งานวิจัย/การสำรวจ/ผลการศึกษา

หัวข้อ	รายละเอียด
ชื่อบทความวิจัย:	The Harmonization Process and Implementation of Higher Education in ASEAN
ชื่องานวิจัย:	The Harmonization Process and Implementation of Higher Education in ASEAN
ชื่อผู้วิจัย:	รศ.ดร.นภเรณู สัจจรักษ์ ธีระฐิติ
คณะ/สาขาวิชา:	ภาควิชาสังคมศาสตร์ คณะสังคมศาสตร์และมนุษยศาสตร์
ที่มาและความสำคัญ:	ASEAN integration has become more than a policy catchphrase among policymakers and has been a reality of the 10 member countries in the region. The term ASEAN integration itself has connoted many messages and meanings based on the pillars of cooperation including political security, economic, and socio-cultural aspects (ASEAN, 2008). Although the integration in the areas of political security and economics are being seen as more institutionalized (through concrete international frameworks like the ASEAN Regional Forum or other economic instrumentalization of free-trade and investment areas, free flow of labor, as well as other taxation policies), the integration in terms of socio-cultural area is still fairly vague. Policymakers across ASEAN governments have rallied for "ASEAN One" without making a concrete implementation plan for this pillar of integration. Unlike the European integration experience where the harmonization of higher education, also known as the Bologna Process, has been utilized by the European governments as a platform for the promotion of higher education cooperation to create the so-called "European Higher Education Area: EHEA." In ASEAN, a formal platform or mechanism where the harmonization process is formally and systematically taking place is still lacking, except the Erasmuslike Asian versions of mobility programs. A great diversity of higher education practices across the region also begs a question about how these mobility programs are shaping the citizenship education as part of the harmonization of higher education. (Deng, 2013). Without a platform or social and cultural connection, the integration process will be much lacking. Through the Bologna Process, Europe has made it clear that the role of higher education in facilitating the process of social and cultural integration, or the "social cohesion" in Europe, is one of the utmost important factors. Higher education sector and higher education institutions have voluntarily played a major part in aligning the diversified systems in Europe so that it opened up the

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	opportunities for students and staff to mobilize across the continents to the establishment of European Higher Education Area. The most important idea is the shift from policy and legislation to the implementation at the higher education institutions (European University Association, 2007). In ASEAN, the policy discourse on social and cultural integration, which may have led to the materialization of ASEAN One, has not been present until recently. Despite the lack of policy inputs and concrete implementation from ASEAN countries, the higher education sector has gradually replicated the process happening in Europe. Despite differences in the regionalization onset and other political, economic, and social contexts, in this study, it is still beneficial to take stock of the key processes and dimensions leading to the harmonization of higher education in ASEAN. As Kuroda, Sugimura, Kitamura, and Asada (2018) remarked, the process of harmonization and internationalization of higher education is progressing amid an intricate web of motives, interests, positions of national governments, higher education institutions (HEIs), and higher education networks. Therefore, the possibility of where it is heading in the future as well as the role of the national government, higher education institutions, and regional networks involved in the process are still worth examining.
ขอบเขตพื้นที่การศึกษา:	This study employed a qualitative content analysis method where the past studies on the Bologna Process were being examined to extract the key policy implementation indicators. In terms of data collection, this study divided countries in ASEAN into four clusters based on their common higher education characteristics.
วัตถุประสงค์:	Firstly, do a stocktaking of policy discourses and implementation in ASEAN countries regarding the harmonization of higher education in the region using the key harmonization dimensions set up in the Bologna Process. Despite policy rhetorics at the ASEAN Secretariat and by some political leaders, each member country seems to move along the process at a different rate and varieties. The Second objective is to examine the role of the key actors in the region in promoting the process, ranging from the national governments, higher education institutions, and regional higher education networks. Depending on the governance structure of each country, the development of the harmonization process seems to be shaped by all three main actors, with a different degree of involvement and success.
แหล่งทุนสนับสนุน:	สำนักงานคณะกรรมการวิจัยแห่งชาติ

หัวข้อ	รายละเอียด
หน่วยงานที่ร่วมมือ:	ASEAN Countries
ผู้มีส่วนได้ส่วนเสีย:	ASEAN Countries
ระดับความร่วมมือ:	ระดับนานาชาติ
ผลลัพธ์ที่นำไปใช้ประโยชน์ต่อ:	All in all, the process towards the harmonization of higher education in ASEAN will still be ongoing with some mechanism more advanced than others. Quality assurance and national qualifications framework, both at the national and regional level, will be the two leading mechanisms providing reference points and guideline for the improvement of higher education in the region. Curriculum revision will still be the responsibility of higher education institutions without much interference by the national government, especially in liberal countries. On the other hand, the credit transfer system and concrete policies towards lifelong learning will still need more debates and implementation at the regional level. The development of reference points in these areas and mechanisms clearly shows the common determinants of success, that is, the policy direction from the government, the involvement of higher education institutions, and the support from regional organizations.
Web link อ้างอิงการดำเนินงาน:	http://apssr.com/wp-content/uploads/2019/06/RA-12-1.pdf
รูปภาพประกอบ:	-
SDG goal ที่เกี่ยวข้อง:	4. สร้างหลักประกันว่าทุกคนมีการศึกษาที่มีคุณภาพอย่างครอบคลุมและเท่าเทียม และสนับสนุนโอกาสในการเรียนรู้ตลอดชีวิต (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) 17. เสริมความเข้มแข็งให้แก่กลไกการดำเนินงานและฟื้นฟูสภาพหุ้นส่วนความร่วมมือระดับโลกสำหรับการพัฒนาที่ยั่งยืน (Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development)