Role of ASEAN Universities and Colleges in Cultural Integration and Positive Social Behavior Promotion in Education

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Abstract - *Multicultural education is an idea, an approach to school reform and a movement for equity, social justice and democracy. Its goal is to restructure education institutions so that all students acquire the knowledge, attitudes, and skills needed to function in an ethnically and racially diverse nation and the world. Today, the United States has been called a melting-pot country or a multicultural nation for accumulating immigrants from different countries over history. In the Philippines, the number of international students is increasing since 2011 according to the Bureau of Immigration. This is the result of the internationalization of colleges and universities under the supervision of the Commission on Higher Education and the vibrant student exchange program in the higher learning institutions. As to Pangasinan State University has several existing international collaborations for student exchange program in the countries of Indonesia, Thailand, Vietnam, and Malaysia under the project of Southeast Asian Minister of Education, Organization, and Innovation and Technology or SEAMEO.*

Keywords – *ASEAN, student exchange, cultural integration*

INTRUDUCTION

Multicultural education is an idea, an approach to school reform and a movement for equity, social justice and democracy. Education should be diverse since Ethnic groups demand for inclusion in the curricula or schools, colleges, and universities. Multicultural education emerged during the civil rights movement of the 1960s and 1970s in the United States (Banks, 1995; Gorski, 1999). It has deep historical roots in the African-American ethnic studies movement that emerged in the late 19th and early 20th centuries (Ramsey, 2008). It also provides elite training for expatriate communities in an international school. Migratory parents and mobile families have to move around the world and they often prefer to have their children accompanying them. International schools originally came up in 1950s with the direct motivation in expatriate communities of providing their children with more competitive and modern education. Today 5,676 international schools are teaching to over 2.5 million students and prepare them for English-language higher education opportunities throughout the world (OECD, 2018). Multicultural education also produces the best human resources for getting the advantage in the Association of Southeast Asian Nations (ASEAN) or global market

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METHODOLOGY

This study utilized descriptive type of research with survey questionnaire as instrument. The instrument has two parts – the profile of ten (10) administrators of different international education institutions and the role of ASEAN universities and colleges in cultural integration and positive social behavior promotion in education. The respondents are from higher education institutions that are part of SEAMEO Polytechnic Network Project (TVET) and Pre-Service Student Teachers Exchange (SEA) in Southeast Asia since 2017.

FINDINGS AND DISCUSSION

Profile of administrators and faculty

Variables	Administrators n=10		Faculty members n=7	
	f	%		
Program				
TVET	6	60.0	3	43.0
SEA	4	40.0	4	57.0
Designation				
Director	2	20.0	0	0.0
College dean	2	20.0	0	0.0
Department chair	5	50.0	0	0.0
Coordinator for SEA teachers	1	10.0	0	0.0

Faculty	0	0.0	7	100.0
Number of foreign students				
30 and below	5	50.0	2	28.6
31-60	0	0.0	2	28.6
61-105	5	50.0	3	42.9

The TVET respondents are six (6) TVET administrators and three (3) faculty members. For SEA, there are four (4) administrators and four (4) faculty members. As to designation of administrators, five (5) of them are department chairs, two (2) directors, two (2) college deans and one (1) coordinator for SEA. For the administrators, five (5) of them revealed that their universities have 30 and below foreign students and five (5) with 61-105 students. As to faculty members, three (3) them revealed that their universities have 30 and below foreign students, two (2) with 31-60 and two (2) with 61-105 students.

Roles of University/College Officials in cultural integration in education and Positive Social Behavior Promotion In Education

A.Implementation of relevant curriculum Language	Administrators		Faculty	
	AWM	DE	AWM	DE
University/College Officials… 1.Recommend the use of one predominant specific language of instruction	3.90	H	4.00	H
2.Recommend the use of medium of instruction	4.10	H	4.29	H
3.Impose policy on adherence of students to the chosen common language even with the company of students who do not speak a second language.	3.90	H	4.29	H
4.Promote the conduct of training on second language for teachers and students to encourage greater cultural understanding	4.40	H	4.71	VH
5.Provide opportunities to	3.80	H	4.29	H

students to speak in their own language to present themselves outside the educational setting.				
M	4.02	H	4.31	H
Relevant Curriculum				
1.Recommend for the conduct of training sessions to teach students on how to develop open mindedness and thinking styles that accept diversity	4.50	H	4.57	VH
2.Promote the use of curricular programs with international context for foreign students	4.40	H	4.29	H
3.Recommend the use of culturally rich curriculum	4.40	H	4.14	H
4.Advise for the inclusion of counter stereotypic information in books and other materials	4.20	H	4.57	VH
5.Recommend the utilization of books, art, drama and other materials that depict black, coloured, white men and women in a positive light	4.30	H	4.14	H
M	4.36	H	4.34	H
Training of culturally sensitive faculty members				
University/College officials recommend the conduct of faculty training… 1.On awareness, knowledge and skills associated with racial and cultural diversity for successful interaction with learners	4.30	H	4.57	VH
2.About teaching skills to deal with cultural differences	4.20	H	4.14	H
3.About racial conflict resolution skills	4.40	H	4.57	VH
4.On cultural diversity to address racism	4.10	H	4.57	VH
5.On culture fair testing and assessment in a culturally diverse educational setting	4.40	H	4.71	VH
Computed mean	4.28	H	4.51	VH
Promotion of cultural awareness				
University/College officials	4.30	H	4.29	H

recommend the conduct of the following… 1.Student-initiated workshops addressing issues of interpersonal relationships, cultural differences and prejudice				
2.Anti-racist workshops for teaching personnel	4.10	H	4.29	H
3.Faculty and student workshops to discuss racism and how to deal with racist acts, attitudes and behavior	4.40	H	4.43	H
4.Cultural festivals, ethnic food fairs, culture dressing-up day	4.20	H	4.57	VH
5.Cross-cultural workshops showcasing different cultures in respect of food, customs, beliefs, practices, dress, religion, etc.	4.40	H	4.86	VH
Computed mean	4.24	H	4.41	H
B.Build curriculum model				
Relevant Curriculum				
University/College officials advise the following… 1.Inclusion of the history and contribution of ethnic groups who were previously excluded in instructional materials	4.10	H	4.43	H
2.Replacementof distorted and bias images of those groups that were depicted in the old curriculum by a more accurate and significant information	4.10	H	4.57	VH
3.Inclusion of historical backgrounds, language, multi cultural heroes, holidays of the various majority and minority groups	4.60	VH	4.57	VH
4. Use of cooperative rather than competitive activities like team work, projects, peer tutoring, heterogeneous groups, cooperative learning, compromise not competition, pairing and group work.	4.20	H	4.43	H
5.More information about cultural differences and	4.00	H	4.57	VH

similarities in the curriculum.				
Computed mean	4.20	H	4.51	V H
C.Acquire information and resources				
Relevant Curriculum				
1.Projection of foreign student enrolment	4.00	H	4.29	H
2.Design of staff and faculty development program	4.10	H	4.71	V H
3.Design of internationally accepted curricula	4.00	H	4.29	H
4.Conduct of benchmarking activities with ASEAN universities and colleges with foreign students	4.30	H	4.57	V H
5.Conduct of benchmarking activities with ASEAN universities and colleges offering curricular programs with international context for foreign students	4.20	H	4.57	V H
Computed mean	4.12	H	4.49	H

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Faculty members provided the highest average weighted mean on implementation of relevant curriculum particularly on the conduct of training sessions to teach students on how to develop open mindedness, on the use of culturally rich curriculum, and on inclusion of counter stereotypic information in books and other materials.

CONCLUSIONS AND RECOMMENDATIONS

The respondent-administrators, faculty members, and students are mostly Indonesians. The administrators are holding Department Chair position, and with 30 and below international students enrolled. Students are taking up Education course. The roles of university/college officials is rated high to very high along the implementation of relevant curriculum, training of faculty members and acquisition of information and resources on internationally accepted curriculum. The role of administrators in cultural integration and promotion of positive social behavior is performed very high.

It is recommended that new policies and guidelines on cultural integration and positive social behavior promotion should be cascaded to students to keep them updated. Also policies and strategies on reflecting cultural diversity in the curriculum should be implemented and that the faculty members should consider the individual differences of students.

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