Myanmar and Philippines, respondents from the rest of ASEAN countries gained over 81% in their score either pre-test, post-test, or both. This finding supports the results of Thomson and Thianthai's survey, which the questionnaire of this research was adapted from, on attitudes and awareness towards ASEAN. In the first part of the survey, students from leading universities in ASEAN were asked to list the names of the ten ASEAN member countries. In the next part, students were asked to list the names of the countries and identify their location on a blank map of Southeast Asia. In the first exercise, students from Thailand and Cambodia could list at least nine of the ten countries, while students from the Philippines scored the lowest among all ASEAN countries. In the second exercise, Thai students performed best on the mapping exercise, while students from Myanmar seemed to show substantially lower cartographic knowledge of ASEAN. It was concluded in the mentioned survey that: "*Students in the Philippines and Myanmar displayed the least knowledge about ASEAN, although this is not to say that they were*

unknowledgeable; only less so relative to their peers elsewhere” (Thomson and Chulanee: 2008, p.28-32).

According to the results, as their performance in post-test was generally higher than pre-test, this pinpoints that *respondents gain some fundamental knowledge regarding ASEAN in terms of the location of their neighboring countries after their participation in the activity.* However, the significance of the knowledge increase still needs improvement, particularly amongst students from Myanmar and the Philippines.

Question 25: “Over four decades since the establishment of ASEAN on 8th August 1967, which pillars of ASEAN have the most vivid cooperation and development in ASEAN countries in your observation?”

In this question, respondents were asked to choose the pillar that they observed to have the most vivid cooperation and development. The choices were given in accordance to ASEAN’s three pillars: political-security, economy, and socio-culture.

The results of each activity are shown below.

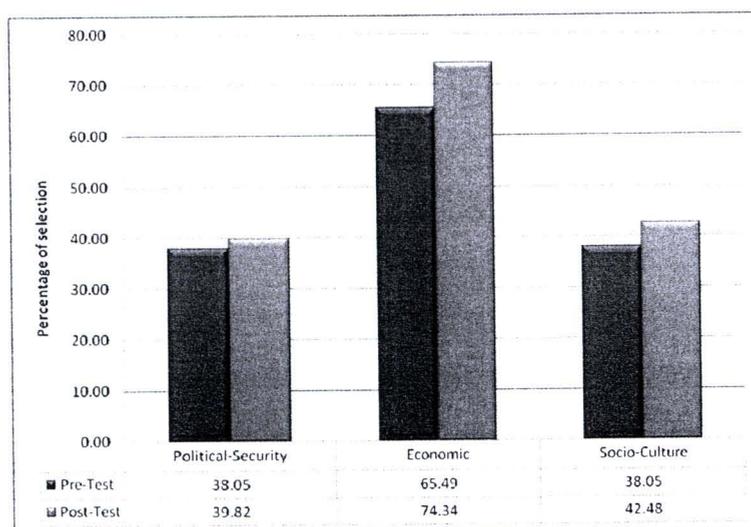


Figure 24: Most vivid ASEAN pillar (Japan-ASEAN Student Conference)

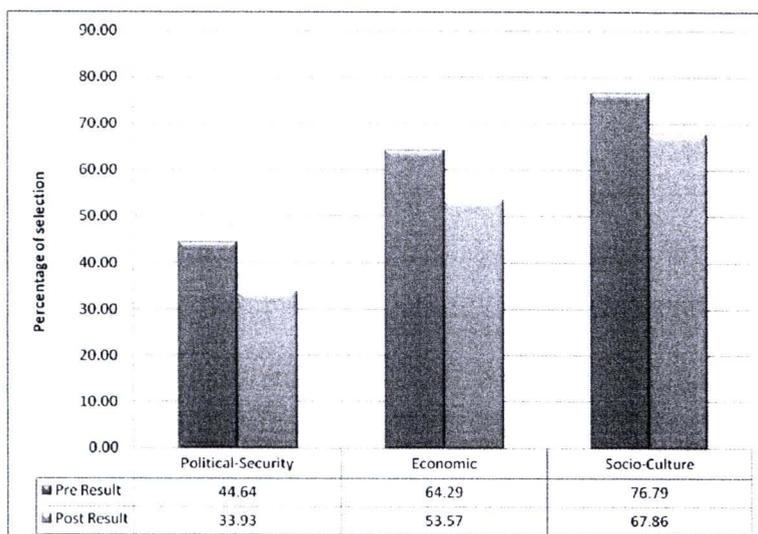


Figure 25: Most vivid ASEAN pillar (the 8th ASEAN Youth Cultural Forum)

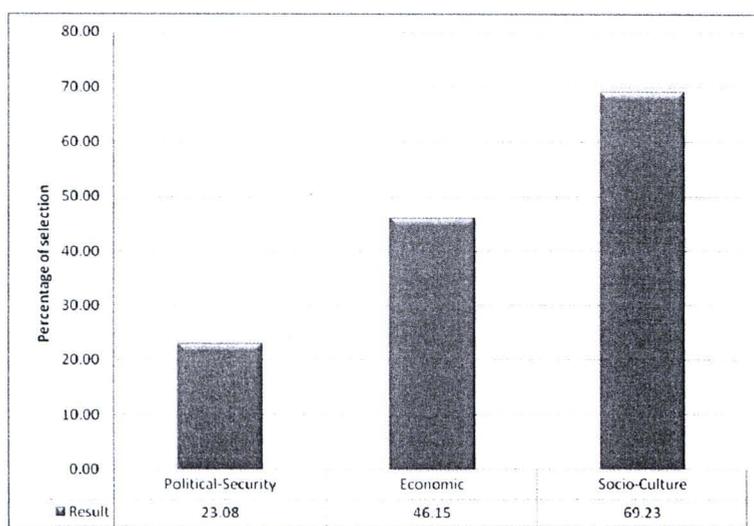


Figure 26: Most vivid ASEAN pillar (the 8th International College Student Exchange Program)

In the **Japan-ASEAN Student Conference**, the *economic pillar* was rated as having the most vivid cooperation of ASEAN, followed by socio-culture and political-security. The rating for the socio-cultural pillar and the political security pillar was relatively equal. In the **8th ASEAN Youth Cultural Forum**, most respondents rated the *socio-cultural pillar* as having the most vivid cooperation of ASEAN, follow by economy and political security. Similar to the trend in the 8th Youth Cultural Forum, most respondents in the **8th International College Student**

Exchange Program rated the *socio-cultural pillar* as having the most vivid cooperation of ASEAN, followed by economy and political security.

The three pillars of ASEAN, Political-Security, Economy, and Socio-Culture, interact and intertwine. Although every pillar is equally important, in terms of the pillar which has the most vivid cooperation, according to the Bangkok Declaration, the economic aspect tends to be the core of this regional cooperation, not far from what is emphasized by regional cooperation in other regions. However, Suvanajata argued that rather than economic interests, as literally stipulated in the Bangkok Declaration, political motivations and common security concerns were the driving forces for the creation of ASEAN. He believed that although not explicitly stated, political security is at the foundation of the ASEAN establishment (Suvanajata: 1997, p.liii-28). This perspective conforms to Schulz's view. He sees that the driving forces for regionalization in Southeast Asia tends to be based on the security aspect:

“Rhetoric has emphasized economic cooperation, while praxis tends to hold out security issues as the most fundamental aspect of regional cooperation (Schulz, p.151)”.

This notion is proved by observing ASEAN's behaviour through the decades of its operation. Noticeably, the slow pace of ASEAN cooperation over the first decade was due to its efforts to settle disputes and create trust among member countries, in order to transform an area of wars and conflicts into a group of interdependent countries which mutually cooperate for further development in various aspects e.g. political-security, economy, and socio-culture.

The results show that the *selection of a pillar is subjective and subject to respondents' knowledge background and level of familiarity with ASEAN issues*. It is likely that those who do not specially follow the course of the development of ASEAN or ASEAN issues, tend to choose the pillar based on their direct experience. In other words, *they tend to choose the pillar which is in relation to the nature of the activity they are participating in*. This is evidenced by the trend in each activity. In the Japan-ASEAN Student Conference, although economy was rated as having the

most vivid cooperation, socio-culture and political security were relatively equal. This was due to the nature of activity, which allowed participants to discuss ASEAN issues under all three ASEAN pillars. Moreover, the participants in this activity were selected from students of AUN member universities and had some knowledge about ASEAN. This means the respondents should have been quite aware of ASEAN affairs. For their generation, economy may have been seen as the most emphasized pillar, as many laws and treaties have been issued during their lifetime to support economic cooperation among ASEAN members and between ASEAN and dialogue partners. Therefore, it is obvious why the economic aspect was chosen the most and the other pillars rated equally low. On the other hand, the socio-cultural pillar was rated as having the most vivid cooperation of ASEAN by respondents in the activities which inclined towards the socio-cultural aspect, like the cultural forum and student exchange program.

Question 26: “Please check the issues that you feel most crucial for ASEAN to enhance cooperation and awareness”

The respondents were asked to choose issues that they feel most crucial for ASEAN to enhance cooperation and awareness. This is to observe respondents’ interests in ASEAN issues and also to broaden participants’ awareness of issues that need development. The issues that were given in the questionnaire are listed below:

- 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



Apart from these choices, respondents could choose “other” and identify the issue in the space provided.

The top three issues most selected by respondents in each activity are highlighted. The most crucial issue of ASEAN in the respondents' opinion was selected from the most common issue among the top three issues in each activity.

The results shown below are the choices of respondents in each activity.

Table 27: Most crucial issues in ASEAN (Japan-ASEAN Student Conference)

Issue most crucial to ASEAN	Percentage of respondents choosing the issue	
	Pre-Test	Post-Test
health maintenance and disease control	30.09	38.94
Natural resource and environmental management	50.44	60.18
Disaster prevention, relief and recovery assistance	35.40	51.33
Educational improvements and exchanges	59.29	75.22
Reduction of poverty and economic disparities	61.95	69.03
Science and technology development and applications	38.05	53.98
Cultural, literary and artistic preservation and promotion	36.28	46.02
Regional identity and solidarity enhancement	38.05	40.71
Others	2.65	1.77

Table 28: Most crucial issues in ASEAN (the 8th ASEAN Youth Cultural Forum)

Issue most crucial to ASEAN	Percentage of respondents choosing the issue	
	Pre-Test	Post-Test
health maintenance and disease control	41.07	51.79
Natural resource and environmental management	48.21	51.79
Disaster prevention, relief and recovery assistance	33.93	35.71
Educational improvements and exchanges	58.93	58.93
Reduction of poverty and economic disparities	57.14	46.43
Science and technology development and applications	51.79	42.86
Cultural, literary and artistic preservation and promotion	58.93	51.79
Regional identity and solidarity enhancement	25.00	37.50
Others	0.00	12.50

Table 29: Most crucial issues in ASEAN (the 8th International College Student Exchange Program)

Issue most crucial to ASEAN	Percentage of respondents choosing the issue
health maintenance and disease control	23.08
Natural resource and environmental management	46.15
Disaster prevention, relief and recovery assistance	53.85
Educational improvements and exchanges	53.85
Reduction of poverty and economic disparities	84.62
Science and technology development and applications	92.31
Cultural, literary and artistic preservation and promotion	46.15
Regional identity and solidarity enhancement	38.46
Others	0.00

Relying on the results of the **Japan-ASEAN Student Conference**, the top three issues in both pre-test and post-test results are “*reduction of poverty and economic disparities*”, “*education improvements and exchanges*”, and “*natural resource and environmental management*”. Overall, as the critical issues of ASEAN countries in the respondents’ opinion, education and poverty seem to lead the others by a remarkable percentage. The post-activity results yielded even more of a contrast between the two most crucial issues and others, especially since the percentage from pre-test to post-test results for the education issue had the highest increase among all issues, at around 15% from 59.29% to 75.22%. Observably, the conference makes respondents more aware of other important issues related to the region, which can be noticed from the fact that post-activity results all show an increase from pre-activity results.

In the pre-test of the **8th ASEAN Youth Cultural Forum**, the most rated issues are “cultural, literary and artistic preservation and promotion” (58.93%) and “education improvements and exchanges” (58.93%). What closely followed is “reduction of poverty and economic disparities” (57.14%). In post-test, the most rated issue remained “educational improvements and exchanges” (58.93%). It was followed by three more issues which were equally rated at 51.79%. These issues are:

“health maintenance and disease control”, “natural resource and environmental management”, and “cultural, literary and artistic preservation and promotion”. Overall, the highest rated issues in this activity are “*educational improvements and exchanges*”, and “*cultural, literary and artistic preservation and promotion*”.

Dissimilar to other activities is the most rated issue of **the 8th International College Student Exchange Program**. “*Science and technology development and applications*” was remarkably rated by respondents (92.31%). Despite the dissimilarity, “*reduction of poverty and economic disparities*” (84.62%) and “*educational improvements and exchanges*” (53.85%) still remain among the top three issues. Besides, “*natural resource and environmental management*” (53.85%) was rated equally to education. Unlike the top three for the other activities, issues like “natural resource and environmental management” and “science and technology development and applications” were rated among the top three issues in this activity. This might relate to the fact that the background of these respondents is Science and the essence of the activity they are joining requires specialized skill in ICT. This might have caused the most rated issue in this activity to be different than the result from the other activities in the research sampling.

To conclude the results of all activities, participants tend to choose the crucial issue based on their knowledge background, interest, and direct experience. Noticeably, they are likely to choose the issue which directly involves the activity they are participating in. For instance, one of the top rated issues in the cultural forum in both pre-test and post-test was cultural, literary and artistic preservation and promotion (58.93% in pre-test and 51.79% in post-test) and the most rated issue in the International College Student Exchange Program is Science and technology development and application (92.31%). Nevertheless, although some activities which require specialized skill like the cultural forum and student exchange show that the issue in their field of study and interest was rated among the top three, the selection on general issues can still be seen. *The most common among the top three issues of*

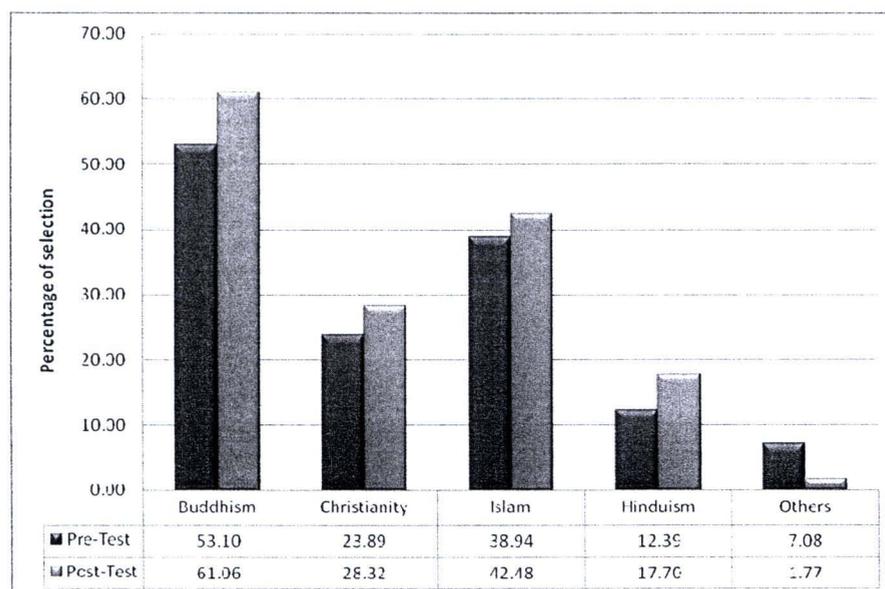
each activity are: “education improvements and exchanges”, and “reduction of poverty and economic disparities”.

The results demonstrate that academic cooperation activities have an impact in terms of emphasizing the importance of education to participants. The most vivid evidence about the impact of such activities is clearly shown in that, after respondents participated in these activities, the most crucial issue for ASEAN rated by participants in every activity falls under educational improvement and exchanges. It seems that respondents realize the significance of education as a foundation for future development.

Question 27: “Which religion is practiced by the populace in all ASEAN countries?”

In this question, respondents were asked which religion is practiced by most of the ASEAN population from 5 choices: Buddhism, Christianity, Muslim, Hinduism, and Others.

The results below show the results of ASEAN Respondents in each activity.



**Figure 27: Religion practiced by populace in ASEAN member countries
(Japan-ASEAN Student Conference)**

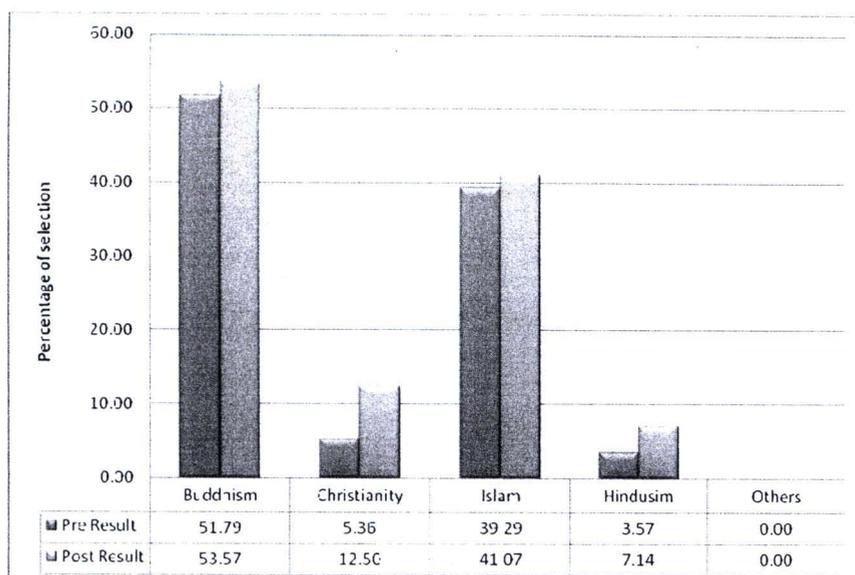


Figure 28: Religion practiced by populace in ASEAN member countries (The 8th ASEAN Youth Cultural Forum)

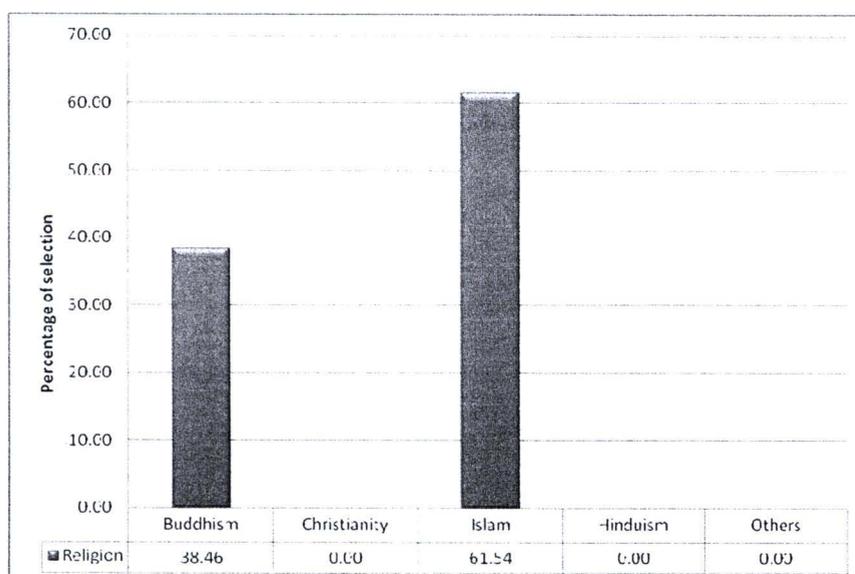


Figure 29: Religion practiced by populace in ASEAN member countries (The 8th International College Student Exchange Program)

In the **Japan-ASEAN Student Conference**, *Buddhism* is believed to be the most practiced religion in ASEAN countries both before and after attending the conference. Islam ranked second while Christianity ranked third.

Sharing the same trend as the previous activity, respondents in **the 8th ASEAN Youth Cultural Forum** chose *Buddhism* as the most practiced religion in ASEAN countries both before and after attending the conference. Islam ranked second while Christianity ranked third.

In **the 8th International College Student Exchange Program**, merely two religions were chosen: Islam and Buddhism. The selection of *Islam* is almost double the selection of Buddhism. This might be because major respondents are from Muslim dominant countries like Malaysia (31%) and Indonesia (23%). The combination of these two groups made up over half of all respondents.

Surprisingly, only respondents in the International College Student Exchange Program show correctness in their dominant answer. Although religions among ASEAN member countries are diverse, Islam is the most practiced religion among the ASEAN population. This might be due to the fact that Islamic populations reside in countries with huge populations, namely Indonesia and Malaysia. Some references to the largest religion in ASEAN countries are shown below.

“Islam is ASEAN’s largest religion, though it not predominant in all six countries. Next are Christianity, Buddhism, and the Chinese religions based on varying mixes of Buddhism, philosophy, and folklore, most notable in Malaysia and Singapore (Gungwu: 2003, p. 168).

“Like Buddhism on the mainland, Islam continues to be the dominant religion in the island world although Protestant Christianity is said to account for some 8% of Indonesia's population (University of Cumbria, 2010 : online).”

The confusion of respondents regarding the largest religion in ASEAN countries is shown in the first two activities, where Buddhism was rated both in pre-test and post-test as the most practiced religion in the region. Possible reasons for this could be that there are more countries in Southeast Asia in which Buddhism is a national religion. However, the amount of the population which is Buddhist is far less than those who are Muslims. The graph shown below provides a general idea of religion in ASEAN countries.

Table 30: Religions in ASEAN countries (most recent)

Source: http://www.nationmaster.com/graph/rel_sou_asia_rel-religion-southeast-asia-religions

<u>Brunei</u>	Islam (67%), Buddhism (13%), Christianity (10%), Indigenous beliefs and others (10%)
<u>Burma</u>	Theravada Buddhism (89%), Islam (4%), Christianity (4%), Animism (1%), Others (2%)
<u>Cambodia</u>	Theravada Buddhism (93%), Animism and others (7%)
<u>Indonesia</u>	Islam (88%), Protestant (5%), Roman Catholicism (3%) Hinduism (2%), Buddhism (1%), Others (1%)
<u>Laos</u>	Theravada Buddhism (60%), Animism and others (40%)
<u>Malaysia</u>	Islam (60.4%), Mahayana Buddhism (19.2%), Christianity (9.1%), Hinduism (6.1%), Animism (5.2%)
<u>Philippines</u>	Roman Catholicism (70%), Islam (5%), Evangelical (2.8%), Iglesia ni Cristo (2.2%), Aglipayan (2%), other Christian (15.5%), Others (Animism, Buddhism, Nonreligious) (2.5%)
<u>Singapore</u>	Buddhism (42.5%), Islam (15%), Taoism (8%), Roman Catholicism (4.5%), other Christian (10%), Hinduism (4%), Nonreligious (15%), Other (1%)
<u>Thailand</u>	Theravada Buddhism (94.6%), Islam (4.6%), Others (1%)
<u>Vietnam</u>	Mahayana Buddhism (78%), Theravada Buddhism (5%), (Roman Catholicism (7%), Cao Dai (2%), Protestant (1%), Others (Animism, Hoa Hao, Islam, Nonreligious) (7%)

Overall, *an improvement of their knowledge in this aspect cannot be seen, as evidenced by the consistency of their answers in the first two activities*. This may signify that the religions of ASEAN have not been emphasized in their past academic background, which makes them rely on their own familiarity. Moreover, it could also be due to the fact that the academic cooperation activities did not provide awareness regarding this aspect during their implementation.

Question 28: “If I could travel to any ASEAN countries, I would most likely to travel to:”

In this question, respondents were asked to give the name of an ASEAN country as their desired traveling destination. Mostly, the respondents chose more than one country.

The results below are the choices of the respondents in each activity.

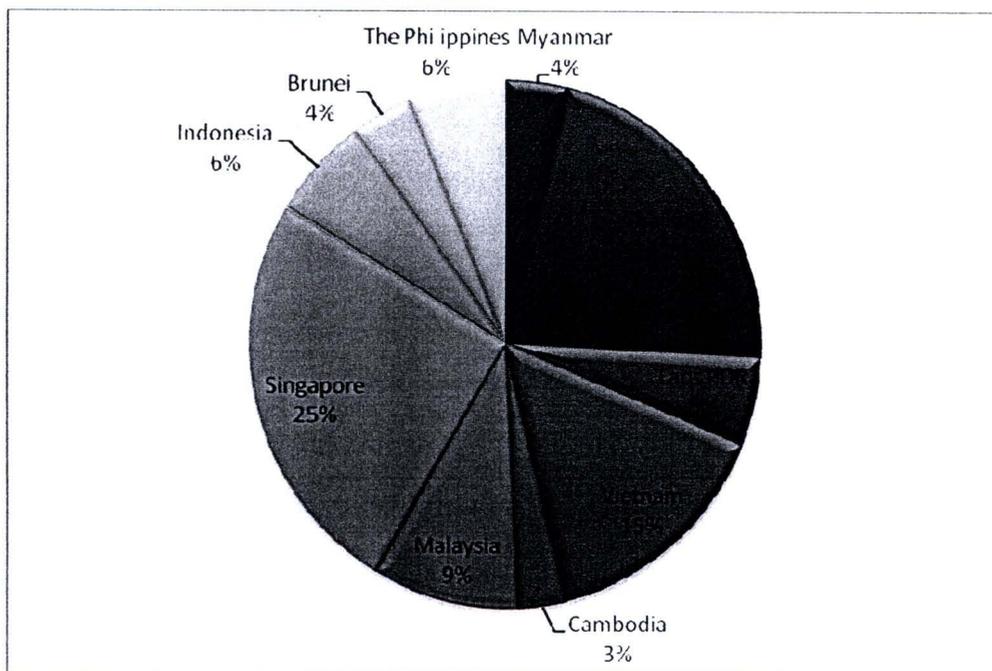


Figure 30: Pre-test results of desired traveling destination (Japan-ASEAN Student Conference)

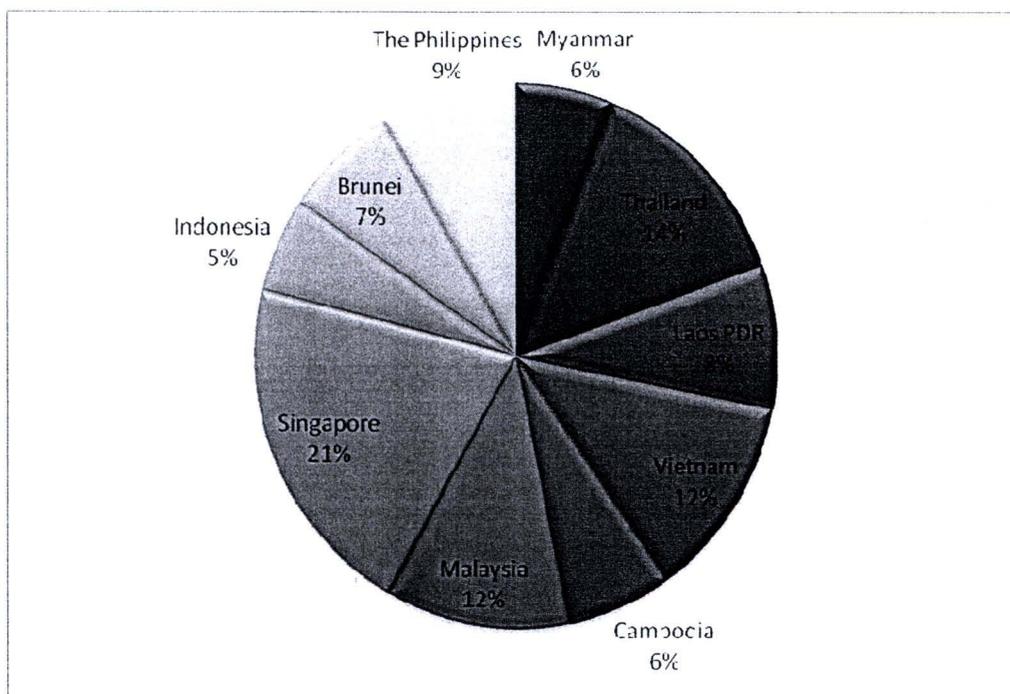
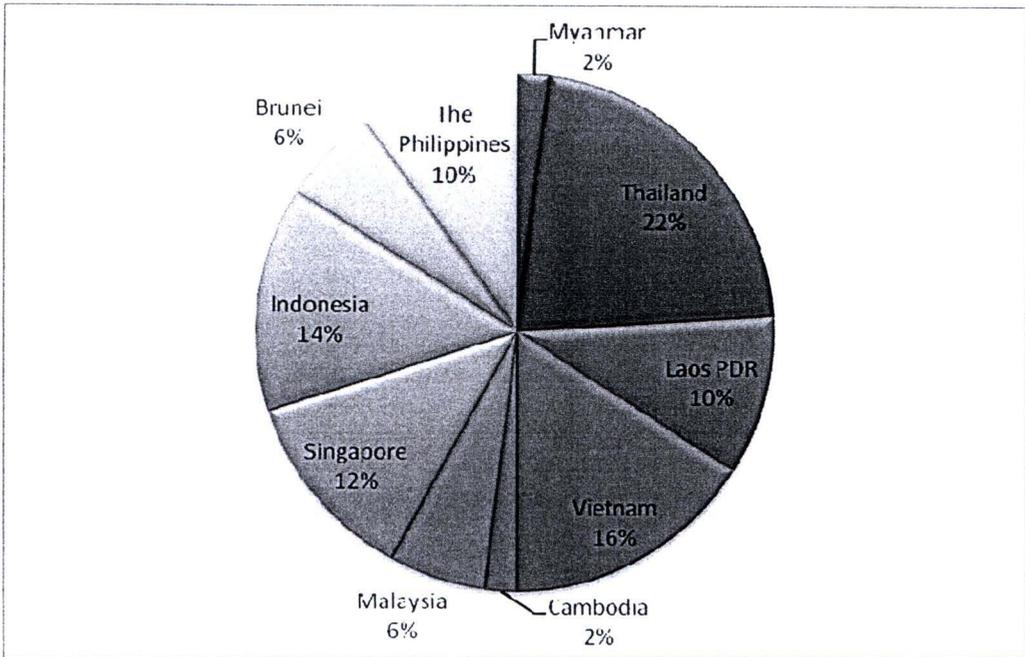
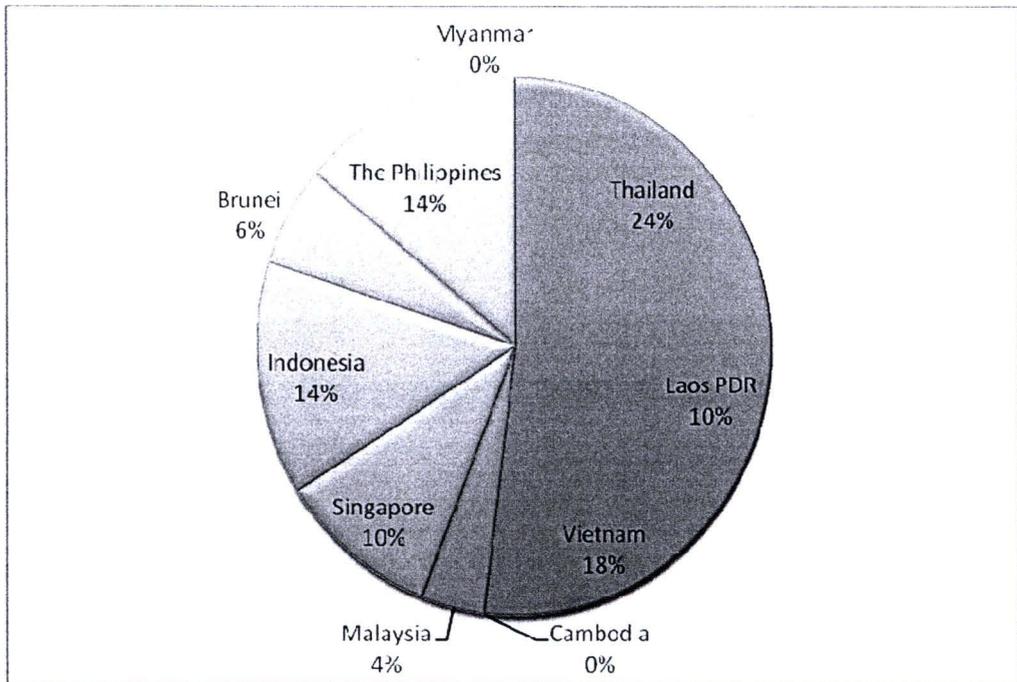


Figure 31: Post-test results of desired traveling destination (Japan-ASEAN Student Conference)



**Figure 32: Pre-test results of desired traveling destination
(the 8th ASEAN Youth Cultural Forum)**



**Figure 33: Post-test results of desired traveling destination
(the 8th ASEAN Youth Cultural Forum)**

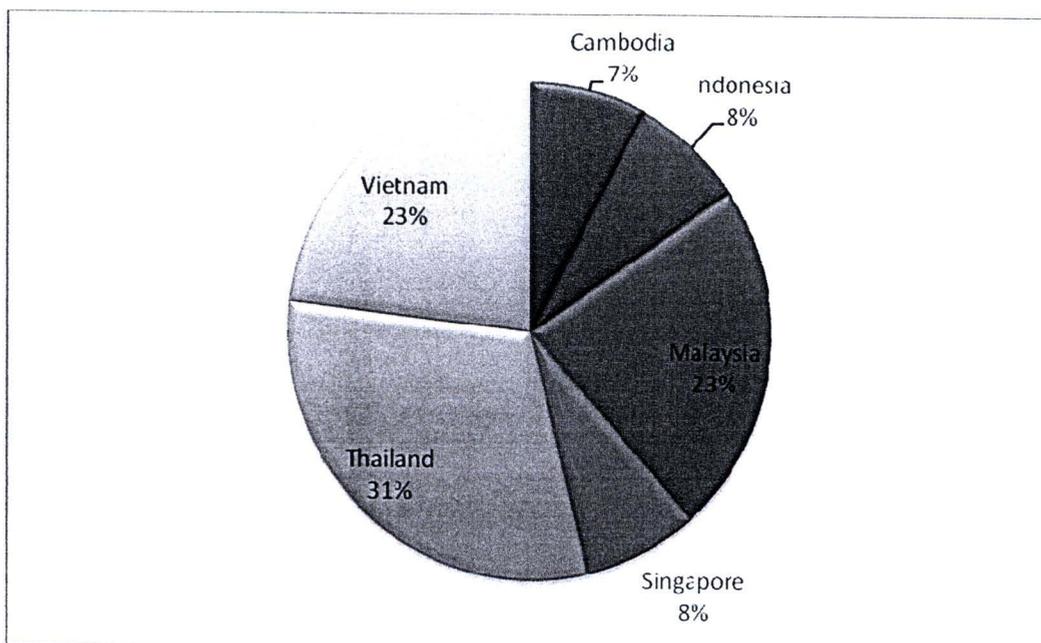


Figure 34: Results of desired traveling destination
(the 8th International College Student Exchange Program)

According to figure 30 and 31, respondents in the **Japan-ASEAN Student Conference** rated *Singapore as the top traveling destination followed by Thailand*. Countries like Malaysia and Vietnam were also highly rated by ASEAN respondents. The observable changing trend from pre-activity to post-activity results is that the desired destinations became more scattered. They did not become concentrated on any particular destinations but became more varied. This could be because the conference provided opportunities for respondents from member countries to exchange information about their countries with others, or respondents find out more information about other countries by themselves. Consequently, respondents knew more about other countries, which led to lesser disparities between each destination.

The pre-test and post-test results of the **8th ASEAN Youth Cultural Forum** are relatively similar. In both pre-test and post-test, the *most selected destination is Thailand followed by Vietnam and Indonesia*. The Philippines, Singapore, and Lao PDR are also among top destinations.

In the 8th International College Student Exchange Program, Thailand remained the top selected destination followed by Vietnam and Malaysia.

In conclusion, academic cooperation activities can be viewed as a channel to help accelerate regional integration in terms of the socio-cultural aspect. Activities which gather participants from ASEAN member countries provide opportunities for participants to exchange information about their countries and create ASEAN bonds and friendships among ASEAN participants. This can be observed by the variety in pre-test and post-test answers. Although Thailand ranked as the top traveling destination among ASEAN countries in every activity, it did not show a huge majority over other major traveling destinations like Malaysia, Singapore, and Vietnam. Moreover, some changes in the answers in pre-test and post-test can be seen in every activity, which means gathering in this kind of activity enhances cultural exchange and desire to travel to ASEAN countries.

Question 29: “If I could work in any ASEAN countries, I would most likely to work in:”

In this question, respondents were asked to give the name of an ASEAN country as their most desired working destination.

The results below are the choices of respondents in each activity.



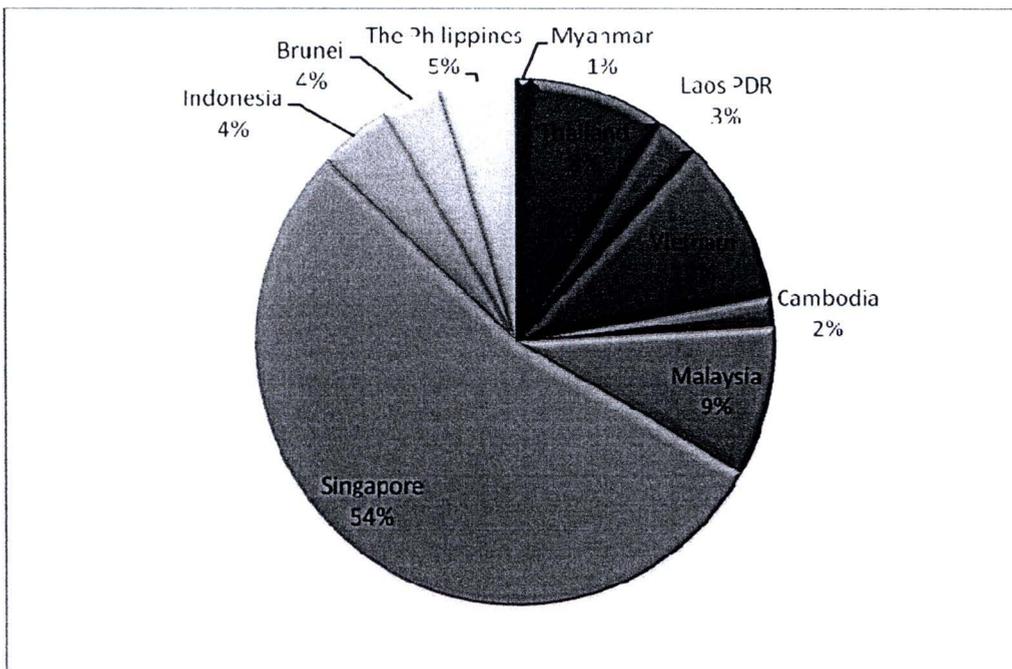


Figure 35: Pre-test results of desired working destination (Japan-ASEAN Student Conference)

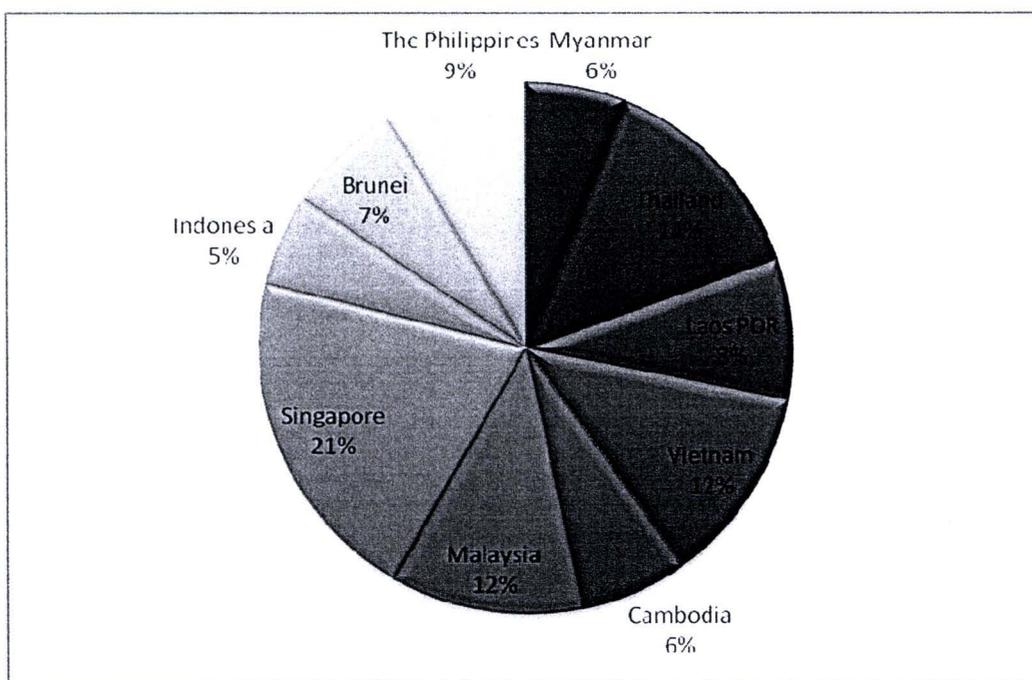
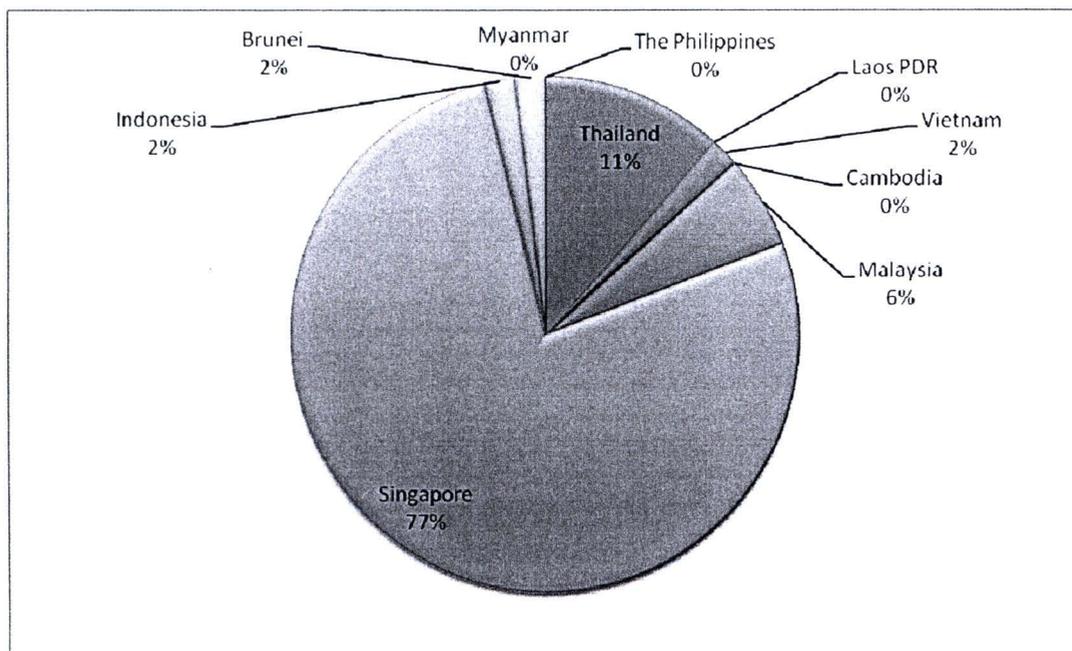
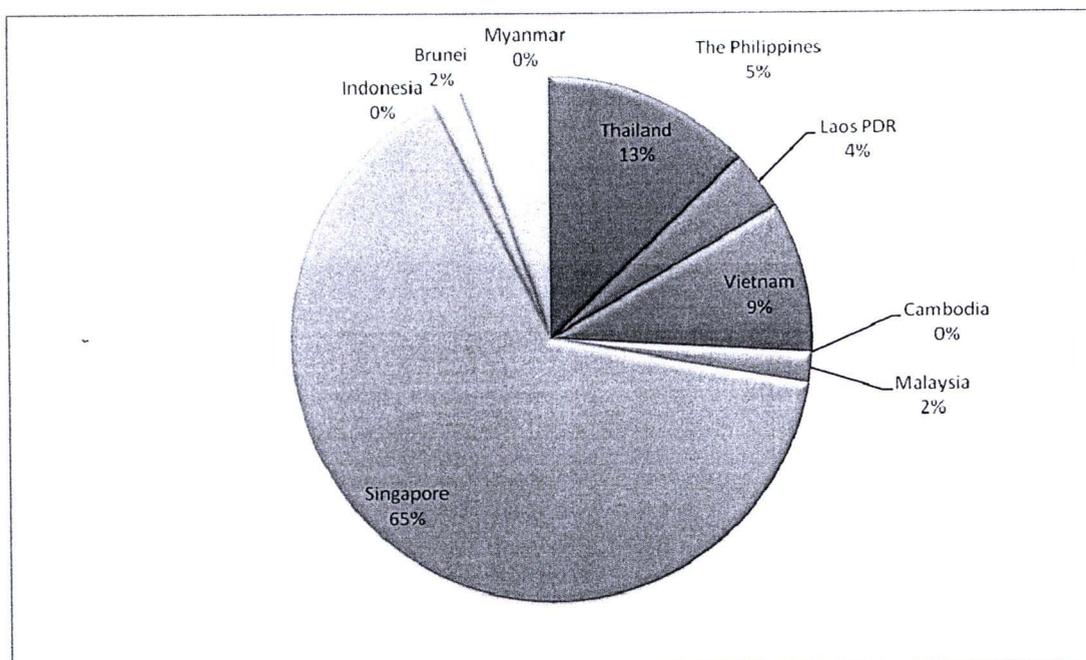


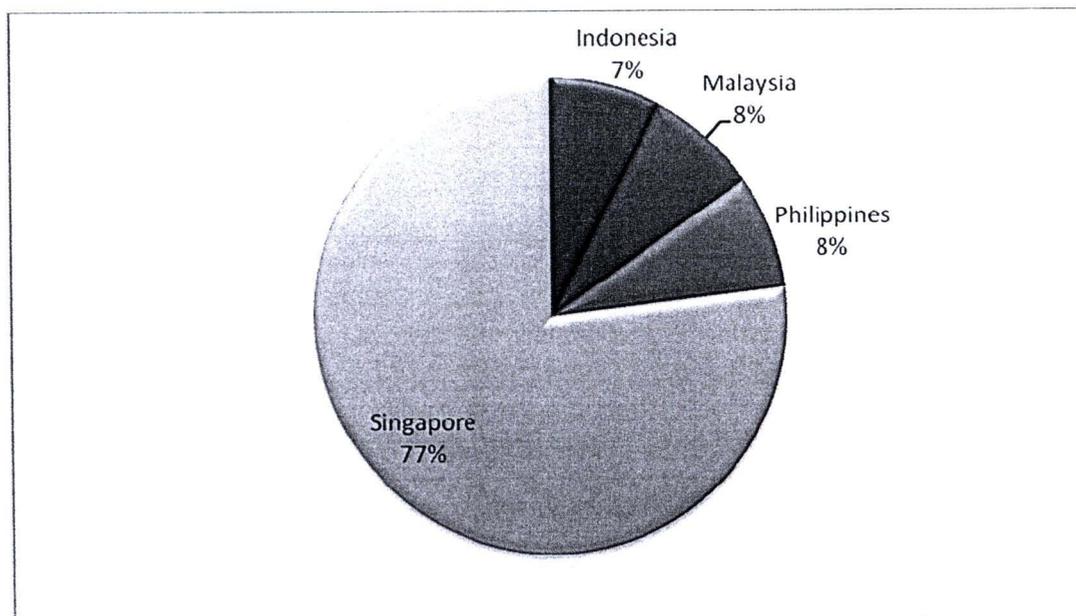
Figure 36: Post-test results of desired working destination (Japan-ASEAN Student Conference)



**Figure 37: Pre-test results of desired working destination
(the 8th ASEAN Youth Cultural Forum)**



**Figure 38: Post-test results of desired working destination
(the 8th ASEAN Youth Cultural Forum)**



**Figure 39: Results of desired traveling destination
(the 8th International College Student Exchange Program)**

In opposition to the trend in desired traveling destination, whereby the selection of countries is quite varied, results on desired working destination distribution between pre-test and post-test seem mostly unchanged, or if it does, only to a very slight degree. Overall, *Singapore was most selected as a desired working destination by respondents in every activity*. Noticeably, post-test results of the desired working destination preserve the trend from pre-test results with sometimes an increased selection for the leading country, Singapore. It is likely that participants would like to work in a country where the economy is prosperous.

The fact that the economic status of Singapore is the best among all ASEAN member countries could mean a better salary and welfare for employees. By comparing GDP per capita among all ASEAN countries (2008), Singapore and Brunei show a distinguished rate. The details of GDP per capita of ASEAN countries are below.

Table 31: ASEAN population, territory and economy, 2008

Source: ASEAN Community in Figure 2009 (ASEAN Secretariat, 2009: 1)

ASEAN population, territory and economy, 2008

Country	Total land area (sq km)	Total population (thousand)	GDP at current market prices (US\$ Mn)		GDP per capita (US\$)	
			(US\$ Mn)	(in US Million PPP\$)	(US\$)	(PPP\$)
Brunei Darussalam	5,765	397	14,147	19,133	35,623	48,180
Cambodia	181,035	14,656	11,082	27,966	756	1,909
Indonesia	1,860,360	228,523	511,174	901,139	2,237	3,943
Lao PDR	236,800	5,763	5,289	13,868	918	2,406
Malaysia	330,252	27,863	222,057	383,059	7,970	13,748
Myanmar ¹⁷	676,577	58,510	27,182	68,203	465	1,166
Philippines	300,000	90,457	166,773	317,215	1,844	3,507
Singapore	710	4,839	182,103	238,765	37,629	49,338
Thailand	513,120	66,482	273,729	546,320	4,117	8,218
Viet Nam	331,212	86,160	90,701	242,697	1,053	2,817
ASEAN	4,435,830	583,651	1,504,236	2,758,385	2,577	4,726
CLMV	1,425,624	165,089	134,253	352,753	813	2,137
ASEAN6	3,010,207	418,562	1,369,983	2,405,632	3,273	5,747

According to the table above, Singapore and Brunei show a distinctive rate of GDP per capita compared to all ASEAN countries. While the GDP per capita of every ASEAN country is less than USD8,000, Singapore's GDP per capita is USD37,629 and Brunei's is USD35,623. Significantly, the economy of these two countries leads the rest of the ASEAN member countries. Yet, the dominant answer was Singapore, whereas not many respondents chose Brunei. This may be because they are less familiar with Brunei. Also, Brunei's income is known to be natural resource-based, especially on oil. Moreover, total usable land area is a geographical limitation which makes careers limited to its own population. These could be some of the reasons Brunei did not suit the interests of respondents. Still, without abundant resources, a country can flourish economically and be developed. One of the prime factors is mainly the quality of its human resources e.g. knowledge, discipline, and creativity. Hence, academic cooperation between countries should be an aim, as one of the best channels to share knowledge and experiences, as well as help human resource exchanges within the region, in order to help reduce the economic gap among member countries and grow regionally.

Question 30-39: “Choose the level of agreement from strongly agree, somewhat agree, somewhat disagree, and strongly disagree on various aspects of ASEAN.

Moving to the last part of questionnaire, attitude and awareness toward ASEAN in various aspects were asked. In this question, respondents were asked to rate their agreement on:

Question 30: being an ASEAN citizen is important,

Question 31: political cooperation among ASEAN countries is important,

Question 32: economic cooperation among ASEAN countries is important,

Question 33: cultural exchanges among ASEAN countries are important,

Question 34: educational exchanges among ASEAN countries are important,

Question 35: ASEAN University Network is a hub for higher education cooperation for ASEAN countries,

Question 36: ASEAN studies should be added to compulsory courses in primary school curriculum in ASEAN countries,

Question 37: ASEAN studies should be added to compulsory courses in secondary school curriculum in ASEAN countries,

Question 38: ASEAN studies should be added to compulsory courses in university curriculum in ASEAN countries and,

Question 39: academic cooperation in ASEAN countries is a significant means to enhance ASEAN solidarity.

The results shown below are what respondents chose in each activity. The most selected opinion on ASEAN cooperation is underlined.

Table 32: Attitudes and awareness on various aspects of ASEAN cooperation
(Japan-ASEAN Student Conference)

Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
30 ASEAN citizen being	49.56	61.06	39.82	32.74	7.08	3.54	0.00	0.88
31 Political cooperation in ASEAN	70.80	72.57	20.35	23.01	6.19	2.65	0.00	0.00
32 Economic cooperation in ASEAN	82.30	84.96	13.27	13.27	0.88	0.00	0.88	0.00
33 Cultural exchanges in ASEAN	62.83	69.03	34.51	26.55	0.00	2.65	0.00	0.00
34 Educational exchanges in ASEAN	71.68	81.42	23.01	16.81	2.65	0.00	0.00	0.00
35 AUN - hub for higher education	57.52	67.26	37.17	27.43	2.65	3.54	0.00	0.00
36 ASEAN studies in primary	38.05	44.25	44.25	38.94	15.04	13.27	0.00	1.77
37 ASEAN studies in secondary	44.25	55.75	47.79	35.40	5.31	6.19	0.00	0.88
38 ASEAN studies in university	53.98	61.06	36.28	30.97	4.42	6.19	1.77	0.00
39 Academic cooperation	64.60	68.14	28.32	27.43	2.65	1.77	0.00	0.00

Table 33: Attitudes and awareness on various aspects of ASEAN cooperation
(the 8th ASEAN Youth Cultural Forum)

Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
30 ASEAN citizen being	46.43	48.21	42.86	48.21	5.36	3.57	0.00	0.00
31 Political cooperation in ASEAN	66.07	42.86	26.79	51.79	1.79	5.36	0.00	0.00
32 Economic cooperation in ASEAN	73.21	64.29	19.64	32.14	1.79	3.57	0.00	0.00
33 Cultural exchanges in ASEAN	73.21	57.14	19.64	42.86	1.79	0.00	0.00	0.00
34 Educational exchanges in ASEAN	66.07	62.50	23.21	30.36	5.36	7.14	0.00	0.00
35 AUN - hub for higher education	51.79	46.43	39.29	50.00	3.57	3.57	0.00	0.00
36 ASEAN studies in primary	35.71	21.43	35.71	64.29	21.43	12.50	0.00	1.79
37 ASEAN studies in secondary	30.36	33.93	53.57	51.79	10.71	14.29	0.00	0.00
38 ASEAN studies in university	39.29	33.93	46.43	53.57	8.93	12.50	0.00	0.00
39 Academic cooperation	55.36	44.64	35.71	55.36	3.57	0.00	0.00	0.00

Table 34: Attitudes and awareness on various aspects of ASEAN cooperation
(the 8th International College Student Exchange Program)

Question	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
30 ASEAN citizen being	84.62	15.38	0.00	0.00
31 Political cooperation in ASEAN	76.92	23.08	0.00	0.00
32 Economic cooperation in ASEAN	92.31	7.69	0.00	0.00
33 Cultural exchanges in ASEAN	53.85	46.15	0.00	0.00
34 Educational exchanges in ASEAN	92.31	7.69	0.00	0.00
35 AUN - hub for higher education	76.92	23.08	0.00	0.00
36 ASEAN studies in primary	46.15	53.85	0.00	0.00
37 ASEAN studies in secondary	69.23	30.77	0.00	0.00
38 ASEAN studies in university	46.15	53.85	0.00	0.00
39 Academic cooperation	76.92	23.08	0.00	0.00

In the **Japan-ASEAN Student Conference**, results regarding attitude and awareness towards ASEAN obviously increase from pre-test to post-test in every aspect. The dominant answer regarding sense of agreement on cooperation in ASEAN is “*strongly agree*”. Relying on the increase in post-test results, one might see them as a reflection of success in this kind of academic cooperation activity in terms of promoting attitudes and awareness towards the region. In contrast, the results of **the 8th ASEAN Youth Cultural Forum** reverse the trend shown in the previous activity. Post-test results reveal a decrease from pre-test results, which is evidenced by the shift from dominant answer “*strongly agree*” in pre-test to “*somewhat agree*” in post-test. In **the 8th International College Student Exchange Program**, the opinions of respondents regarding cooperation in ASEAN mostly fall under “*strongly agree*”.

Overall, *respondents generally show a good attitude as well as awareness towards cooperation in the region* since dominant answers fall under “*strongly agree*” and “*somewhat agree*”. Among all aspects regarding cooperation in ASEAN, respondents in every activity showed that *they are strongly agreed upon “Economic cooperation in ASEAN”*.

Question 40: “In the position of a junior ASEAN ambassador, what kind of activity and cooperation would you wish to do to enhance people’s awareness towards ASEAN?”

The respondents’ responses can be concluded in broad terms as student-exchange, education cooperation (scholarship), cultural exchange, international conference, ASEAN camping or traveling, youth summit, etc.

Some of their comments are:

“Competition such as debate and so on.”

Respondent of Japan-ASEAN Student Conference

“More university cooperation such as exchange student program within ASEAN countries”

Respondent of the 8th ASEAN Youth Cultural Forum

“Student exchange programs have great impact on one’s knowledge about ASEAN and I think it is still the best way. But of course I know that not everyone can participate in such so I guess letting them attend to some other exhibitions and culture exposition would help them gain interest towards learning something about ASEAN.”

Respondent of the 8th International College Student Exchange Program

Relying on the responses to this question, it was found that respondents interpreted this question as what kind of activity should be encouraged in order to enhance people’s awareness towards ASEAN. Instead of suggesting what they personally wished to do from their position, respondents related their ideas to the present cooperation on the socio-cultural aspect, particularly academic cooperation.



4.3 Generalization of empirical data analysis

Generalizing the results analysis from the empirical data collection, the impacts of AUN activities on improving participants' ASEAN consciousness were extrapolated from the results of the questionnaires and interviews. In response to the questions of this research, pre-activity and post-activity questionnaires were made to investigate the improvement of participants' ASEAN consciousness after their participation in the AUN's activities, with regard to a deeper understanding of ASEAN, enhancement of general knowledge regarding ASEAN, and an increase in attitudes and awareness towards ASEAN. Generally speaking, post-test results and results from the AUN's long program are observably higher than pre-test results.

The objectives of the activities can be observed to have been accomplished, as evidenced by the results from Question 12. The respondents tended to change their answers on the main reason for joining the activity towards the objectives set in each activity, except in the long program, which shall be discussed later. According to the findings, one might see the empirical data as an indicator that respondents generally improved their ASEAN consciousness after their participation in these activities. Thus, the hypothesis of this research, that the AUN's activities, apart from attaining the objectives of each activity, must improve participants' ASEAN consciousness, can be seen to be verified by these empirical results.

Table 35 summarizes the generalization of analysis based on the results analysis of empirical data collection. A sign of improvement is considered to appear when the results of post-test or long program are higher than pre-test results.

For the symbol used in "improvement after participation", "yes" means that the general trend of the results of that particular aspect are inclined to show signs of improvement after the activity, while "no" means the general trend of post-test results is inclined to be similar to the pre-test results. For further details, see the results analysis of each particular question in the previous sections.

Table 35: Generalization of empirical data analysis

Aspects of Investigation on the Impacts of the activity	Questions involved	Improvement after participation	Remarks
Main objective of each activity	12. Main reason for applying to the activity	Yes	Only respondents in long program made a choice not mentioned as the activity's main objective, for one of their top three reasons.
Understanding of ASEAN (self-evaluation)	17. Benefit of the activity to enhancing respondents' knowledge of ASEAN	Yes	Post test results all increase. In every activity, over 50% of respondents feel strongly positive about this aspect.
	23. Understanding of ASEAN in various perspectives	Yes	Only results in Japan-ASEAN Student Conference which emphasized all ASEAN pillars were rated as "good" in most perspectives.
General knowledge of ASEAN	24. Geographical knowledge of ASEAN member countries	Yes	Overall scores (ASEAN in total) increase. All nations gain over 81% except Myanmar and the Philippines.
	27. Religion most practiced by populace	No	Only results of long program show accuracy. Pre-test and post-test results of short programs are quite consistent.
	25. Most vivid pillar of ASEAN	No	Pillar related to the nature of the activity respondents were participating in were chosen in both tests.
Attitudes and awareness towards ASEAN	26. Issues most crucial to ASEAN	Yes	Mostly, post-test results and long program results are higher than pre-test results.
	30-39. Various aspects of ASEAN cooperation	Yes	The results show improvement except that the 8 th ASEAN-Youth Cultural Forum reversed the trend.

Comparing the results analysis of each activity, the results prove that various factors namely types of activity (academic activity and non-academic activity), duration of activity (short activity and long activity), and knowledge background and familiarity with ASEAN (ASEAN youth and non-ASEAN youth) affect the amount of participants' improvement in ASEAN consciousness after joining an academic cooperation activity.

TYPES OF ACTIVITY, although the results from empirical data collection indicate some impacts from the AUN's activities on improving participants' ASEAN consciousness, the increment increase does not rise to a significant extent. Nevertheless, comparing academic and non-academic activities, it is clear that the results from respondents in academic activities show more of an increase. What should also be taken into consideration is the nature of the activity, activities which place an emphasis on a specialized field show improvements to be less interdisciplinary. In opposition, the results from activities which put emphasis on all ASEAN pillars tend to be well-rounded and improvement can be observed in overall aspects. In addition, students from the Social Sciences participate in these academic cooperation activities more than students in other fields, unless qualifications in a particular field are specified. The results, therefore, tend to increase unequally. In other words, the improvements tend to relate more to the aspect which is emphasized in each activity e.g. nature, science. In an academic activity like the Japan-ASEAN Student Conference which emphasizes all ASEAN aspects, apart from the knowledge and understanding participants gain from taking part in workshops, lectures, discussions, they also exchange different points of view and learn from each other. Based on the generalization of analysis from the empirical data of this research, one might say that the overall improvement of an academic activity which gathers participants from different fields shows more variety and general improvement than an activity which does not. This kind of activity, therefore, encourages overall improvement, while an activity which emphasizes a particular aspect can be encouraged in the case of improving human resource development when a particular and specialized skill is needed. The impacts might be more generally significant if

participants learn more about ASEAN through the activities in the program they are joining.

DURATION OF ACTIVITY, observing the results of the short programs and long program, the results proved that duration of activity affect the impact on participants. Taking question 30 as an example, in the short programs youth still do not feel very strongly about the region, which can be seen from pre-test results when less than half of the respondents strongly agreed on “being an ASEAN citizen”. Observably, the increase from pre-test to post-test results for this aspect can still be seen even in short activities. In one week program, the results increased from 46.43% to 48.21%. In two week program, the results increased from 49.56% to 61.06%. In one year program, the result is 84.62% (at the time of data collection that included four months of participation in the program). For the long program, the results proved that respondents felt more strongly about ASEAN citizenship. According to the results, one might say that the duration of the academic cooperation activities had an impact on participants’ familiarity with and sense of belonging to ASEAN.

BACKGROUND KNOWLEDGE AND FAMILIARITY WITH ASEAN plays an important role, as was observed in the Japan-ASEAN Student Conference where participants were from ASEAN and Japan. After individually analyzing the results of ASEAN respondents, a comparison between the results of ASEAN respondents and Japanese respondents was made in order to observe the impact of the conference on respondents with different backgrounds. Overall, the results of pre-test and post-test shared the same trend among Japanese and ASEAN respondents, since both groups showed improvement in knowledge and attitude towards ASEAN after attending the conference. Nonetheless, taking a closer look at the similar trends, Japanese respondents showed more improvement, in terms of a more remarkable increase in their results from pre-test to post-test when compared with ASEAN respondents. Although the results for both ASEAN and Japanese respondents increased, the increase in pre-test and post-test results for ASEAN respondents was not as distinctive as the increase for Japanese respondents, since their baseline understanding and

attitude toward ASEAN were different. ASEAN respondents were selected from those who are well aware of ASEAN, while Japanese students were less aware of ASEAN, which led to a more significant increase for the results of Japanese students after their participation. Japanese respondents with a lower initial knowledge base surely gained more of an understanding after attending the conference.

The findings also show that Japanese respondents have a higher score when compared with ASEAN respondents for many questions, particularly those questions which require knowledge about ASEAN. However, in terms of understanding ASEAN, as well as attitude and awareness towards ASEAN, the results of ASEAN respondents were relatively higher. This could be due to two possibilities: ASEAN respondents are more aware of ASEAN, or they evaluate themselves as being more aware than they are in reality. For the first possibility, respondents may realize that they are somewhat familiar with ASEAN since they are indigenous to the region. Moreover, the selection of participants for joining this activity requires some knowledge background on ASEAN. Therefore, this group of respondents regard themselves as possessing some knowledge of ASEAN. For the latter possibility, according to Gramzow and others, suggested in the journal on Self-evaluation bias and academic performance (2003, p.25), people tend to think positively about themselves or about their knowledge when doing self-evaluation processes. This effect could be demonstrated by the results of ASEAN respondents being relatively higher than Japanese respondents in self-evaluation questions. However, when it comes to question which require basic knowledge about ASEAN, Japanese respondents perform better, especially in post-test.

The implication from the findings could be interpreted as showing the role played by the intensity of educational curriculum and the enthusiasm of individual respondents in seeking more knowledge. Japanese respondents might have more of a general knowledge background about the world, including ASEAN, from their academic background, as evidenced by their better performance when asked about ASEAN. Moreover, enthusiasm in terms of finding more knowledge about ASEAN is

shown among Japanese participants as evidenced by the increase of their results in post-test. Some of their results are even better than ASEAN respondents.

Take the results of religion facts and geographical knowledge of ASEAN as examples. The highest selection among ASEAN and Japanese respondents was Buddhism in pre-test but in post-test, the highest selection among Japanese respondents was changed to Islam while ASEAN respondents still chose Buddhism. In geographical knowledge, Japanese students tended to perform better in locating each ASEAN member country on the map as evidenced by the increase in overall score which started off lower than for ASEAN students in pre-test but became higher than ASEAN participants in post-test. Although the results of both ASEAN and Japanese students show an increase, ASEAN respondents still show less awareness in fundamental knowledge and less enthusiasm to seek for more accurate knowledge regarding the region than Japanese respondents.

In conclusion, the results from empirical data collection indicate that the output of all activities met their objectives. By overall observation, participants have improved in their ASEAN consciousness e.g. understanding of ASEAN, fundamental knowledge of ASEAN, and attitudes and awareness towards ASEAN. Moreover, the findings also signify that various factors, namely knowledge background, types of activity, and duration of activity affect the results of participants' improved ASEAN consciousness after joining an academic cooperation activity. These aspects could be taken into consideration for designing future activities to have the highest amount of participant impact possible.