

Higher education in Indonesia: Meeting the needs of the ASEAN Economic Community

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1. Introduction: ASEAN and ASEAN Economic Community (AEC)

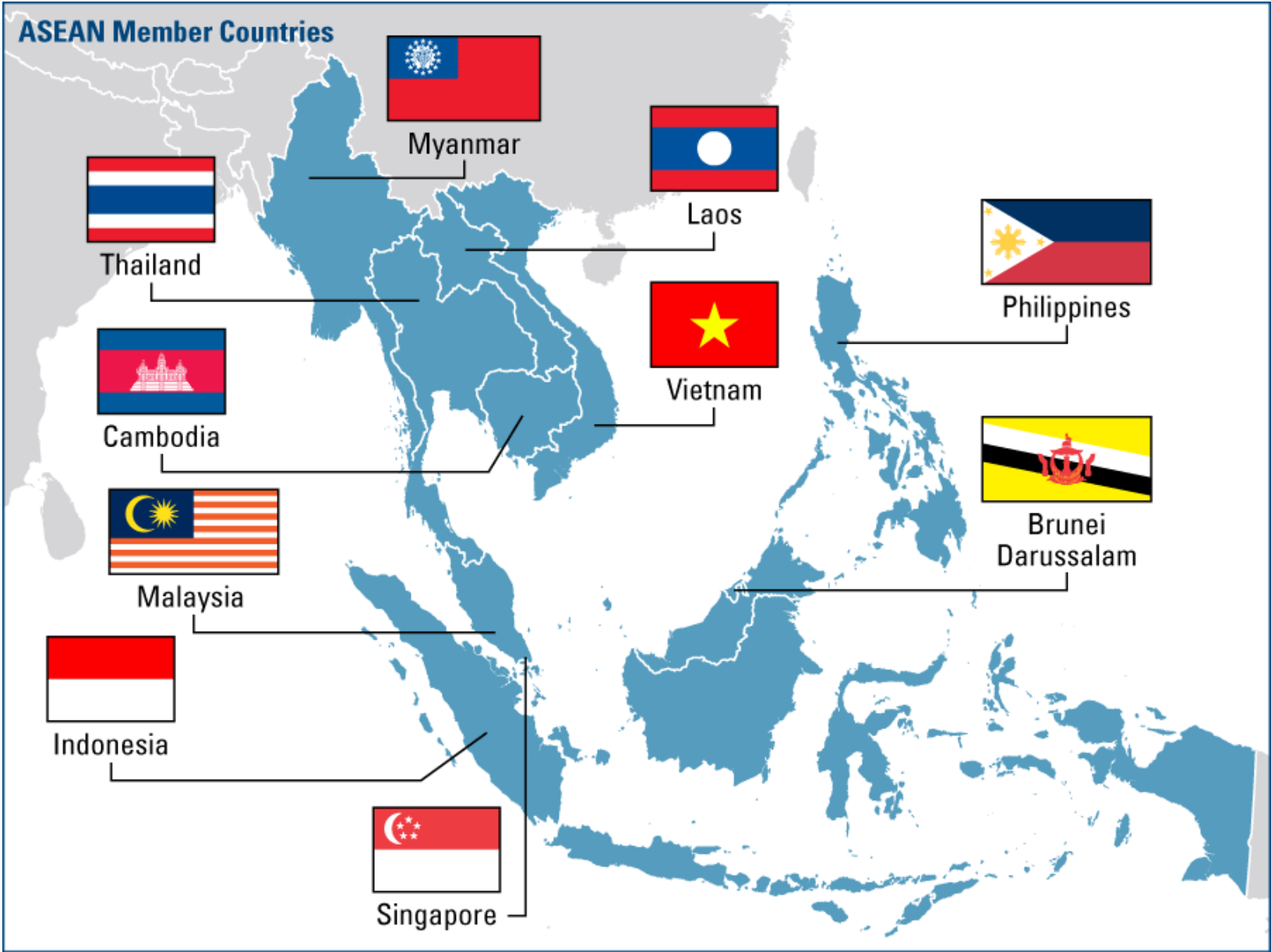
- ASEAN establishment

ASEAN was established in 1967, in Bangkok. Indonesia is the member since 1967. Recently, there are 10 members of ASEAN (Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Vietnam, Laos and Myanmar, Cambodia).

- ASEAN vision 2020:

“to achieve region with stable prosperous, and highly competitive region with equitable economic development, and reduced poverty and Socio-economic disparities” (ASEAN, 2008,p.5).

ASEAN Member Countries



Myanmar



Laos



Philippines



Thailand



Cambodia



Vietnam



Brunei Darussalam



Malaysia



Indonesia



Singapore

ASEAN Economic Community (AEC)

- ASEAN Economic community is to extend the economic collaboration through extending the existing collaboration and making new initiatives within a certain period of time.
- The AEC envisages :
 - 1) a single market and production base,
 - 2) highly competitive economic region and
 - 3) economic development and
 - 4) economic integration.
- The ASEAN single market and production base is built in 5 pillars:

Free flow of goods, services, investment, capital and skilled labor (Shawyun, 2014). The skilled labor support is by facilitating visa process (Rashid, et al, 2009) and it allows the recognition of degrees across the region through the Mutual Recognition of Agreement.

Mutual Recognition Agreements (MRAs)

- The AEC required mobility of the workers through Mutual recognition agreements (MRAs) in the priority fields, including; Engineering, Accounting, Nursing, Tourism, surveying, doctor, nurse, lawyer.
- The MRAs is to develop core competencies and required qualifications to work in ASEAN (ASEAN, 2008) .The competencies should be achieved through mutual recognition of education and mobility of professional workers across ASEAN.
- The core competencies are assessed following the ASEAN Qualifications Reference Framework .

**ASEAN ECONOMIC COMMUNITY PROMOTES
COMPETITIVENESS IN THE REGION**



Diagram 1. The ASEAN Economic community free flow of skilled labors schema

The role of higher education institutions in ASEAN

ASEAN HEI

- Involving 6,500 institutions and 12 million students
- The role is for social and economic development.
- Focusing on the use of English and national language, collaboration among researchers, students and staffs mobility, curriculum

The role of ASEAN HEI in the future

- Agent of change
- Engagement to local community and industry
- International collaboration
- Quality assurance
- Supporting communities
- Promoting national identity

CHALLENGES FOR INDONESIAN HEI

- English skill and ICT skill (*Ristekdikti*)
- The core competencies of the university graduates
- Curriculum and program management

The challenges of language skills in the HEIs

- Students need authentic model of English, especially the ASEAN variety (Kirkpatrick, 2012) (what needs ?)
- Students have insufficient language preparation program for working (Talif & Noor, 2009). (what skill?)
- Students have Less speaking practice (do you mean students?)
- (pl make clar why this is here)

English language needs in the workplace

- Effective communication (Mohamed, et al, 2014).
- English oral communication skills is more demanding than written skills. since students use oral communication skills in working (Mohamed,et al, 2014) (pl elaborate)

The required skills for working in ASEAN

- Communication skills (Kaewpet, 2009).
- English skills (Araminta & Halimi, 2015; Kassim & Ali, 2010; Talif & Noor, 2009)
- ICT (Moussa & Sanjai, 2015)
- Critical Thinking (Wang, 2014)

University prepares the graduates for the ASEAN workforce

- **University-Industry links** have significant role for the economic development in ASEAN (British council, 2013;Richard, 2017).
- The region needs to identify **required skills for the workforce to meet the demands of the 21st century** by promoting knowledge transfer, curriculum development with the contribution from the industry and students development.
- English as medium of instruction program is established to prepare students with English skills.
- It needs further study to understand the English needs of the workforce in ASEAN and the university preparation program to prepare students for the ASEAN workforce. **Needs analysis is intended to fulfil the language needs of the spesific learners and the society at large to be relevant (Long, 2005).**
- Context of the study:
 - Evaluating the recent English curriculum in two undergraduate programs;
Engineering and Accounting in two Indonesian universities

2. Research Objectives

This study is intended :

1. To examine the skills needed for the ASEAN workforce
2. To evaluate the current English curriculum based on the recognition of the two priority fields in AEC, Engineering and Accounting in two Indonesian universities (which one?), (it is not clear from your background lit that your focus is English)
3. To identify the required language skills to be succeed in the ASEAN workforce.

3. Research questions (must match the objectives)

The study is intended to answer the following questions:

- 1. What are the required skills of the skilled workers for the ASEAN workforce in the ASEAN Economic Community ?**
- 2. To what extent do the universities prepare students meeting the requirements of the ASEAN workforce in the ASEAN Economic Community ?**
- 3. What are the required language skills for the ASEAN people to succeed in the ASEAN workforce in the ASEAN Economic Community? (I don't know how this will be answered well)**

4. Literature review (pl find on ASEAN)

The role of ENGLISH IN ASEAN

- The ASEAN policy on language, stated on ASEAN charter, “English is the working language of ASEAN” (2008).
- English is a lingua franca in ASEAN region meaning that English is the language for the regionalization (Kirkpatrick, 2012). English is the language for communication among the member of ASEAN countries and the language in education, staffs and students mobility program and education qualification (Hashim, Leong & Pich, 2014; Kirkpatrick, 2012, 2017; Ploywattanawong & Trakulkasemsuk, 2014).
- English plays significant role in the workplace in ASEAN region (Araminta & Halimi, 2015; Talif & Noor , 2009). Chalamwong, et al, (2012) studied the employability in several ASEAN countries, including Thailand, Cambodia and Vietnam.

Several studies have discussed the language needs in the Engineering and Accounting fields.

Engineering

Kaewpet (2009) offered a framework for investigating learners' needs, including curriculum development, applying multiple perspectives in data collection, including; lecturers, alumni, ESP teachers, employers, and current students .

Factors that can cause the employability is communication skill and English proficiency (Araminta & Halimi, 2015; Talif & Noor, 2009). The Engineers in ASEAN can perform daily tasks, such as; writing reports, taking minutes and engaging in formal and informal interactions. However, they were reported to have difficulties in writing documents and have strong Indonesian accent (Araminta & Halimi, 2015). Kaewpet (2009) emphasized that what is taught in the classroom must be what the students needs in the workplaces.

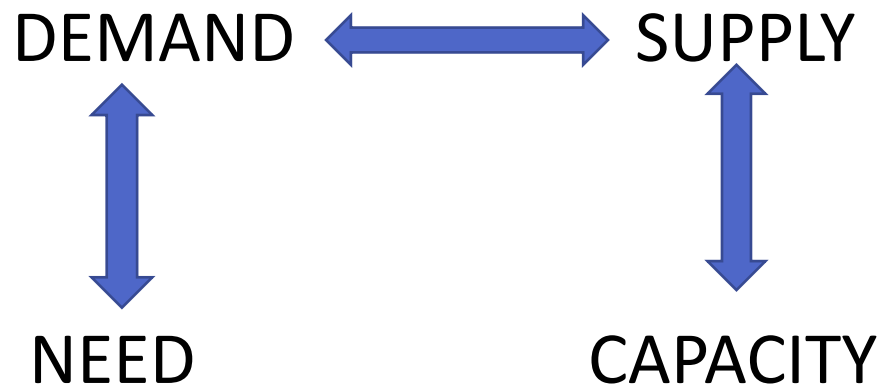
- **Accounting field**

- *The study of the skills needed in accounting field stated that the accountant must have working experiences, training or workshop and English language proficiency (Pichayasupakoon , 2014). Sattipun (2014) reported that the readiness of the Accountants in ASEAN Economic Community is in medium level (Suttipun, 2014). Jitpaosanwattana (2015) qualitative study on the readiness of accountant reported that learning outcomes fitted to Thai workforce needs in accounting.*

Needs Analysis study (Long ,2005)

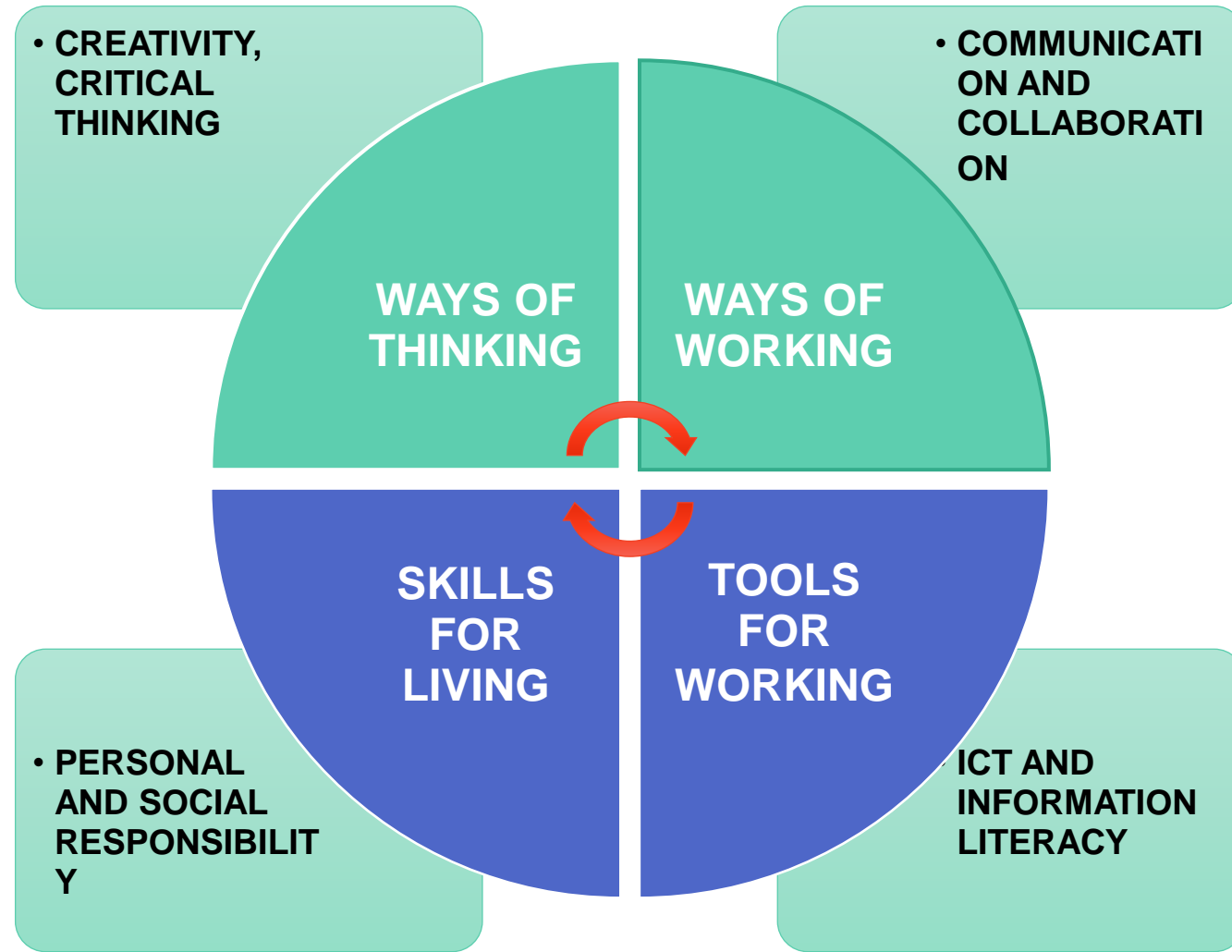
- Needs analysis of language means that studying the specific and varied needs of the learners ,regarding the varieties, skills, lexicons, genres and registers. It is studying the syllabus specification, methodology, materials and assessment, and other approaches. For example: telephone conversation, academic lectures, journal articles, purchase orders, and e-mail messages.
- General English course does not fulfill the needs of the industry, which sometimes applies “One size fits all” approach.Needs analysis study at the Defense language institute, USA take into account ; students future works, the assessment conducted and the methods in collecting the data.
- Data triangulation involves the sources and methods:
 - Sources : involving data collection from the faculty member and students' perspectives.
 - Methods: involving data collection procedures, such as, logs, non-participant observation, interviews, questionnaires, testing.

- **Brecht & Rivers (2005)**
- ***Demands*** refers to “the specific tasks or interactions for which language competence is necessary or desirable “ (p.82).ex. listening, speaking, understanding.
- ***Supply*** refers to language competencies, their sources, and modes of their storage (p.82). ex. numbers of speakersand the proficiency.
- ***Needs*** represents the conditions which can be harmful or beneficial and can be improved with the language competence.ex.political, social, national and international needs.
- ***Capacity*** refers to the ability to produce the linguistics competence to meet the demands. (p. 82).ex. academic, private, heritage and overseas.



The framework for language (p.82)

21st century skills for international mobile workforce (Wang, 2014).



5. Methodologies - Mixed methods

1. Interview.

a. To explore the university strategies to prepare students with English skills. Interview will be conducted with:

1. Students
2. Teachers
3. Head of departments

b. To understand the required language skills needed by the industry and the implementation of the free flow of skilled labors, from the perspectives of :

1. Stakeholders from the transnational companies
2. Executives from ASEAN organizations

(What are they interviewed about?)

2. Survey . To understand students' English skills and to identify the required skills needed in the workplace from the alumni of the Engineering and accounting.

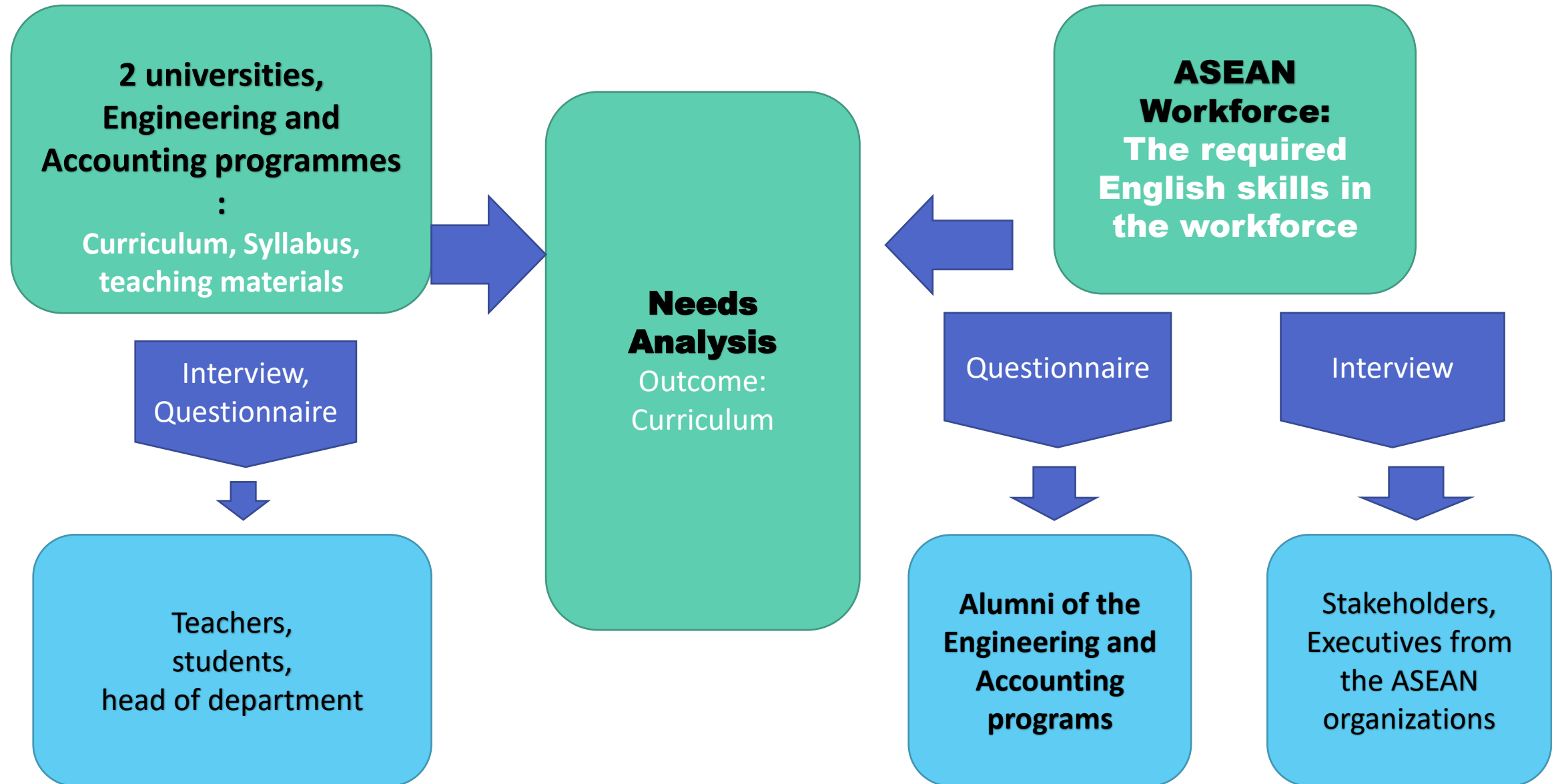
Context of study : 2 priority fields based on the MRAs

1. Engineering
2. Accounting

Location of study : 2 reputable Universities with accreditation A, in Padang, West Sumatra, Indonesia.

(what is the survey on)

- The flow of the proposed research



6. CONCLUSION (I don't think you can make conclusions at this stage)



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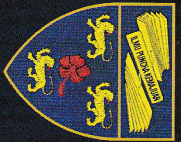
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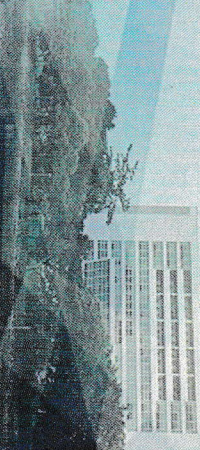
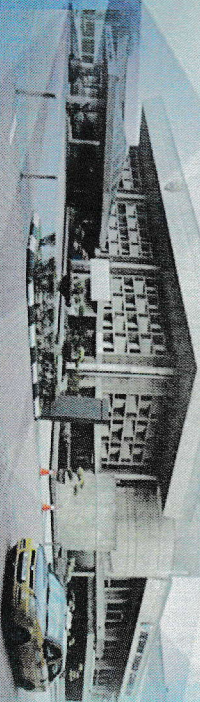
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