

**TEACHERS' AND ADMINISTRATORS' PERCEPTION OF  
ASEAN COOPERATION IN TOURISM TRAINING  
CASE STUDIES OF THAILAND AND VIETNAM**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
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MAHIDOL UNIVERSITY  
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Thesis  
Entitled

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CASE STUDIES OF THAILAND AND VIETNAM**



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on  
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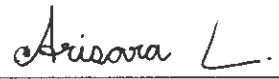
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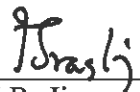
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**TEACHERS' AND ADMINISTRATORS' PERCEPTION OF ASEAN  
COOPERATION IN TOURISM TRAINING, CASE STUDIES OF THAILAND  
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**ABSTRACT**

The purpose of this study was to examine vocational teachers' and administrators' perception of ASEAN cooperation in tourism training and identify factors affecting their perception. A documentary and questionnaire were employed to collect data. For the survey, a total of 96 questionnaires were distributed to administrators and teachers of four schools in Thailand and Vietnam to assess their beliefs on cooperation performance, the impacts of partner differences on cooperation and the resources from partners that schools seek. Percentage and chi-square statistics were used to analyze the data. At least 79 percent of respondents agree that ASEAN information is disseminated widely, clearly, continuously and it is easy to recognize ASEAN publications among others. However, information about the regional cooperation in tourism training in particular is not considered to be adequate. Administrators and teachers in general have positive attitudes toward ASEAN cooperation. Yet while respondents do not appreciate the impact of differences in national culture and school formal organization procedures on ASEAN cooperation, the results of this research showed that nationality and school status do influence their perception, and thus, guide their behavior in cooperation. The data also revealed a fact that schools value resources that ensure quality of training provision rather than existing relations or financial resources of a potential partner. Subsequently, a number of recommendations related to public relations and implementation of ASEAN cooperation in tourism training at the school level have been made.

**KEY WORDS: ASEAN COOPERATION/PERCEPTION/TOURISM  
TRAINING/ADMINISTRATOR/TEACHER**

123 pp.

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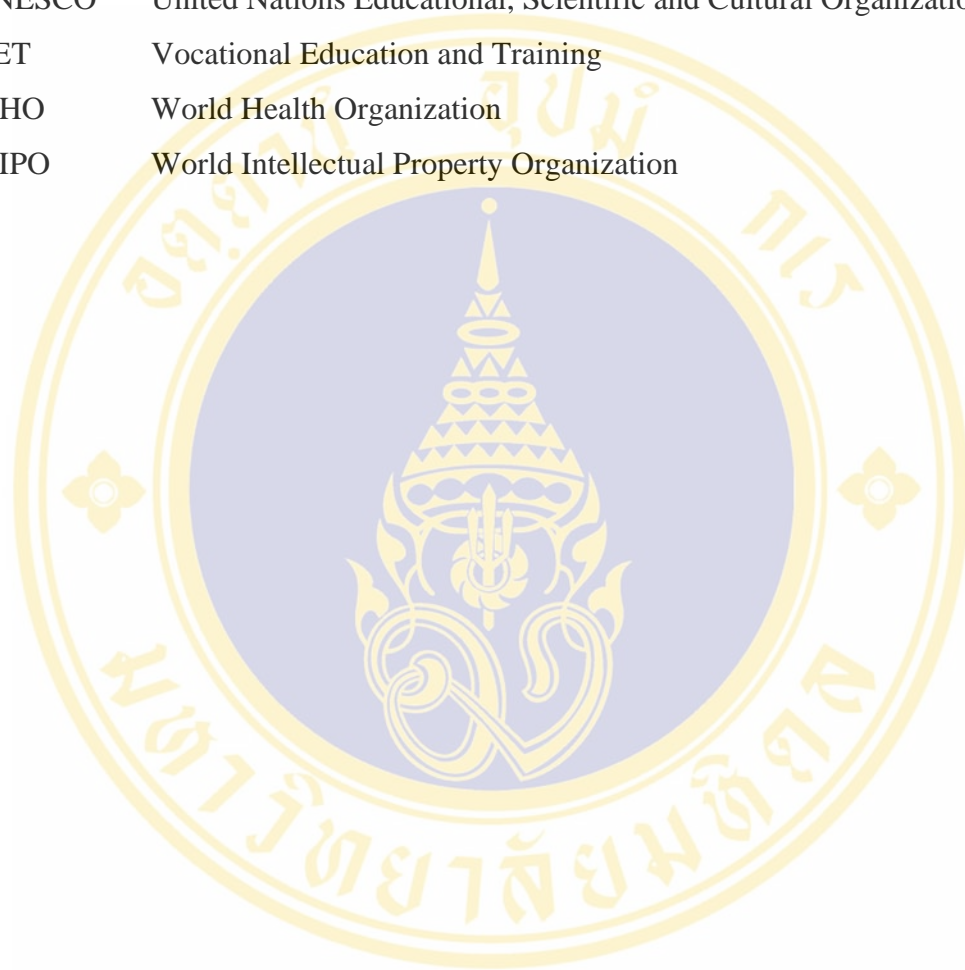
## LIST OF ABBREVIATIONS



ACCSTP	ASEAN Common Competency Standards for Tourism Professionals
ADB	Asian Development Bank
APEC	Asia-Pacific Economic Cooperation
ASEAN	Association of Southeast Asian Nations
ASEM	Asia Europe Meeting
ATA	ASEAN Tourism Agreement
ATTEN	ASEAN Tourism Training and Education Network
AUN	ASEAN University Network
AIT	Asia Institute of Technology
EALAF	East Asia-Latin America Forum
ESCAP	Economic and Social Commission for Asia and the Pacific
FAO	Food and Agriculture Organization
GSPT	Generalized System of Preferences
IBRD	International Bank for Reconstruction and Development
ICAO	Civil Aviation Organization
IDA	Infocomm Development Authority of Singapore
IFAD	International Fund for Agricultural Development
IFC	International Finance Cooperation
IMF	International Monetary Fund
ILO	International Labour Organization
MIGA	Multilateral Investment Guarantee Agency
MOE	Ministry of Education
MOET	Ministry of Education and Training
OECD	Organization for Economic Cooperation and Development.
SEAMEO	Southeast Asian Ministers of Education Organization
UNCTAD	United Nations Conference on Trade and Development

**LIST OF ABBREVIATIONS (Cont'.)**

UNDP	United Nations Development Programme
UNIDO	United Nations Industrial Development Organisation
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training
WHO	World Health Organization
WIPO	World Intellectual Property Organization



## CHAPTER I

### INTRODUCTION

#### 1. Introduction

For a number of years, ASEAN<sup>1</sup> tourism cooperation, particularly in the field of tourism education and training, has been a discussing topic of many ASEAN meetings, seminars and workshops on tourism. The ASEAN Tourism Training and Education Network (ATTEN) was established in 2001. One year later, ASEAN Tourism Agreement was verified which expressed commitments of ASEAN member countries to improving regional tourism quality services and set guidance for further cooperation in tourism. Recently, the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) was developed and publicized in 2005.

However, there was a noticeable fact that the performance of ATTEN and implementation of ACCSTP have been at a modest pace. In reality, the process of applying ACCSTP in training among ASEAN tourism schools has been slow. In addition, cooperation activities within the network were not as much flourishing as it should be. It was doubt that few tourism institutions in the region were knowledgeable about ASEAN Tourism Agreement, ATTEN and ACCSTP.

Recently, empirical researches have demonstrated that a sustainable and long-term cooperation needed not merely commitment at government level but also support of involved stakeholders. Findings from a recent research showed that “formal pursuits and political measures aiming at cross-border cooperation can only develop their expected integration impacts to full extent if they are actively used and permanently fed by the local population rather than being implemented in a more top-down like process” (Zillmer, 2005: 5). In another word, educational cooperation agreements

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<sup>1</sup> ASEAN: Association of Southeast Asian Nations includes 10 country members: Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Vietnam, Laos, Myanmar and Cambodia.

between governments can only be actualized once they are based on mutual interests of respective institutions (Osborne, 2006).

Obviously, while much commitment has been expressed at government level, it seems to have a little awareness of the regional cooperation activities at institution level. This issue of interest called for an insights look at tourism schools in the region to understand what really happened. Unfortunately, there have been not yet researches within the region about this issue. This exploratory case study thus basically attempted to answer the question: what do Vocational Education and Training (VET) teachers and administrators perceive the ASEAN cooperation in tourism training? And what are possible factors affect their perception?

## **2. A Glance at VET Thailand and Vietnam**

### **2.1. Thailand**

The Kingdom of Thailand is located in the center of Southeast Asia, covering an area of approximately 513,115 square kilometers; bordering to Myanmar and Laos to the north, Cambodia and Gulf of Thailand to the east, Myanmar and Indian Ocean to the west and Malaysia to the south. The country's population is approximately 64.2 million as of 2003. Literacy rate is considerably high with 95.7% of population are literate. As a middle-income country in the region, Thailand's GDP is approximately USD 159.6 billion (with a growth of 7% as of March 2004); GNP per capital is about USD 2,113.5 (in 2002); and the unemployment rate is about 1.3%.

The basic education includes twelve years free of charge, of which nine are compulsory. In the final three years of basic education (upper secondary), students will have a choice of either continuing general education or applying for a vocational training. According to Thailand Vocational Education Commission, approximately forty percent of students continue general education stream.

Vocational training and education is considered a key strategy for the country's poverty alleviation and international competitiveness. Public expense for vocational education is substantially increasing. There are about 412 public colleges and 401 private vocational schools, according to Vocational Education Commission.

With regard to certification system, there are three levels: Certificate in Vocational Education (which is taken during the upper secondary period); the

Technical Diploma (taken after school-leaving age) and the Higher Diploma or Degree. A variety of different options are available within each area.

The country is now a member of ASEAN, ADB, ASEM, ESCAP, FAO, IBRD, IDA, IFC, IMF, ILO, UNCTAD, UNESCO, WHO, WIPO, APEC, EALAF, WTO. In relation to regional cooperation in education, Thailand is an active member of many regional education consortia such as SEMEO, AUN and AIT. In order to strengthen the partnership in vocational education, the country offers number of affiliate programs, transferring credits, staff and teacher exchange, scholarship for international program and regional seminars, workshops or round table meetings.

## **2.2. Vietnam**

Vietnam is located in the southeastern extremity of the Indochina peninsula and occupies about 331,688 square kilometers. The country has border to China to the north, Laos and Cambodia to the West; South China Sea and Gulf of Thailand to the east and south. Population is around 85 million as of 2006; 94% of population over 15 year is literate.

As much Thailand, basic education also lasts twelve years, but compulsory education is five years. After completing primary education (grade 5), students will have two choices: continue general education or participate in long-term vocational training. This choice is repeated also after students finish lower secondary education (grade 9): continue upper secondary or involve in secondary technical and vocational training. One more time, when student finish upper secondary education (grade 12) they can to take entrance examination of either university or technical colleges.

The purposes of Vocational education are to integrate the “disadvantaged” into the economic mainstream as a solution for poverty reduction scheme after *Doi moi* 1986 and to enhance international competitiveness of the country. VET system is under the supervision of Ministry of Labor Invalids and Social Affairs (MOLISA). There are three vocational training approaches, which are school-based model, enterprise-based model and community/home-based model. According to MOLISA, by June 2005, there are 233 professional schools, 404 vocational training centers and 212 vocational colleges together with as many as 800 multi-grade education centers involving vocational training and home/community-based programs. In the academic year 2003-2004, approximately 360 thousand students participated in vocational training.

Certification system of Vietnam VET includes four levels: vocational certificate (less than one year training); vocational diploma (1-3 years of training); professional secondary education diploma (taken during upper secondary education) and technical junior college degree (taken after school-leaving age).

As a member of ASEAN, Vietnam considers regional cooperation is a platform in which countries in the region “share their resources in a common effort to improve their standing and capacities”<sup>2</sup>. The country urges for a need of common and readable quality assurance and accreditation system among member countries to comfort educational cooperation. So far, Vietnam has been a member of ASEAN, APEC, IBRD, IDA, IFC, IMF, ASEM, MIGA, UNDP, UNCTAD, GSPT, UNIDO, FAO, IFAD, ICAO, EALAF and will soon become member of WTO in January 2007.

### 3. Research Rationale

This part of study would explain reasons for carrying out the research. The first reason was related to the fact that ASEAN has accelerated regional cooperation in tourism, of which, cooperation in professional training was considered important to upgrade service quality of the industry. However, it was doubt that few tourism schools in ASEAN were aware of the existence of ASEAN Tourism Agreement. In addition, ASEAN Tourism Training and Education Network (ATTEN) showed an unimpressive performance, in term of number of cooperation activities. Apart from a name list of participating schools, no further cooperation activities of network were reported on the network website. Furthermore, there was no evidence reported whether ASEAN tourism schools were knowledgeable about the set of tourism competency standards (the ACCSTP). These facts raised immediate concern on how to improve the situation so that ASEAN cooperation could develop its full effects. Therefore, we sought to answer the question by investigating the teachers’ and administrators’ attitudes and motives of ASEAN cooperation. Hopefully, findings from the research would help concerned authorities to develop an appropriate plan of implementing ASEAN cooperation at school level.

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<sup>2</sup> From a Vietnam’s country report presented in International Seminar on “Strengthening the Partnership in Education and Training for Regional Competitiveness” held in July 2005 in Bangkok, Thailand.

Secondly, the study particularly focused on teachers' and administrators' perception because they are considered playing an equal role in decision making on education activities. Broadly speaking, in the domain of international education cooperation, teachers and administrators are among interest groups including politicians and government administrators (politicians, administrators at central, regional, local level financiers), other institutional providers of education (private institutions, religious groups), teachers, users (students, parents, employers), other operators (publishers of pedagogical material, NGOs, professionals in the health, building, tourism sectors) and agencies for international cooperation (funding, technical cooperation) (Jallade, Cuenin and Radi; 2001). Each of these groups has specific concerns and interests but in term of education, they share common interests of better education and training opportunities, financial and geographical accessibilities and quality of training (Jallade, Cuenin and Radi; 2001). In relation to educational policies and programs, the decision-making roles of these groups are equally important. Jallade, Cuenin and Radi (2001: 47) once suggested: "a dialogue between the various professionals must be encouraged and interdisciplinary approaches and perspectives developed". Moreover, at school level, teachers and administrators play essential roles in implementing educational reforms. Changes can have effective impacts only when administrators and teachers actively take part of change. This can be secured when administrators and teachers have knowledge and understanding of the cooperation, are able to participate in the decision-making process, feel suitability of the cooperation, and have opportunities for professional development and accessibility to resources to support implementation of change.

To conclude, in order to respond the call for ASEAN cooperation, particularly in tourism training and education, there was an urgent need for effective strategies in promoting and implementing ASEAN cooperation in tourism training at school level. These strategies should take into account concerns and interests of teachers and administrators. ASEAN Regional cooperation could be implemented with "top down" method but it would produce more effectiveness once teachers' and administrators' have a sense of active actors in cooperation. These are the rationale behind this study.

#### 4. Statement of Problem

As seen previously, in order to accelerate ASEAN cooperation in tourism training, it is important to develop a feasible plan for its implementation and promotion at school level. Therefore, *the purpose of this study was to develop guidelines for implementation of ASEAN cooperation in tourism training at school level.*

#### 5. Research Objectives

1. To examine VET teachers' and administrators' perception of ASEAN cooperation in tourism training;
2. To identify factors affect teachers' and administrators' perception of cooperation.

#### 6. Research Questions

1. What do teachers and administrators perceive the performance (objectives, communications and activities) of ASEAN cooperation in tourism training?
2. What do teachers and administrators perceive the compatibility of partners in ASEAN cooperation in tourism training?
3. What do teachers and administrators perceive the complementarity of partners' resources in the cooperation?
4. Are there any significant relations between personal characteristics, nationality, schools status or information channels with the perception of ASEAN cooperation in tourism training?

#### 7. Research Contribution

Theoretically, the research provided a pool of knowledge related to international cooperation theories, perception process and cooperation theory. It also demonstrated how theoretical frameworks were applied into an empirical research related to perceptions of regional cooperation.

Practically, this study provided information on the teachers' and administrators' perception of ASEAN cooperation in tourism training. Findings of this

study therefore would be useful for ASEAN secretariat, Vietnam and Thailand educational authorities to:

1. development of guidelines for implementation of ASEAN cooperation in tourism training at school level;
2. development of appropriate public relations and marketing in order to strengthen positive perspectives of school teachers and administrators on ASEAN cooperation in tourism training; and

## 8. Operational Definition of Terms

<b><i>ASEAN cooperation in Tourism training Administrator</i></b>	This includes such activities as ASEAN tourism Agreement, ATTEN, ACCSTP as well as multilateral or bilateral cooperation between schools in ASEAN.
<b><i>Compatibility</i></b>	Refer to members of board management, principal/directors, dean/office managers and staff of academic affair, student and international affair, research and training affair and public relations and education promotion.
<b><i>Complementarity</i></b>	Compatibility of partner background in cooperation.
<b><i>Performance</i></b> (of the cooperation)	Resources that a school measures a potential partner for cooperation.
<b><i>Qualification</i></b>	This study will investigate the general performance of cooperation and individual school's performance. <i>General cooperation performance</i> includes cooperation's formal objectives, activities and public relations. <i>Individual performance</i> is number of pre-established areas that may be affected by the cooperation.
<b><i>School character</i></b>	The qualifications of VET teachers and administrators differ from country to country. Based on education systems of Thailand and Vietnam, respondent qualifications are: <ul style="list-style-type: none"> <li>- <i>Graduate</i>: Holder of master or doctoral degree.</li> <li>- <i>University</i>: Holder of bachelor degree (four years in university).</li> <li>- <i>Technical Diploma</i>: taken after completing upper secondary education in a professional college (2-3 years).</li> </ul>

<b><i>Teacher</i></b>	Teachers of tourism training and foreign language teachers. The term “teacher” also refers to trainer, instructor.
<b><i>Tourism training</i></b>	Professional training in one of following areas: (1) Front office; (2) Housekeeping; (3) Food and beverage production; (4) Food and beverage service; (5) Travel agencies and (6) Travel operation (according to ASEAN Common Competency Standard for tourism professional)

## 9. Limitation

The limitation of this study was regarded to the selection of cases, selection of samples within cases and the data collection process. Firstly, the cases selected in this study were Vietnam and Thailand, which may not represent the rest of other ASEAN member countries. Secondly, selected schools may not be the cases of whole VET schools in the country. So the shortcomings of this study was that it could not generalize findings statistically. Finally, this study used documentary as one of strategies for data collection. Since the researcher of this study was from Vietnam, only documents in English and Vietnamese would be exploited while those in Thai would not be able to access.

## 10. Conceptual Framework

The conceptual framework of the study was developed based on the review of literature. There are internal factor, external factor and setting (environment) factor that influence the perceptual process of teachers and administrators. In this study, internal factor included such variables as, position, qualification, use of English, and experience of international cooperation. The environment factor involved nationality (Vietnam or Thailand) and school status. The external factor included frequency of information provided through different channels. The dependent variables included performance of cooperation, complementarity and compatibility.

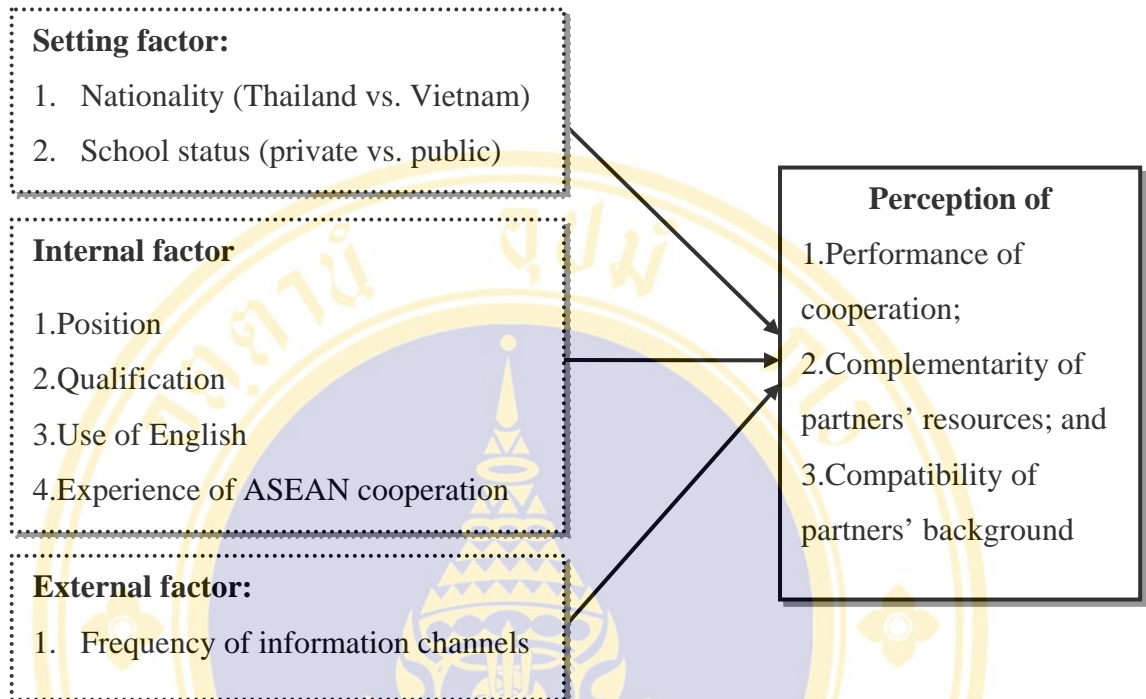


Figure 1: Conceptual Framework of the Research

## CHAPTER II LITERATURE REVIEW

In this chapter, we would firstly attempt to outline cooperation in Asia Pacific region generally and in ASEAN particularly. Through the review of International Relations Theories (IR theories), we would come up with conclusions about the nature of Asia Pacific cooperation and ASEAN cooperation. In addition, we would also take a closer look at actual implementation of ASEAN cooperation in tourism training in order to decide what aspects of cooperation need to study about. Later, we would seek to identify factors affecting human perception so that we could construct conceptual framework for this study. Finally, strategic management and economic sociology approaches and cooperation theory would help to identify components of cooperation; and together with the study about situations of VET today, we would draw the components of cooperation to be studied in this research. Following was the structure of literature review section:

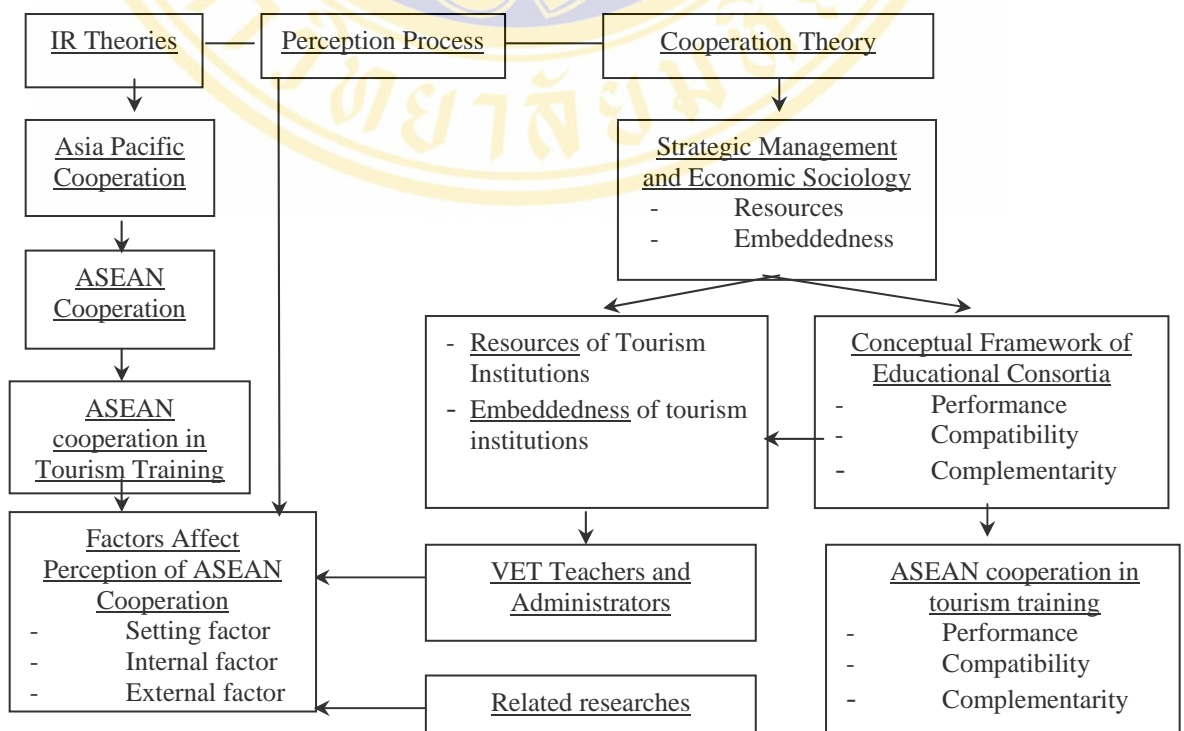


Figure 2: Structure of Literature Review

## 1. International Relations Theories (IR Theories)

This section introduces the trends of International relations theories. Hopefully, it will provide a clearer view of nature of the world relationships in general and regional cooperation in Asia Pacific and the establishment of ASEAN in particular.

Actually, International Relations (IR) is a wide and complex field of study. It examines relations between political units of national rank, deals primarily with foreign policies and the organization and function of government agencies, and concerns with foreign policy and the factors underlying foreign policies (Pearson and Rochester, 1992). So far, there have been at least three paradigms in the field of international relations. These “paradigms” somewhat are “cognitive maps” of thinkers that have guided theories and researches in the field over the years.

The first school of thought is *Idealism*. Tracing back the fourteenth century, Idealism emerged in the works of an Italian poet – Dante. In the twentieth century, it was promoted by Woodrow Wilson and other thinkers around the time of World War I. Against the war background at that time, Idealism aimed at minimizing conflicts and maximizing cooperation among nations (Pearson and Rochester, 1992). Idealists explain the causes of wars were “misunderstandings between leaders and lack of democratic accountability within states” (O’Neill, 1999:6). They focused on what the world ought to be, rather than what the world actually is (Pearson and Rochester, 1992; Henderson, 1998). Moreover, the Idealist thinkers believed that states shared common values and interests thus it was important to educate people about motivations and objectives of various groups (Pearson and Rochester, 1992; O’Neill, 1999). This explained the emergence of many United Nations agencies at that time. These organizations searched for “legal-formal aspects” of international relations such as international law and international organization, and on moral concerns such as human rights (Pearson and Rochester, 1992). In brief, the key concepts of Idealism were idealism, democracy and education/information (O’Neill, 1999).

Idealism however showed disadvantages when it failed to prevent the World War II, which created room for the rise of *Realism*. This is the best-known school of thought in international relations with number of advocates, to name Hans Morgenthau (1948) with this “Politics among Nations” and E.H. Carr (1940) and it even could be traced as far as the sixteenth century figure: Machiavelli (Pearson and Rochester,

1992). Although sharing the same purposes with Idealism that were to analyze problems of conflict management, Realism emphasized on powers and interests (Pearson and Rochester, 1992; Henderson, 1998; O'Neill, 1999). Carr and Morgenthau held back the effectiveness of international law and organization and the extent of international cooperation (Pearson and Rochester, 1992). They argued that not all states shared a single understanding of morality and claimed that the interpretation by Idealists reflected the interests of only one class in society (O'Neill, 1999). They came up conclusion that in order to analyze the behavior of actors in international relations, it was better to examine their interests and their relative levels of power (Pearson and Rochester, 1992; O'Neill, 1999). Therefore, it was not surprising that Realists concerned such topics as military strategy, elements of national power, diplomacy, nature of national interests rather than international law and organization (Pearson and Rochester, 1992). The neorealists (also known as structural realists), led by Professor Kenneth N. Waltz (1979), had made adjustment to realism in explaining the mechanism of power distribution among the major states (Pearson and Rochester, 1992). One of the most significant modifications was that they included more economics into their analyses. Neorealist thinkers explained the motivation of cooperation sometimes stems from “the more powerful states avoiding the high costs of conflict, preferring to preserve peace and to manage economic problems” (Henderson, 1998:15). These different views of neorealists offered more room for cooperation than the earlier realists. However, for the neorealists, power still plays a key role in cooperation. The more powerful states are likely to gain larger share from the flows of cooperation. Thus, it was not surprising that cooperation meant to neorealists as “relative gains based on the amount of power a state processes” (Henderson, 1998:15).

The third school of thought is called *transnationalism* (also known under various names such as globalism, pluralism, international liberals or neoliberals). Emerged at the beginning of 1970s, transnationalism had a different approach from either two paradigms (Pearson and Rochester, 1992). Although it did not reject the realist view completely, a number of scholars believed that the world was changing so that neither realism nor neorealism could adequately explain the reality. The emerging factors that influence international relations are transnational activities with the

involvement of nonstate actors such as churches, multinational corporations, international non-governmental organizations, environmental and human rights groups, and other private individuals and groups (Pearson and Rochester, 1992; Henderson, 1998; O’Neill, 1999). States remains the key actor, but shares their performance with nonstate actors in the world stage. According to Henderson (1998), the major work of this paradigm are “Transnational Relations and World Politics” by Robert Keohane and Joseph Nye (1972) and “Power and Interdependence” in 1977. The transnationalism school emphasized on interdependence and focuses on economic issues, development, North-South relations, and the roles of transnational and intergovernmental actors in international relations (O’Neill, 1999).

Obviously, the changes in reality have brought a new look for international relations. The old concepts do not disappear but new concepts emerge. The trend of key concepts has expanded from democracy, knowledge, power, interests and security to transnationalism, globalization, rights, and equality (O’Neill, 1999).

## 2. Asia Pacific Cooperation

### 2.1. The Asia Pacific Cooperation

The emergence of new concepts in International Relations theories shows that today’s world international relationships are likely to go hand in hand with development.

An evident trend is that Asia Pacific region considers “growth” the ultimate goal of cooperation between countries in the region.

The figure above illustrates that growth centers the cooperation. It is reinforced by stability and development (UNESCAP, 2004). While cooperation in trade, investment, technology transfer, transport, infrastructure development and ICT directly enhances growth; cooperation in finance contributes to growth and reduces the

Figure II.1. Regional cooperation in different sectors and their interlinkages

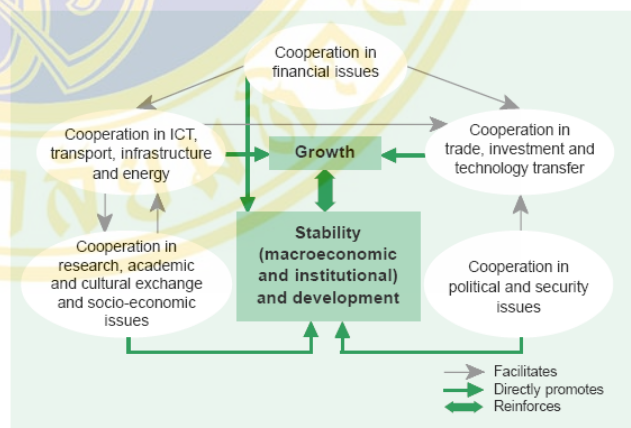


Figure 3: Conceptual Framework of Asia Pacific Region (source: UNESCAP, 2004)

impact of volatile financial markets, providing macro economic stability (UNESCAP, 2004). Further, cooperation in political and security issues contributes to institutional stability (UNESCAP, 2004). Finally, cooperation in research, training and academic exchange helps regional development of human resources (UNESCAP, 2004).

The typical feature of cooperation in Asia Pacific region is that it is constituted by sub-regional and cross-subregional activities. There are various sub-regional organizations, such as Association of South East Asian Nations (ASEAN), South Asian Association for Regional Cooperation (SAARC), Economic Cooperation Organization (ECO), and the Pacific Island Forum (UNESCAP, 2004). Besides, cross-subregional groups include Asia Pacific Economic Cooperation (APEC), the Bangkok Agreement countries, Bangladesh-India-Myanmar-Sri Lanka-Thailand Economic Cooperation (BIMST-EC) and the Shanghai Cooperation Organization. Australia and New Zealand cooperate through Closer Economic Relationship (CER) between themselves (UNESCAP, 2004). In comparison with other regions, Asia-Pacific is considered having less cooperation, as Henderson (1998) once noted: “Although a recent focus on regionalism in the Asian-Pacific area is discernible, this area has the least organization for economic cooperation of three regions [Europe, Latin America, and Asia]”.

## **2.2. The Asia Pacific Educational Cooperation**

Henderson’s comment is also right in the case of Asia Pacific educational cooperation. In this domain, intra-cooperation (among countries in the region) is considered relatively weaker than inter-cooperation (between individual country in the region with countries outside the region). In 2004, OECD<sup>1</sup> reported: “In the Asia-Pacific region, the main dynamics are not among the countries in the region, they are between regional nations and the English-language providers...” (p.155). The OECD countries that Asia Pacific region has most cooperation with are United States, United Kingdom, Germany, France, and Canada. Relationships within the region do exist, but again, they are significantly between OECD countries such as Australia, Japan, Korea, New Zealand and the rest of Asia Pacific developing countries (OECD, 2004).

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<sup>1</sup> Organization for Economic Cooperation and Development.

### **3. Association of Southeast Asian Nations (ASEAN)**

#### **3.1. The establishment of ASEAN**

Among sub-regions of Asia Pacific, ASEAN has recently become the most active area in promoting regional cooperation. The idea of establishment an organization for South east Asia nations was initiative by five countries: Indonesia, Malaysia, the Philippines, Singapore and Thailand. For its first ten years since the establishment in 1967, ASEAN primarily functioned as a political organization, focusing on resolving conflicts of the region. During this time, economic and social cooperation was not a priority and trade among the member countries was insignificant. The Bali Summit in 1976 marked a significant change in the development of the organization: it considered the possibility of expansion to economic and social cooperation. Since then, ASEAN has taken a number of industrial “cooperation” initiatives that enable member countries to increase capacity and specialize in some products (UNESCAP, 2004). In 1992, the Fourth ASEAN Summit in Singapore adopted the Framework Agreement on Enhancing Economic Cooperation, which included launching the ASEAN Free Trade Area (AFTA), aimed at increasing ASEAN’s competitive advantage as a single production unit. In 1998, Hanoi Plan of Action was developed and the idea of regional economic “integration” was formally mentioned.

To-date, ASEAN composes of ten member countries including Indonesia, Malaysia, the Philippines, Singapore and Thailand; Brunei Darussalam (joined in 1984), Vietnam (1995), The Lao People’s Democratic Republic and Myanmar (1997) and Cambodia (1999). The objectives of organization are: (1) to accelerate economic growth, social progress and cultural development in the region and (2) to promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries in the region and adherence to the principles of the United Nations Charter. ASEAN is promoting the interoperability and interconnectivity of national telecommunications equipment and services. Member countries are also building trans-ASEAN energy networks, which consist of the ASEAN power grid and the trans-ASEAN gas pipeline. ASEAN is also cooperating in ICT through the e-ASEAN Initiative (1999), the e-ASEAN Framework Agreement (2000) and the Manila Declaration (2002). Today, ASEAN economic cooperation covers trade, investment,

industry, services, finance, agriculture, forestry, energy, transport and communication, intellectual property, small and medium-sized enterprises.

### **3.2. Educational cooperation in ASEAN – some models**

Recently, numbers of educational cooperation programs have been carried out in order to respond the call for regional cooperation. These programs are various from providing scholarship for students from Asian countries, students exchange activities, collaborative research. Followings are some examples of ASEAN regional cooperation in education:

*Southeast Asian Ministers of Education Organization (SEAMEO)*: The organization was founded in November 1965 to promote cooperation in education, science and culture in the Southeast Asian region. There are ten participants, who are ASEAN members, including Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam. The SEAMEO's activities particularly focus on: (a) to establish networks and partnerships; (b) to provide an intellectual platform for policy makers and experts; and (c) to promote sustainable human resource development. The goals of SEAMEO in the next few years will be: (1) to develop regional Center of Excellence of international standard; (2) to provide relevant and excellent programs in training, research and development, information dissemination and policy analysis and evaluation in SEAMEO's areas of specialization; (3) to strengthen the organizational capability to initiate and manage change and development, to meet the challenges of globalization; (4) to strengthen SEAMEO's management capability in order to meet member countries' needs effectively and efficiently; (5) to promote research and development in education, science and culture and improve the dissemination mechanisms; (6) to enhance collaboration among SEAMEO member countries and relevant organizations; and (7) To ensure continued financial viability by exploring alternative sources of funding. SEAMEO gives priority for such areas as agriculture and natural resources, culture and tradition, information and communications technology, language, poverty alleviation, preventive health education and quality and equity in education.

*The Asian Institute of Technology (AIT)*. This is an international institution providing advanced education in engineering, science, planning and management. It has been regularly supported by the Royal Thai Government since the establishment.

Every year, the institute offers number of scholarship for students from Thailand as well as other Asian countries: *His Majesty the King's Scholarships, H.M. Queen Sirikit's Scholarships and The RTG-HRD.*

*ASEAN University Network (AUN).* The aim of this network is to strengthen ASEAN awareness and cooperation through such activities as exchanging students, members and resources among the participating universities. It consists of seventeen leading universities in ASEAN member countries. The head office, located at Chulalongkorn University, Bangkok, Thailand, is responsible for coordinating the student and faculty exchange program, scholarships for studies at ASEAN universities; information networking among ASEAN universities; collaborative research; ASEAN Studies Program; and projects with dialogue partners (EU, China, South Korea, Japan, India and Russia) (Beerens, 2004).

### **3.3. ASEAN Cooperation in Tourism**

The negotiation and commitment of governments to tourism service under the General Agreement on Trade in Services (GATs) posed a question for international standards in relation to licensing, accreditation and certification of service providers (ILO, 2001). Recognition of diplomas and professional qualification is considered prerequisite for labor movement in tourism sector (ILO, 2001). Therefore, in order to increase the competitive capacity of regional tourism products, ASEAN countries call for standardization of tourism service in the region.

In 1981, ASEAN Tourism Forum (ATF) website – a platform for discussion and promotion of ASEAN tourism was established. The members include Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam. The main objectives of ATF are: (1) to project ASEAN as an attractive, multi-faceted single destination; (2) to create and increase awareness of ASEAN as a highly competitive regional tourist destination in the Asia Pacific area; (3) to attract more tourists to individual ASEAN member countries or a combination of them; (4) to promote intra-ASEAN travel and (5) to strengthen cooperation among the various sectors of the ASEAN tourism industry.

However, not until was the 7th ASEAN Summit in November 2001 in Brunei Darussalam hold, an official agreement about cooperation in tourism was considered. In 2002, leaders of the ten ASEAN countries verified ASEAN Tourism Agreement at

Phnom Penh, Cambodia. The Agreement aims at (i) To cooperate in facilitating travel into and within ASEAN; (ii) To enhance cooperation in the tourism industry among ASEAN Member States in order to improve its efficiency and competitiveness; (iii) To substantially reduce restrictions to trade in tourism and travel services among ASEAN Member States; (iv) To establish an integrated network of tourism and travel services in order to maximize the complementary nature of the region's tourist attractions; (v) To enhance the development and promotion of ASEAN as a single tourism destination with world-class standards, facilities and attractions; (vi) To enhance mutual assistance in human resource development and strengthen cooperation to develop, upgrade and expand tourism and travel facilities and services in ASEAN; and (vii) To create favorable conditions for the public and private sectors to engage more deeply in tourism development, intra-ASEAN travel and investment in tourism services and facilities (Article 1). The Agreement constitutes twelve articles about such issues as the facilitation of intra ASEAN and International Travel (Article 2), Facilitation of Transport Service (Article 3), Market Access (Article 4), Quality Tourism (Article 5), Tourism Safety and Security Quality (Article 6), Joint Marketing and promotion (Article 7), Human Resource Development (Article 8), Implementation (Article 9), Amendments (Article 10), Settlement of Disputes (Article 11) and Final Provisions (Article 12).

In August 2004, a meeting on Development of ASEAN Tourism Standards was held in Bangkok Thailand. The meeting set objectives for the development of ASEAN tourism standards as: (1) to establish regional standards and certification systems for all sectors of ASEAN tourism industry that would contribute to responsible tourism, economic and social sustainability of the region; (2) to enhance and sustain the quality of services in ASEAN tourism industry; (3) to create a positive image and enhance the competitive advantage for ASEAN tourism on the world market; and (4) to eliminate consumer confusion on the variety of standards that exists in ASEAN countries (ASEAN, 2004).

This standardization covers five areas of tourism i.e. 1) Accommodation (including food & beverage outlets); 2) Independent food and beverage facilities (fast food to fine dining and catering); 3) Travel and tour services (tour operators, tour buses, limo, taxi, money exchange); 4) Transport facilities (incl. air, water and land);

and 5) Destinations and attractions. The standards will focus on such activities as (1) Facilities and amenities; (ii) Service quality; (iii) Sustainable environmental management; (iv) Social, cultural, community responsibility; and (v) Safety and security (ASEAN, 2004).

#### **4. ASEAN Cooperation in Tourism Training**

Cooperation in tourism training is a strategy of ASEAN for regional service standardization. Since human resource is considered the most important factor determining the service quality in the region, ASEAN member countries commit to share human resources, training resources, formulate competency standards and cooperation between ASEAN and other parts of the world. Article 8, ASEAN Tourism Agreement read:

Member States shall cooperate in developing human resources in the tourism and travel industry by: (1) Formulating non-restrictive arrangements to enable ASEAN Member States to make use of professional tourism experts and skilled workers available within the region on the basis of bilateral arrangements; (2) Intensifying the sharing of resources and facilities for tourism education and training programs; (3) Upgrading tourism education curricula and skills and formulating competency standards and certification procedures, thus eventually leading to mutual recognition of skills and qualifications in the ASEAN region; (4) Strengthening public-private partnerships in human resource development; and (5) Cooperating with other countries, groups of countries and international institutions in developing human resources for tourism.

In order to achieve the objective for a Mutual Recognition Arrangement (MRA) in services by 1 January 2008, four implementation strategies have been developed:

(1) Gather information and analyze relevant tourism competency standards in ASEAN member countries; (2) Identify areas of tourism professionals for development of common competency standards in ASEAN; (3) Develop common competency

standards for identified tourism professionals; and (4) Develop ASEAN Mutual Recognition Arrangement for tourism professionals in areas where it is feasible, for submission to the Tourism Working Group in Services.

ASEAN Tourism Training and Education Network (ATTEN) was established as initiative of the ASEAN National Tourism Organizations (NTOs). The network includes ASEAN+3 tourism training centers and educational institutions from ten ASEAN member countries plus China, Japan, Korea. There are totally 71 universities and colleges in the network of which 62 are from ASEAN member countries and 9 are from China and Korea, there is no school from Japan. Vietnam has 6 schools and Thailand has 14 schools participating. These schools were nominated by NTOs.

In June 2005, ASEAN-Australia Development Cooperation Program has published a framework of ASEAN Common Competency Standards for Tourism Professionals (ACCSTP). The framework is used to (1) stand as a benchmark for users and provide a common denominator for the further development of tourism competency standards in ASEAN member states;(2) Encompass the basic and essential requirements for a person to be considered as functional and qualified in a particular job. (3) Represent a commonly agreed set of job titles and minimum competency standards that have been agreed by the ASEAN member states; and (4) Provide a set of basic building blocks as the foundation for a competency-based training approach for tourism in the ASEAN member states. The competency standards are expected to use in the industry as guideline for job title and job description development, staff recruitment, staff training, and staff evaluation. The competency standards are also tools for dialog between schools in ASEAN countries and between schools and industry.

The ACCSTP provided determined competencies in six training: Hotel – Front office; (2) Hotel – housekeeping; (3) Hotel - food & beverage production; (4) Hotel - Food & beverage service; (5) Travel agencies; and Tour operations. The framework composes of three types of competency: 1) Core competency are those skills that the industry has agreed are essential to be achieved if a person is to be accepted as competent at a particular level in the primary division of labor of either Hotel or Travel. This suggests that the core competencies are central requirements for effective

performance in each of the primary divisions of labor and are “common” to all jobs in that division; 2) Generic competencies are those skills that the industry has agreed are essential to be achieved if a person is to be accepted as competent at a particular level in the secondary divisions of labor.. 3) Functional competencies are those skills that the industry has agreed are essential to be achieved if a person is to be accepted as competent in a particular job. Functional competencies are the technical requirements to perform the tasks associated with that particular job title. For example, a functional competency for a front office supervisor is to “roster staff”. Following the competency menu:

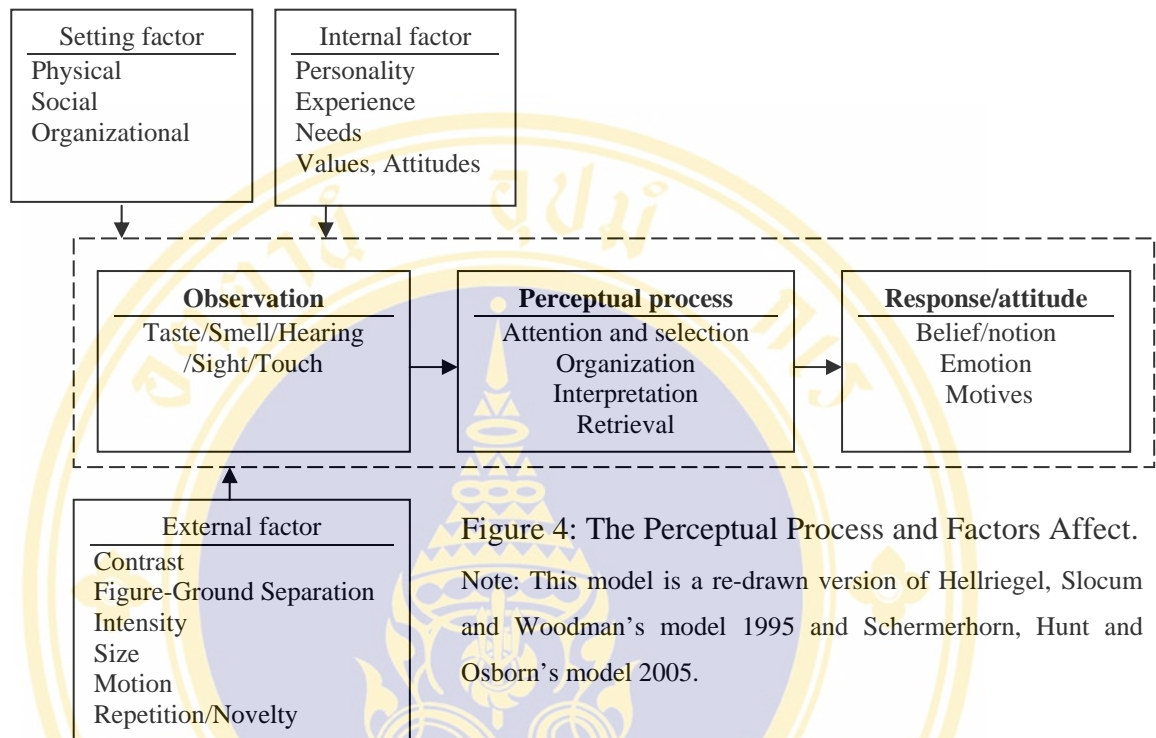
Table 1: Competency menu of ACCSTP

Hotel	Hotel	Travel
Front office and housekeeping	F&B production and service	Travel agencies and travel
Common core competencies	Restaurant services common core	Common core competencies
Hotel front office	Commercial cookery	Travel-agency-ticketing
Housekeeping	Commercial catering	Tour guide series
Security service	Patisserie	Tour operations
Customer service, sales and marketing	Food and beverage service	Customer service, sales and marketing
General administration	Customer service, sales and marketing	General administration
Financial administration	General administration	Financial administration
Human resource development	Financial administration	Human resource development
Resource management	Human resource development	Resource management
English language proficiency	Management and leadership	English language proficiency
	English language proficiency	

## 5. Perception Process

In parallel to the study about international and regional cooperation, this section takes a close look at the way human beings perceive their environment. Since we seek to develop conceptual framework of study, we will examine the perceptual process and factors affect this process. Let we begin with several definitions of perception. Hellriegel, Slocum and Woodman (1995:70) define “perception” thus: “the selection and organization of environmental stimuli to provide meaning full experiences for the perceiver. Perception involves searching for, obtaining and processing information.” Schermerhorn, Hunt, and Osborn (2005: 100) say this about “perception”: “...is the process through which people receive, organize, and interpret

information from their environment” (p.100). So the notion of “seeking” “organizing” and “interpreting” information is common in many definitions.



The figure above illustrates perception process. There are three stages: observing, processing and responding. At first, one collects information through five senses: sight, hearing, touch, taste, and smell (Schermerhorn, Hunt, and Osborn; 2005). Then, through number of mental works such as noticing, selecting organizing, interpreting and retrieving, one processes information. Finally, this perception is usually reflected in one’s knowledge, feeling and behavior.

However, it appears that perception process does not go alone it way. It is influenced by number of factors including internal factor, external factor and setting or environmental factor.

The internal factor refers to personality, past experiences, needs or motives, and values and attitudes. All influences the perceptual process (Schermerhorn, Hunt, and Osborn; 2005). Personality is a stable set of characteristics and traits determining the differences between this individual to one another. Past experiences will lead to different perceptions with similar stimuli (Hellriegel, Slocum and Woodman; 1995). For example, a teacher who works in a school that experiences successful international cooperation before may likely have positive attitude on the coming cooperation. Motivation is

another internal factor influences personal perception. It relates to the person's most urgent needs and desires. According to Hellriegel, Slocum and Woodman (1995), people will perceive things that likely to help satisfy their needs and that they have found rewarding in the past.

The external factor determines whether the stimuli will be noticed. This factor includes (1) *size*: the larger size of an external factor is, the more likely it is to be perceived (Hellriegel, Slocum and Woodman; 1995); (2) *Intensity*: the more intense an external factor is, the more likely it is to be perceived (bright lights, loud noises etc.) (Hellriegel, Slocum and Woodman; 1995); (3) *Contrast*: stimuli/event that stands out against the background or that is not what people expect is the most likely to be perceived (Hellriegel, Slocum and Woodman; 1995); (3) *Motion*: a moving factor is more likely to be perceived than a stationary factor (Hellriegel, Slocum and Woodman; 1995); (4) *Repetition*: A repeated factor is more likely to be perceived than a single factor (Hellriegel, Slocum and Woodman; 1995); (5) *Novelty and familiarity*: either a familiar or a novel stimuli in the environment can attract attention, depending upon circumstances (Hellriegel, Slocum and Woodman; 1995).

The environmental factor such as physical, social and organizational settings also influences how one perceives event or stimuli. For example, the government and school structure, policies, values and norms affect teachers' and administrators' perception.

Apart from external, internal and setting factors, there are common perceptual distortions that occur in perceptual process. These are stereotypes, prototypes, halo effects, selective perception, projection, contrast effects, and self-fulfilling prophecy.

Generally, perception is a mental process occurring in one's mind and is reflected by one's attitude. This is a very complex concept. Attitude is a total combination of three core components that exist and function together: 1- cognitive component (or the beliefs, opinions, knowledge, or information); 2- affective component (feelings, sentiments, moods, and emotions); 3- and behavioral component (predisposition to act on a favorable or unfavorable evaluation of something (Hellriegel, Slocum and Woodman; 1995). Since it is a mental process, it is hard to measure precisely what perceptual experience has really occurred in one's mind because the researcher can only aware of another person's perceptions only through his observation of the behavior of

that person (Secord, 1964). Although the perceiver is asked to write in word or draw or react on the object/stimuli but this is considered imperfect. Truly understanding one's perception remains a challenging work.

## 6. Cooperation Theory

In previous section, we have learnt that perceiver's characteristics, the characteristics of perceived stimuli/event and the environmental context determine one's perception. In this part, we will take a closer look at cooperation – the “perceived” in this study to examine the nature of cooperation and the situation in which cooperation occurs.

At first, we will start with definition of cooperation. The Cambridge Advanced Learner's Dictionary defines “cooperate” as 1. to act or work together for a particular purpose; 2. to help someone willingly when help is requested. The notions of “acting or working together and a common or the same end of purpose” are crucial elements in many cooperation theories (Tuomela, 2000). Actually, cooperation can be studied from different approaches such as biology, ethnology, applied mathematics and social action. Of these perspectives, social action seems to be the most powerful one in the field of human cooperation as it employs all of above mentioned approaches to support its theories. The social action theorists consider human beings as “thinking and acting agents and language users” (Tuomela, 2000). They argue that feature of human beings is that they are social and, to some extent, cooperative. A temporary figure that advocates this approach is Raimo Tuomela with “*cooperation – a philosophical study*” (2000).

Perhaps our initial concern is how consistent the theory is, in term of explaining power, with the type of cooperation in this study, taking account today's world situation. Actually, this cooperation theory does have its weakness. The assumption of: “a fair system of social cooperation between free and equal persons viewed as fully cooperating members of society over a complete life” (ctd. Tuomela, 2000: 10) lessens power of this theory in explaining the case where there is unfair and unjust cooperation. Nevertheless, the current situation shows that national citizens are now economically freer in making their life decision. The development of globalization has brought great impacts on many aspects of society, particularly in the field of

economy. In relation to tourism, there are emergences of the liberalization of air transport, liberalization of trade and services, visa-free regions and economic integration (ILO, 2001). Also, the market-oriented economic policies practiced in almost countries in the world, including ASEAN member countries, create greater opportunities for individuals to decide where to live and whom to cooperation with. Power (2000:153) respectively commented: “Global forces are also leading to increasing population movement and thus to an exponential increase intercultural interactions and exchanges”. This theory thus is considered an appropriate tool to analyze natures of individuals’ and institutions’ motives of the cooperation in this study.

Now that we have argued that the social cooperation theory can be employed in examining cooperation in this study, we can go further to learn about its contents and theses. The key elements of cooperation in Tuomela’s theory are g-cooperation and i-cooperation. The term “g-cooperation” refers to cooperation that is based on a shared collective goal of a strong kind, which is called the collective goal theory of cooperation. In contrast, “i-cooperation” means a cooperation that is based on compatible private preferences and goals which is analyzed in terms of notion of ‘compatible coaction’ and considered weak cooperation. Followings are key theses of cooperation theory:

*Basic thesis of Cooperation* (or the collective goal theory of cooperation): Two or more actors cooperate in the full sense if and only if they share a collective (or joint) goal and act together to achieve goal.

This thesis is related to g-cooperation, in which, participants share collective goal. However, it does not mean that all cooperation needs be acting towards a collective end-state. Full-blown cooperation can occur in a situation involving shared activity, but does not purport to lead to a shared collective end or purpose. In the sense of the Basic thesis of Cooperation, cooperation does not require an agree-upon joint plan, which is opposed to the agreement-based joint action.

*Commonality Thesis*: the more commonality of interest (preferences) there is in a situation, the more likely cooperation is to be initiated and carried out successfully and – speaking of rational cooperative situations – to give the

expected individual rewards from cooperation, understating this to mean rewards from acting together (relative to not acting so).

This thesis infers that if a cooperation to be successful, improvement is necessary in term of a) the selection of a shared goal and the means of reaching it, b) the stability of the commitment to the collective goal-directed action, c) the opportunities to help the other participants succeed in their part-performances, and d) flexibility concerning change in a collective goal when called for. It means that similar want-based preferences tend to motivate and explain cooperative action.

*Closeness of Given and Final Preferences Thesis:* the closer (and higher) and actor's given and final preferences, viz.,  $preferences_{giv}$  and  $preferneces_{fin}$  are, the more likely he is to cooperate rationally in the long run (in a sense respecting his given preferences).

The preferences that participants have on entering a situation of potential cooperation are given preferences ( $preferences_{giv}$ ) while the preferences at which they arrive in their discussions, bargaining, or otherwise, in a particular situation and which they finally act on are final ( $preferneces_{fin}$ ). Closeness is to be measured of utilities defied in terms of the respective preferences.

*Reward thesis:* all intentionally, knowingly, and reflectively undertaken cooperation by normal ("normally rational") and normally acting human agents is expected by the participants to be more rewarding to them than non-cooperation at least in circumstances favorable to carrying out the activity.

"Intentionally and knowingly" here means people know what is going on that they possess the concept of cooperation to an adequate extent and correctly apply it to the situation at hand. In this Thesis, the reward in question is that obtained from the collective cooperative activity itself as compared with not cooperating.

*Motivation thesis:* One may cooperate for one's private reasons (which are allowed to be selfish or other-regarding as well as short-term or long-term) or for one's collective

reasons; these reasons may be conflict with each other (serving to create collective action dilemmas).

There are situations of social interaction in which acting for a collective reason rationally furthers also private preferences and goals of the participants. In some such situations individuals interests cannot be satisfied to a maximal or optional degree (relative to the possibilities inherent in the situation) or cannot even be satisfied to any degree at all without acting for a collective reason. These situations include a) cases with no conflict between their private interests and collective interests; and b) collective action dilemmas: conflict between private and collective interests.

*Institutional Thesis:* Cooperative structures are central for the existence and maintenance of social institutions and, hence, society.

In sum, it is now clear that institutions' and individuals' motives of cooperation may come from a collective goal or individual goal or both. At institutional level, schools may cooperate because this is a "collective" goal of the country or because of its specific preferences or both. In similar fashion, individual teacher has motive of cooperation because of the school's goal or his/her specific interests or both. Therefore, investigating the interests of schools, individual teachers and administrators, and the context against which the school performs will help to identify schools' and individuals' motive of cooperation. The following section introduces strategic management and economic sociology approach to explain the actual needs of schools as well as their social context.

## **7. Strategic Management and Economic Sociology Approaches**

In the previous section, we have known that institutions and individuals cooperate because of collective interests or individual interests or both. So what are the actual cooperation goals of institutions in reality? In order to have better analysis, we will employ concepts of strategic management and economic sociology in Beerkens's study (2004) as a fundamental premise for discussion. Since strategic management and economic sociology are rooted from business, one may question that whether these approaches are consistent with the field of education. In this respect, we agree with Beerkens that educational institutions, especially VET schools are now facing challenges in term of scare qualified teachers, shrinking of student population,

rapid changing demands of labor market and scarce financial resources (for more detail, please see section 9). Moreover, there is a noticeable fact that the current trend of economic turn in the educational policies of government requires efficiencies and effectiveness in education. Government calls for the application of an enterprise culture within educational institutions. Thus, we can say that these economic approaches are relevant to the situation of VET schools today.

Since Beerkens (2004) has reflected the strategic management and economic sociologies theories and premises very detail in his work, we will not intend to repeat them but merely introduce the key concepts.

### **7.1. Resources**

Strategic management approach views schools as firms that “seek to obtain and retain a competitive advantage over their competitors” (Beerkens, 2004: 53). The firm’s resources are the source of competitive advantage and sustained competitive advantage (Beerkens, 2004: 54). So firms cooperate in order to “combine resources of the partners”. The resource complementarity that each partner contributes is the strength and value of cooperation.

### **7.2. Embeddedness**

From economic sociology perspective, economic actions of firm “is structurally embedded in social networks that affected its functioning” (Granovetter, 1985 ctd. in Beerkens, 2004: 55). Beerkens (2004), citing Baum and Dutton (1996), listed three “distinct levels of embeddedness” (p.56): (1) Level 1 – “strategy as inter-firm context – focuses on how strategy affects and is affected by individual behavior within the firm” (p.56); (2) Level 2 – “looks at how firm-level strategy is related to the broader socio-cultural context in which firms are embedded” (p.56); and (3) Level 3 – “relates to the even broader question of embeddedness and its connection to strategy.

In brief, “the behavior of embedded organizations seeking sustained competitive advantage” centers the study of educational cooperation between schools.

### **7.3. Conceptual framework of an educational consortia**

By employing key concepts from strategic management and economic sociology the conceptual framework for study of educational consortia has been drawn as followed:

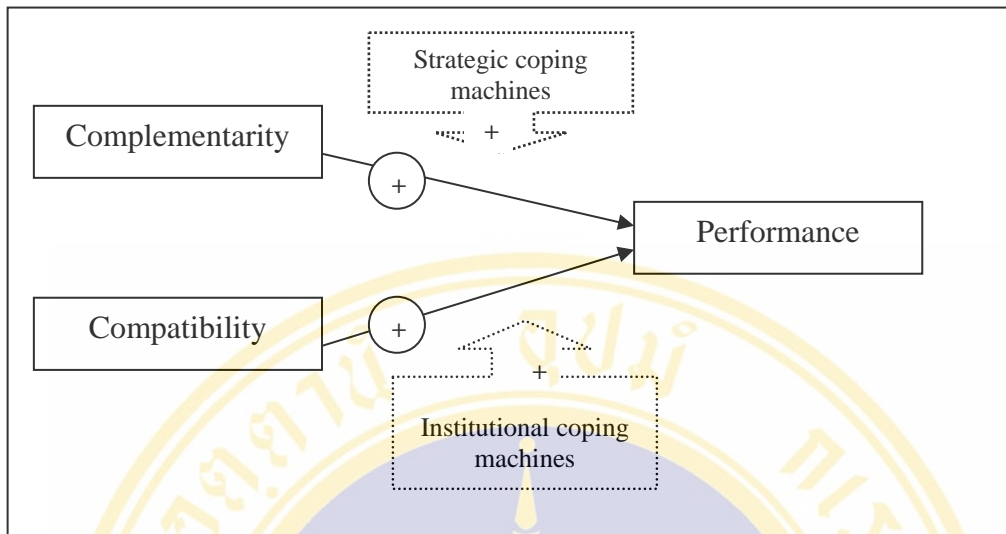


Figure 5: Model of Collaboration and Coping Machines by Beerkens (2004: 79)

The *performance* includes consortia performance, individual university performance and relational performance. The *consortia performance* is measured through the importance and attainment of formal objectives concerned (Beerkens, 2004: 91). The *individual university performance* is number of pre-established areas that may be affected by the cooperation (Beerkens, 2004: 92). These areas are identified based on findings from previous researches as well as the three functions of university (“knowledge transmission” (teaching); “knowledge creation” (research) and; “knowledge application” (public service or outreach). The indicators to measure this performance are: (1) quality of teaching, (2) quality of research; (3) development of socio-economic in the region; (4) quality of organization and management; (5) competencies of the graduates; (6) reputation; (7) enrolment of students; and (8) access to other funding agencies. The *relational performance* involves (i) communication within the university (on the consortium strategies and activities); (ii) communication between the university and the partners; (iii) clarity of division of labor and authority within the university; (iv) clarity of division of labor and authority between the university and partners; (v) effectiveness of internal coordination of consortium activities; (vi) effectiveness of coordination of consortium activities on consortium level; (vii) strength of commitment on consortium activities within the university; and (viii) strength of commitment on consortium activities of other partners.

*Complementarity* is resources that a university measures a potential partner for cooperation. Beerkens (2004: 97) identified twelve sources of complementarity;: (1)

proximity of a partner university; (2) country of a partner university; (3) access to new student markets; (4) language of instruction in a partner university; (5) financial resources of a partner university; (6) physical infrastructure and facilities of a partner university; (7) academic quality in research of a partner university; (8) academic quality in training of a partner university; (9) management and leadership quality in a partner university; (10) the existing external relations of a university; (11) the reputation of a partner university; and (12) standard of the use of ICT in a partner university.

*Compatibility* of partner background is one of important factors determine the performance of a regional cooperation (Beerkens, 2004). This includes the legislation and national education system, national culture, conceptions of academic work and ideas, division of authority between government/universities/academics, organizational procedure of universities and character of university (size, scope and age) (Beerkens, 2004: 100).

There are two types of coping machines: the strategic coping machines are those used to find exploit sources of complementarity, while institutional machines are used to increase compatibility between partners.

## **8. Component of Dependent Variable of the Study**

In this study, the term “ASEAN cooperation in tourism training” does not refer to a particular educational consortium, rather, it speaks about number of ASEAN cooperation activities such as ASEAN Tourism Agreement, ATTEN, ACCSTP and bilateral or multilateral cooperation between tourism schools in ASEAN. Therefore, relational performance will not be investigated. Based on actual situation of ASEAN cooperation, the study will investigate general performance of cooperation such as the purposes, activities and public relations. The individual performance will refer to individuals and school performances including personal professional, quality of teaching, quality of organization and management in school, competencies of students, reputation of school, enrolment of students and fund accessibility.

Looking at the function of VET schools, which is to train skilled workers, these resources are relevant to VET situation (1) proximity of a partner school; (2) country of a partner school; (3) access to new student markets; (4) language of instruction in a partner school; (5) financial resources of a partner school; (6) physical

infrastructure and facilities of a partner school; (7) Quality in training of a partner school; (8) management and leadership quality in a partner school; (9) the existing external relations of a partner school; (10) the reputation of a partner school.

Similar to above explanation, the compatibility that makes sense in the VET environment includes differences in quality assurance and certification system, differences in national culture, differences in organizational procedures and differences in status of schools i.e. public versus private.

Since the coping mechanisms in ASEAN cooperation in tourism training are not yet formally identified, the study will not ask about coping mechanisms, rather, it will be recommended once the study is completed.

## **9. Tourism School Resources**

This section takes an insights look at the school resources in order to fully understand the actual situation of tourism schools. Generally, the principal resources of these schools include teacher and administrator teams, students, curriculum and finance. In the current situation, it seems little doubt that these resources become scare for tourism schools and they have to compete to seek for resources.

### **9.1. Resources**

Over past several years, schools have become more competitive in searching for qualified staff. This competition occurs not only within schools but also between school and industry. In the contest within schools, private schools seem to have more advantage because of greater flexible salaries they can offer (Harris, Simons, Clayton; 2005). The competition between school and industry has great tension as staff are likely to work in the industry where salary is considerable higher than that paid by schools (Harris, Simons, Clayton; 2005). There also staff flows from industry to VET. However, most of these staff seek to work in Vocational Education and Training (VET) institutions on part-time basis, because the hours and working condition are seen better suiting their family needs (Chappell and Johnston 2003).

With respect to curriculum development, the increase of more complex workplaces in tourism industry currently requires a significant shift in training workers for the industry (ILO, 2001). The requirement of employers expands from operational or vocational skills to personal and social skills (ILO, 2001). It is important to

highlight that operational skills are still needed but it focuses on new technology. In addition, today employers concern more about the employee's capacity to learn and develop activities and to assimilate all elements of a complex process so that they can become more autonomic at work (ILO, 2001). To respond the rapid changing demands of market, schools face challenges in term of developing and delivering training. Barnett and Ryan (2005) noted: "they find it difficult to adjust curriculum so quickly, to retrain teachers and develop new syllabuses". However, these challenges do not lessen the efforts of schools in addressing industry needs. Many schools attempt to provide professional development for teachers, develop new curriculum and keep upgrading learning.

Furthermore, tourism schools face the decline of student population. Firstly, the efforts that schools made to respond the need of industry consume considerable costs to schools. Consequently, some schools pass these costs to parents and this creates a barrier to student participation in school VET program (Barnett and Ryan, 2005). Secondly, as other VET areas, tourism training continues to compete against others in the arena of education for a shrinking student population (Catri, 1998). In fact, the socio-psychological factor influences the educational choice of students: in many Asian countries, like Vietnam and Thailand, higher education is favored over vocational training. Moreover and most significant, the response of tourism industry to formal training is not that enthusiastic. Except for the middle management level and higher, where tourism training is a formal requirement, many of operational activities in hotel industry require learning on-the-job training rather than formal training (ILO, 2001). The reluctance of enterprises especially Small and Medium Enterprises (SMEs) to pay wages commensurate with formal training and recognized qualification somewhat creates a bleak future of tourism career to young people who have not yet entered the workforce and demotivate those who are already in the workforce to return schools.

The shrinking of student population influences directly the financial resource of schools. In private institutions where major income is from tuition fee, lack of students means that no sources to cover operational expenses, teacher training and facilities. In public schools, although finance is not as a heavy issue as that of private

ones because they are partly subsidized by government, income from tuition fee and other training services is also important.

In brief, schools are facing practical challenges relating to scarce resources of staff, student population and up-to-date curriculum. There is a need for schools to develop cooperation and partnership in order to obtain resources they lack, whether these lacks are teachers, students, curriculum or finance. The cooperation can be schools within the country or schools between countries at regional or international levels.

## **9.2. Competitiveness**

### Labor market driver

In the era of globalization, tourism industry is experiencing substantial changes. Due to the intensive human resource, the change in customer demands immediately requires improvement of staff performance. Consequently, new skills are emerging: more up-to-date knowledge of materials and production processes; knowledge of computer programs, new technologies employed in kitchen and new working methods; awareness of safety and healthy issues, undersigning of “business culture”; ability to import an increasingly broad range of information to customer, language knowledge, developed inter-cultural sensitivity (ILO, 2001).

Besides, the cross-border business requires standard certification. ILO (2001) reported “Globalization of the travel and tourism industry and the increased use of e-commerce require a common international understanding and certification of core skills in order to facilitate distance business transactions and assure buyers and sellers that the services they deals with meet certain standards anchored in the qualification of the labor force”(p.94).

In ASEAN, national government commitment to cross-border and cooperation in tourism will lead to increasing workers’ mobility between countries in the region. Regional recognition of certification is needed where economic integration creates greater mobility within the labor market. Qualification passport could help employees to gain employment easier and eliminate employers’ confusion of certification therefore, help them to identify the right persons they need.

### Competitive driver

National governments now include public, private and not-for-profit providers in the vocational education and training (Chappell and Johnston, 2003). It

consequently creates a competitive market of VET, which leads schools to “insert commercial business practices into their operations” (Chappell and Johnston, 2003).

School management and leadership are employed from business. As a firm, a VET schools today have to compete against others in term of student population and qualified teachers. The competition emerges also because of the national ranking system established by national education bodies and number of regional and international magazines (Beerkens, 2004). Finally, the schools are also confronting competition from new entrants to the tourism training sector.

## **10. ASEAN Tourism School Embeddedness**

Beerkens (2004), in his study of university consortia, argued that the interrelated processes of individual, organizational and national levels result in institutionalized activities. He pointed: “ At the national level, pressures emerge from governmental regulations that express societal and regional expectations and from cultural pressures. At the organizational level, organizational culture shared belief systems and authority structures, expressed in organizational rules, maintain institutional structures. At the group level, norms, habits and unconscious conformity to traditional by, by both administrators, academics and other professionals, account for institutions activities” (p.70). This section will introduce what affects that government and organization levels may have on schools. The teachers and administrators group, since they are also the targets of this study, will be further discussed in the next section.

### **10.1. Government driver**

Government plays a significant role in the legal support to tourism schools. They coordinate the policy in education system in general and vocational education and training in particular. The main features of government regulation and support affect the performance of tourism schools include:

- (2) National system of registration and licensing for Tourism schools;
- (3) Establishment and reorganization of quality assurance and accreditation;
- (4) Funding of students, institutions or programs; and

- (5) Accessibility at national, regional and international level of up-to-date, accurate and comprehensive information on various Tourism issues, especially those related to training.

### **10.2. Organizational level**

Organizational structures, values and norms determine how the institutions operate (Beerkens, 2004). Structures include formal decision-making structures, internal allocation structures and regulations for promotion and career advancement opportunities (Beerkens, 2004:70). Institutional values and norms are reflected in schools' philosophy, vision and mission, students and staff policies.

## **11.VET Teachers and Administrators**

### **11.1. The significant role of teachers and administrators in schools strategies**

VET teachers are now experiencing an expansion of the role at school. They are required to work in different context e.g. schools and number of workplaces. (Harris, Simmons and Clayton, 2005). Beside teaching, they are asked to build industry links and develop relationships with number of related specialists. The outcome of training is not only heavy on the quality of teaching delivery but also the student career advising and work placement. Teachers also involve in several administration work including managing budgets, funding opportunities, cost of training and income generating, new teacher mentoring etc. But no matter what roles teachers play in school, they are the most significant variable related to student achievement (Darling-Hammond, 1997). In another aspects of school management, administrators play key role in school's vision, mission developing and policy making. Administrators also have to ensure sufficient resources to support and develop teaching and learning activities. This involves number of activities such as student management, teacher management, financial management, facilities management and research and development. Need not to say, teachers and administrators are essential and primary resource of school. So perception and behavior of school teachers and administrators affect the school operation and development.

Harris, Simons and Clayton (2005) found that changes in VET system required shift in practitioners' habits, beliefs, values, skills and knowledge. They emphasized the important role of VET practitioners in the policy making and implementation

process in VET program. It is reported that VET practitioners are well recognized the impacts of new changes in their daily working lives and that policy frameworks and implementation strategies need to be sensitive to the nature and scope of change and practitioners should be considered a more active and empowered participants in the change process, rather than passive and sometimes resistant recipients of change. Harris, Simons, and Clayton (2005) have identified factors affecting the implementation of change as follows:

- (1) The degree to which teachers and trainers feel a sense of ownership over the implementation processes they are being asked to follow;
- (2) The ways in which decision-making is occurring at the local level;
- (3) The extent to which teachers and trainers feel they have the support of their colleagues, managers and other senior staff in implementing change;
- (4) Their access to information about the implementation of the changes they are being required to make;
- (5) Teachers' and trainers' knowledge and understanding of the reforms;
- (6) Their previous experiences in implementing reforms;
- (7) Their previous work history and experiences in their workplaces and industry, particularly in relation to implementing change;
- (8) Teachers' and trainers' perceptions of the suitability of the systems provided to them in support of the changes; and
- (9) Opportunities for professional development and access to resources to support implementation of reforms.

This study supports the idea that the success of ASEAN cooperation in Tourism training at school level requires a common administrators' and teachers' perception of the cooperation. This common perception can only be secured when administrators and teachers have knowledge and understanding of the cooperation, involve in the decision-making process, feel suitability of the cooperation, opportunities for professional development and accessibility to resources to support implementation of cooperation.

### **11.2. Teachers' and Administrators' Values and Norms**

In a broad sense, culture, value and norms of particular society are determined factors of human behaviors (Hyytiä and Kola, 2005; Harris et al., 2005). The "society"

of teachers and administrators can be understood, in some extent, as the country where they live and the place where they work.

In country context, the way that citizens view things are shaped by culture, religion, thinking of other people that exist around them, the values and norms of the national government.

In workplace context, the organization, physical resources and value embedded in institutional practices influence teachers' perception and practices (Villegas-Reimers, 2003). However, since schools have multiple ideologies, it is hard to identify exactly what common values of teachers involve. In some situations, VET teachers are experiencing changes of role. They are required to play role of facilitator of students, leader of their own professional development, school-industry coordinator and sometimes, administrators. It somehow makes it confusing for teachers to understand who they are in the VET sectors (Chappel and Johnston, 2003). In other cases, staff and teachers build their working culture by valuing both day-to-day operation (assessment, flexible delivery, teaching and the like) and development of long-term skills (Harris et al., 2001). Many VET schools perform a culture of 'top down' change which increases the tension between compliance needs of organizations and the needs of the individual as professional (Harris et.al, 2001).

#### Public staff versus private staff

The public VET institutions have an identity of public service. They develop an organizational culture of increasing public confidences and political accountability (Chappel and Johnston, 2003). Teachers and administrators share values of equity, impartiality and adherence in the rules, regulations and modes of conduct (Chappell and Johnston, 2003). In this context, teachers speak of 'teachers', "students", "classroom" (Chappell and Johnston, 2003). This is in sharp contrast to their private institutions counterparts. The commercial nature of VET provision attaches the culture of private VET providers (Chappell and Johnston, 2003). In this environment, staff talk about clients, customers, value-adding, competition and products. The former is government-oriented while the later is market-oriented.

These culture differentiates are reflected in the teacher's and administrators' perception of change. Staff from private providers are more focused on the external environment (for example, funding, understanding changes to VET and meeting

industry needs), while staff from public providers are more focused on teaching–learning practice (for example, flexible delivery, training packages and their effects on the roles and work of teachers and trainers) (Harris, Simons and Clayton 2005). Practitioners in private providers were significantly more positive towards these changes to work than their counterparts in public providers (Harris, Simons and Clayton 2005).

However, there is a noticeable fact that the current trend of economic turn in the educational policies of government requires efficiencies and effectiveness in education. Government calls for the application of an enterprise culture within public sector. Gradually, public and private institutions share common values of competitiveness and quality focuses.

#### *Teachers versus Administrators*

At management level, the staff pay more concerns over funding changes and developing partnerships and opportunities to increase their business than teachers and trainers who, in turn, focus more on their changing roles and work, and organizational restructuring (Harris, Simons, and Clayton, 2005).

Educational administrators are likely to share common concerns as those of planners and financiers or economists (Jallade, Cuenin and Radi; 2001). At the same time, they give many attentions to the procedures, functions and organization of the administrative structures (Jallade, Cuenin and Radi; 2001).

Teachers care more about educative or pedagogical aspects such as curriculum, teaching methods, pedagogical material and learning results (Jallade, Cuenin and Radi; 2001). They often give attention to some particular types of activities that are of special concern to him and do not well articulated priorities for the education sector as a whole (Jallade, Cuenin. and Radi, 2001).

Regarding to the initial motivation for seeking work in VET sectors, Cort, Härkönen and Volmari (2004) identified five headlines for VET teachers' need in their research on professionalization of VET teachers for the future: pedagogical skills, vocational skills, acquiring formal qualifications, improving cooperation between the world of school and the world of work and increasing professional well-being (i.e. confidence in their work, respect of students, peers and superiors, and a positive attitude to their work).

With relation to job turnover, Ruhland (2001) found that factors that affect the turnover of teachers included environmental factors i.e. lack of job security, job advancement, support from administration, resources, teacher preparation, classroom management issues and job related stress; and external factors such as salaries, additional commitment outside teaching and licensure requirement. McCaslin & Parks (2002) also agreed that two significant factors that cause the leaving of teacher relate to inadequate induction into teaching during the first year of employment and inequity in the compensation of teachers as compared to other college graduates of the same age.

The VET practitioners' work has changed significantly over the years. Harris, Simons, and Clayton (2005), through literature review, focus group discussions and individual interviews, found that VET practitioners were aware of the change in their works. They attributed the drivers of these changes are from external and internal aspects. The external factors are government policy, expectations of industry and the community and economics/finances of which policy was the key driver. It events influenced the other two. The internal drivers involve increased expectations for responsiveness, pressure for greater accountability, rethinking approaches to teaching and learning and access to learning opportunities, changing workloads, and student characteristics. These identified drivers of change have led to many shifts in various aspects of the working life of VET practitioners and their relationships both within and outside VET organizations. The changes are various from their work responsibilities, relationship with industry, changing relationships with colleagues, students/trainees, and other registered training organizations.

## **12. Related Researches**

Researches on general public perception of cross border cooperation are scare, researches on teachers' and administrators' perception of regional cooperation are even more scare. There are only two researches considered related to this study:

The first research is a study titled: "Chances for German-Polish Cooperation – A German Point of View" carried out by Zillmer in 2005. In this research, Zillmer argued that there are many barriers inhibiting the expansion of cross-border activities in the European Union in general and between Germany and Poland in particularly. These barriers include trade barrier, incompatible infrastructures, institutional

procedures, disparities in legal systems and mental mindset. While the formal barriers, according to Zillmer (2005), can be released by “application of respective policy measures including administrative and political activities” (p.2), it is much difficult to remove mental barriers.

Findings from research showed that there were number of factors influence motives of participation of individuals in cross-border activities. They were:

- Historical mental barrier.
- Prior experiences in cross-border activities.
- Reasons for not participate: proximity, criminality, low quality products, language problems, and transport options.

There are several important findings:

- Cross-border initiatives aimed at socio-cultural integration can only evolve their full impacts, in the population has the wiliness to actively participate.
- Reduction of mental barriers takes longer than the establishment of formal institutions to adjust to new spatial levels of cooperation.
- When moving “upward” on the integration levels, the respective achievements need to be sustained first before more steps for further deepened integration can be taken successfully.
- To improve the knowledge among population, public relations efforts of the respective institutions are needed.

The second research studied about performance of inter-organizational arrangement in higher education. The research asked participants of number of regional higher education consortia in ASEAN (ASEAN University Network) and Europe (Alma network, Coimbra group and European Consortium of Innovative Universities). This research was among rare ones studying about cross-country cooperation in education. The research reported that complementarity, compatibility and coping mechanism that each consortium employed do affect performance of studied consortia. Among many valuable findings, the research identified key aspects of higher education consortia (p.226):

- The consortium has to consist of members that possess resources, which are tragically valuable for the other members.

- Sources of complementarity must be accompanied by the appropriate strategic coping mechanisms.
- Higher compatibility in the consortium leads to higher performance.
- In order to deal with the problems that arise through differences, universities can employ institutional coping mechanism to lessen or abolish them. This can be done through familiarization with existing institutional contexts through meetings, seminars or course, setting up joint administrative structures.
- Close cooperation and tight integration will be improved through a good communication strategy and a clear and transparent organization.
- An educational consortium needs to adapt to its internal and external environment. The more activities are compatible with prevailing norms and beliefs in the universities and with the ongoing developments on the regional level, the more likely they are to be successful.

### **13. Possible Factors Affect Teachers' and Administrators' Perception of ASEAN Cooperation in Tourism**

If we remember discussion in the section 5, we can say that the perception process is influenced by the perceiver characteristics, setting or situation (physical, social, organizational), the perceived stimuli or event itself (contrast, figure-ground separation, intensity, size, motion and repetition/novelty). With this line of thinking, this research investigated the possible affects of these factors on teachers' and administrators' perception. The following influencing variables were identified based on the fact of ASEAN cooperation features, VET teachers' and administrators' situations and findings from previous researches:

- Setting factor: two variables, which are country and school characteristics, are identified. The reason to select this variables because it is argued that teachers' and administrators' attitude and behavior are somewhat shaped by national characteristics (particularly government regulation, and education policies) and institutional characteristics (structure, policies, values and norms). This in line with both cooperation theory and embeddedness concept that mentioned in the prior sections.

- Perceiver factor: Five variables will be investigated: (i) work characteristics: since teachers and administrators have different concerns and interests, their perceptions may be accordingly different; (ii) Qualification: the general education level is arguably considered important factor that shapes one's view in many aspects of their life; (iii) Ability of speaking English: firstly, all most of ASEAN publications are in English, so it is logical to say that those who have English proficiency will have a better opportunities to update latest news; secondly, a recent research (Zillmer, 2005) found that language problems were one of reason against cross-border cooperation.; (iv) Prior experience of working with ASEAN partners or for ASEAN activities.
- The perceived (the ASEAN cooperation in tourism training): the frequency of receiving information from different channels: people obtain information through taste, smell, hearing, sight and touch senses. Therefore, the channels which people receive information and its frequency may determine their perception.

## 14. Conclusion

The section below will provide key findings of literature review and its relevance for the current study:

The shift of International Relations theories (IR theories) from Idealism to Realism and Transnationalism shows that today's world international relationships go along with development. In Asia Pacific region, "growth" is considered the ultimate goal of cooperation. More specific, one objective of ASEAN cooperation is for economic integration of which tourism is an economic field. Cooperation in tourism education and training enhances tourism human capacity, thus improve and standardize quality of tourism services. The current significant activities of ASEAN cooperation in tourism training are the verification of ASEAN Tourism Agreement, the establishment of ASEAN Tourism Training and Education Network (ATTEN) and publication of ASEAN Common Competency Standards for Tourism Professionals (ACCSTP).

The theoretical review of perception has shown that perception is a process in which one receives, organizes and interprets information from their environment. This

process influenced by characteristics of perceiver, of event/stimuli and setting in which the process takes place. Generally, it is hard to know exactly what one really perceives. Researcher can only measure one's perception by asking them about their understanding and feeling and observing their behavior which is considered imperfect but acceptable.

The cooperation theory provides number of theses explaining situation in which cooperation occurs. The individuals' or institutions' motives of cooperation are possibly the collective goals and individual goals. Depend upon a specific situation, these will be more favored over the others; in some cases, both types of goals are equally considered.

Theoretical frameworks for study international cooperation in education are scarce. Recently, Beerkens (2004) has developed a framework for study of educational cooperation. This model involves performance, complementarity and compatibility and coping mechanism that provides guidance for identification of aspects of cooperation investigated in this study. The study would ask teachers and administrators about their perceptions of cooperation performance (objectives, activities and public relation activity), compatibility of partner background and complementarity of partner resources.

The conclusion drawn from review of perception process, the situation of ASEAN cooperation in tourism training, the situation of VET teachers and administrators and related researches helped to identify the following influencing factors affecting teachers and administrators' perception of ASEAN cooperation in tourism training: (1) Setting factor: (i) country and (ii) school characteristics; (2) Perceiver factor: (i) work characteristics: (ii) Qualification; (iii) ability of English; and (iv) Prior experience of working with ASEAN partners or for ASEAN activities. (3) The perceived (the ASEAN cooperation in tourism training): the channels which people receive information and its frequencies.

## CHAPTER III

### MATERIALS AND METHODS

#### 1. Methodology

Among three purposes of social studies: description, exploration and explanation, one study can have more than one of these purposes (Beerkens, 2004). This study employed case study, one of descriptive method, for description and exploration purposes. The descriptive studies describe the "who, what, when, where and how" of a phenomena.

The purpose of case study is "to understand one phenomenon" (McMillan and Schumacher, 1989). Findings from case study can explain the factors resulted in the current status of a single "case" that is under the investigation. The "case" does not represent of a whole sample or population, therefore, recommendation is not for research problems. However, it can suggest hypotheses for other researches.

#### 2. Selection of Schools

Firstly, the criterion for selection of cases was that these tourism schools should have initial international cooperation experiences or international cooperation was included in their agenda. The research, therefore, was based upon an assumption that schools was seeking to international partners and may have to consider ASEAN cooperation as a strategy. Secondly, the cases should involve both public and private providers in order to have an equal view of the two sectors. With these criteria, two schools in Thailand were recommended by the Vocational Education Commission. They were (1) Bangkok Business Administration and Tourism College (Public school); and (2) The International Hotel and Tourism Industry Management School (ITIM - Private school). In Vietnam, Hanoi Tourism College (Public School) and Hoa Sua School: Restaurant – Hotel – Tourism (Private school) were selected for the study (see Appendix 6 for more information about the schools).The four schools were called in

short in the research as Bangkok College, ITIM, Ha Noi College and Hoa Sua School respectively.

Identifying targeted respondents was rather difficult as the schools not only offered tourism but also many other vocations such as accounting, computer; some also involved basic education. So a list of targeted departments was developed and handed to school's director in order to identify population. However, due to the wide differences in targeted population between schools (largest population was 76 and smallest population was 29), a controlled number of approximately 30 respondents for each school was decided in order to ensure equal samples size between Thailand and Vietnam as well as between private and public providers. This would help for later analysis. Table below showed the identified samples:

Table 2: Distribution of Questionnaires

	Bangkok College	ITIM	Ha Noi College	Hoa Sua School
Members of board of management				
Directors/vice directors	4	3	4	6
Academic affair	5	3	4	5
Student and international affair		4	3	
Research and training affair	7			
Public relations and education promotion	2	3		6
Front office	5			
F&B service		3	12	5
F&B production		4		5
Housekeeping		4		3
Travel/tour	5	3	10	
Foreign language	5	2		5
Total	33	29	33	35

Questionnaires were distributed to heads of department/teacher according to the identified number of staff/teachers in the unit so that they would send to individual staff/teachers. Heads of department/teacher were also the people who collected the filled questionnaires after one week.

Table 3: Response to the Questionnaires

	Bangkok College	I-TIM	Ha Noi College	Hoa Sua School	Total
Questionnaires distributed	33	29	33	35	130
Respondents	29	21	18	28	96
% response	88%	72%	55%	80%	74%

### 3. Research Tools and Data Collection

The tools used in this research composed of documents and questionnaire. The use of documents was to describe the current education system in general, vocational training in particular, quality assurance and certification system as well as tourism strategy of each country, Thailand and Vietnam. While questionnaire was used to measure respondents' perception of ASEAN cooperation in tourism training.

For the survey, a standardized questionnaire was developed accompanying with explanatory notes to ensure a common understanding in data collection process. One version of questionnaires was used be for both administrator and teacher. The questionnaire composed of four parts:

#### Part One: Personal information

1. Nationality
2. School status
3. Work position
4. Qualification
5. Use of English at work
6. ASEAN cooperation experience
7. Information received from different channels

#### Part Two: Perception of performance of ASEAN cooperation in Tourism Training

8. Quality of ASEAN communication and knowledge of ATTEN, ATA and ACCSTP
9. Priority given to human resource development objectives of ATA
10. Impacts of ASEAN cooperation on school performance
11. Cooperation activities favored

Part Three: Perception of compatibility

12. How differences in quality assurance, national culture, formal organizational procedures and school status affect cooperation

Part Four: Perception of Complementarity

13. Importance of school resources to choosing possible partners

Likert 3-scale was used to justify respondent' perception levels in each questions. Depend upon the nature of question, these scales can be 1= never, 2 = sometimes, 3= frequently or 1= don't agree, 2= neutral, 3= agree or 1= low priority, 2= neutral, 3= high priority or 1= negative, 2= neutral, 3= positive or 1= not important, 2 = neutral, 3= important.

Table 4: List of Variables

Factor	Title	Values	Type of variables
<b>Independent variables</b>			
Setting factor	1. Nationality	Thailand/Vietnam/Others	Nominal
	2. School status	Public/Private	Nominal
Internal factor	3. Position	Administration/Teaching	Nominal
	4. Qualification	Graduate/Bachelor/Technical diploma/Others	Ordinal
	5. Use of English	Never/Sometimes/Frequently	Ordinal
	6. Experience of ASEAN cooperation	Yes/No	Nominal
External factor	7. School announcement	Never/Sometimes/Frequently	Ordinal
	8. ASEAN publication	Never/Sometimes/Frequently	Ordinal
	9. Internet	Never/Sometimes/Frequently	Ordinal
	10. Newspapers	Never/Sometimes/Frequently	Ordinal
	11. Television/radio	Never/Sometimes/Frequently	Ordinal
<b>Dependent variables</b>			
Perception of cooperation performance	1. Info. is disseminated widely	Don't agree/Neutral/Agree	Ordinal
	2. Info. is disseminated clearly	Don't agree/Neutral/Agree	Ordinal
	3. It is easy to recognize ASEAN publications	Don't agree/Neutral/Agree	Ordinal
	4. Info. is disseminated continuously	Don't agree/Neutral/Agree	Ordinal
	5. Knowledgeable about ATA	Don't agree/Neutral/Agree	Ordinal
	6. Knowledgeable about ATTEN	Don't agree/Neutral/Agree	Ordinal
	7. Knowledgeable about ACCSTP	Don't agree/Neutral/Agree	Ordinal
	8. ATA objective 1	Low priority/Neutral/High	Ordinal
	9. ATA objective 2	Low priority/Neutral/High	Ordinal
	10. ATA objective 3	Low priority/Neutral/High	Ordinal
	11. ATA objective 4	Low priority/Neutral/High	Ordinal
	12. ATA objective 5	Low priority/Neutral/High	Ordinal
	13. Cooperation affects personal career	Negative/Neutral/Positive	Ordinal
	14. Cooperation affects teaching	Negative/Neutral/Positive	Ordinal

Perception of Complementarity	quality			
	15. Cooperation affects management quality	Negative/Neutral/Positive	Ordinal	
	16. Cooperation affects student competencies	Negative/Neutral/Positive	Ordinal	
	17. Cooperation affects school's reputation	Negative/Neutral/Positive	Ordinal	
	18. Cooperation affects enrollment	Negative/Neutral/Positive	Ordinal	
	19. Cooperation affects funding access	Negative/Neutral/Positive	Ordinal	
	20. Student mobility	Yes/No	Nominal	
	21. Staff mobility	Yes/No	Nominal	
	22. Joint training program	Yes/No	Nominal	
	23. School-industry relations	Yes/No	Nominal	
	24. Organization of conferences	Yes/No	Nominal	
	25. Application of ACCSTP	Yes/No	Nominal	
	Perception of Compatibility	26. Differences in quality assurance	Negative/Neutral/Positive	Ordinal
		27. Difference in national culture	Negative/Neutral/Positive	Ordinal
		28. Differences in organizational procedures	Negative/Neutral/Positive	Ordinal
29. Differences in school status		Negative/Neutral/Positive	Ordinal	
Perception of Complementarity	30. Proximity	Not important/Neutral/Important	Ordinal	
	31. Country	Not important/Neutral/Important	Ordinal	
	32. Access to new student market	Not important/Neutral/Important	Ordinal	
	33. Language of instruction	Not important/Neutral/Important	Ordinal	
	34. Financial resources	Not important/Neutral/Important	Ordinal	
	35. Physical infrastructure	Not important/Neutral/Important	Ordinal	
	36. Training quality	Not important/Neutral/Important	Ordinal	
	37. Management quality	Not important/Neutral/Important	Ordinal	
	38. External relations	Not important/Neutral/Important	Ordinal	
	39. Reputation	Not important/Neutral/Important	Ordinal	

#### 4. Statistics and Data Analysis

In order to achieve the purpose of the study, which was to describe perception and identify factors affect perception, percentage and chi-square were employed to analyze data. Descriptive statistics presented a description of respondents' perception. The chi-square statistics would help to display the significant correlation between independent variables and dependent variables.

Regard to reliability, we used Cronbach's alpha formula and received a confident value in the cooperation coefficient of information equal to .84 which was good scale.

## CHAPTER 4

### RESULTS

In this chapter we reported results of the finding. We would begin with introduction about education and vocational training, quality assurance and accreditation of Thailand and Vietnam (section 1). Next, we would examine overall analysis in order to provide reader a thorough understanding of respondents' perception (section 2). In this section, we would always focus on answering the research questions: what do respondents perceive performance, compatibility and complementarity of ASEAN cooperation? and what are factors affecting respondents' perception? Following up, we would report the comparative perception between Vietnamese and Thai groups; as well as between respondents from private institutions and those from public institutions (section 3 and section 4). Finally, we seek to identify correlation between setting factors, internal factors and external factors and perception.

#### **1. Documentation Analysis – Thailand and Vietnam**

##### **1.1. Thailand**

###### **1.1.1. Thailand Education**

Thailand Education, on the one hand, is to serve the people. Chapter 1, section 6, National Education Act 1999 read “education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people”. On the other hand, education serves the nation. The National Education Plan (2002 – 2016) set three important objectives of education: (1) to lead to a knowledge-based economy and society; (2) to promote continuous learning; and (3) involve all segments of society in designing and decision – making concerning public activities.

To achieve these goals and objectives, there are three principles that guide the implementation of education. They are (1) lifelong education for all; (2) all segments

of society participating in the provision of education; and (3) continuous development of the bodies of knowledge and learning processes (see also Appendix 2 for the National Education System of Thailand).

Thailand Education is administered by Ministry of Education (MOE), educational service areas and education institutions. At central level, MOE:

- Promotes and oversees all levels and types of education;
- Formulates education policies, plans and standards;
- Mobilizes social resources for education;
- Promotes and co-ordinates the religious affairs, art, culture and sports to support education; and
- Monitors, inspects and evaluates educational provision.

There are five major offices under supervision of MOE. They are: Office of the Permanent Secretary, Office of the Education Council (OEC), Office of the Basic Education Commission, Office of the Higher Education Commission and Office of the vocational Education Commission (please see Appendix 3 for Structure of MOE). At lower level, there are 175 educational service areas administering 76 provinces (172 areas in the provinces and 3 areas in Bangkok). Each educational service area oversees as many as 200 educational institutions with 300,000 – 500,000 students.

In academic year of 2004, there were approximately 39 thousand educational providers with over 16 million students attending school and 645 thousand teachers. Budget for education accounted for 24.4% of national budget and 4% of GDP in 2004.

#### 1.1.2. Vocational Education and Training

As an indispensable part of education, Thailand VET aims at providing students with work experience and basic knowledge for career preparation and technological application. In practice, VET basically exists in two types of education that are formal VET and non-formal VET. Formally, VET provides students a vocation path when they finish at least lower secondary education. In this respect, there are three types of vocational education which are formal program, dual-vocational training (DVT) and credit accumulative program. For formal program, almost of theoretical learning and practice are undertaken at schools. Students spend a single semester at workplace after all. The dual-vocational training (DVT) seems to be more flexible. This training is designed upon contracts between school and enterprise.

Students will be arranged so that they have some time studying at school and other time working at enterprise. The credit-accumulative program is for those who do have industrial experiences but no opportunity to follow full-time study at school. There is an assessment system evaluating their knowledge and skills. This credit accumulated can be transferred within the same or between different schools.

The Non-formal VET is usually a co-program between Ministry of Education, of which the Office of Vocational Education Commission is representative, with Office of the Non-formal Education Commission, the Ministry of Industry, the Ministry of Agriculture and Cooperatives and the Ministry of Labor. This program is taken place at polytechnic colleges, industrial and community colleges, regional institutions or provincial skills training centers. The Non-formal VET includes training course for vocational certificate, short-course vocational training, interest group program or non-formal program for certificate in vocational education.

In the year of 2004, there were 412 public vocational training institutions with 169 thousand vocational teachers and over 630 thousand students.

#### 1.1.3. Quality Assurance, Accreditation and Certification for VET

In addition to internal quality assurance of institutions/providers, an external quality assurance and accreditation has been adopted. The vocational education standards, developed by the Vocational Education Commission, include 8 standards with 30 indicators. Although educational standards are developed by government administrators, accreditation is conducted by Office for National Education Standards and Quality Assessment (ONESQA) – an independent public organization.

Speaking roughly about certification system, in formal vocational training, there are three levels: Lower certificate in Vocational Education (which is taken during the upper secondary period); Technical Diploma or associate's degree in vocation (taken after school-leaving age) and the Higher Diploma or Degree. For non-formal vocational training, there are training course for vocational certificate, short-course vocational training and interest group program. Table below illustrates details certification system:

Table 5: Vocational Certification System – Thailand

Training program	Entry requisition	Duration	Name of certificate	Issued by
Formal Vocational Training				
Upper Secondary	Complete lower secondary education	3 years	Lower certificate of vocational education	MOE
Post-secondary	Complete upper secondary education	2-4 years	Diploma or the associate's degree in vocational education	MOE
University	Complete upper secondary education	4 years	Degree	MOE
Non-formal vocational training				
Training course for vocational certificate	Complete primary education up		Vocational Certificate	
Short-course Vocational Training	No requirement	3 hours – one year		
Interest group program	No requirement	Up to 30 hours		

#### 1.1.4. Tourism Strategies and Human Resource Development for Tourism

For tourism industry particular, VET is to provide skill workers to serve the national tourism strategies. The Thailand Education 2004 read: “Since there are great number of people associated with the tourism industry, development of the required human resources through provision of good-quality training and education is certainly a key factor to the success of the industry” (OEC, 2004: 13).

In the meeting on 29 June 2004, Thailand Cabinet approved Thailand Tourism Strategy 2004 – 2008. The objective is to strengthen tourism industry so that Thailand becomes a “tourism hub” in Asia and the “Tourism Capital of Asia” in the year 2008. By the year of 2008, Thailand expects to welcome minimum 20 million international visitors and 80 millions domestic trips within the country. The strategies focused on six guidelines for tourism development: human development in tourism, improvement of over 1,200 tourist attractions, development infrastructure and transportation links, development of tourism industrial standards, promotion of tourism research and development, and finally, development of integrated tourism management.

Since the objective of Thailand is to become a “tourism capital of Asia”, as a key component of tourism, human resource development for tourism must serve the country to achieve this objective. This should be taken into account when we examine Thailand’s motives for cooperation in tourism training.

## 1.2. Vietnam

### 1.2.1. Vietnam Education

Vietnam Education educates people to serve the country. Vietnam Law of Education 2005 read: “the aim of education is to train Vietnamese into all-round developed persons with good ethics, firm knowledge and good health, a sound aesthetic sense and a firm professional level, who are loyal to the ideal of national independence and socialism...”. In 2001, Education Development Strategy 2001-2010 was developed to respond the human development and human resources for the industrialization, modernization of the country. To achieve this purpose, Vietnam education focuses on three major strategies: (1) To substantially reform quality of education to meet international standards, taking to account situation of Vietnam; (2) To improve human capacity training, especially in the field of science-technology, managers, entrepreneurs and skilled workers; and (3) To innovate learning objectives, contents, methods and programs in all education and training levels; strengthen teachers capacity to quantitatively and qualitatively respond educational reform.

National education system consists of formal and continuous education which includes: (1) Pre-school (nursery and kindergarten); (2) Basic education (primary, lower secondary and upper secondary levels); (3) Career education (technical college program and vocational training program); (3) Tertiary (associate university, university, master and doctoral levels) (see Appendix 4 for National Education System of Vietnam).

The Minister of Education is responsible and answerable to Cabinet and National Assemble for the operation of ministry as well as the national education. The Ministry of Education and Training (MOET) administers all aspect of Vietnam education. However, the Ministry of Labor Invalids and Social Affairs (MOLISA) oversees vocational training practices at long-term training program or lower.

At ministry level, there are 17 offices that support ministry oversee education activities through the country (see Appendix 5 – List of MOET Offices). At lower levels, the ministry administration has offices in each province and district level that in line with national government administration network. Currently, there are 64 education provincial offices, known as Department of Education and Training (DOET).

In the academic year 2004, there were approximately 17.8 million students attended basic education and career education, 1.3 million students attended tertiary

education. There were around 26 thousands education providers at basic and career education levels (excluding vocational training schools and centers under supervision of MOLISA) with over 776 thousands teachers. In 2003, budget for education accounted for 12.65% of national spending. In 2005, the budget has been increased to approximately 20% of national budget.

#### Vocational Education and Training

The goal of VET in the next few years is to provide skilled workers for the country's economy. The specific objectives are to address current needs of key industries (particularly in economic zones and rural areas), to respond the change of labor force structure (caused by the change of economy) and finally, for the labor export strategy. Vietnam VET's administration is shared between MOET and MOLISA. MOET supervises vocational education and training at technical secondary schools and VET level<sup>1</sup> while MOLISA oversees vocational training centers.

Primarily, VET adopts four forms of training: short-term training, long-term training, technical secondary training and technical college training. The short-term training provides a vocation for those who are in-need. No entry education level is required (taking to account that primary education is compulsory). Thus, it is somewhat similar to short-course training of Thailand. The long-term training requires in-take students to finish at least lower secondary education. For the later two VET levels, completion of upper secondary education is a prerequisite.

There are three vocational training approaches, which are school-based model, enterprise-based model and community/home-based model. According to MOLISA, by June 2005, there are 233 professional schools, 404 vocational training centers and 212 vocational colleges together with as many as 800 multi-grade education centers involving vocational training and home/community-based programs. In the academic year 2003-2004, approximately 360 thousand students participated in vocational training.

#### 1.2.2. Quality Assurance and Certification System

Quality assurance and accreditation for education has been a long and sharp public debate in Vietnam and is still a hot issue at the time this report is written. Fortunately, a pilot project of development of an accreditation system has been carried

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<sup>1</sup> Trung cap chuyen nghiep tro len

out for technical and vocational training since 1999. By 2004, a Vietnam National Accreditation System (VINAS) has been complicated and a tested accreditation has been carried out at 15 schools. A National Accreditation Office was proposed to establish under supervision of General Office of Vocational Training, MOLISA.

The Vietnam accreditation for vocational training consist of nine standards with 100 indicators and 500 scores: (1) Mission and purposes; (2) Organization and management; (3) Training curriculum and teaching-learning activities; (4) Administrators and Teachers; (5) Libraries and learning-teaching supporting document; (6) Finance and financial management; (7) School context and physical infrastructure; (8) Application workshops, laboratory, equipments and materials; and (9) learners and learner services. This set of standards was to be adopted in internal and external quality assessment. The assessment is carried out on 3 year basis.

Considering vocational training certification system, four types of certificates found at the time of this report written. They are: vocational certificate, vocational diploma, technical secondary diploma and technical college degree. Details about these certificates are described in below table:

Table 6: Vocational Certification System – Vietnam

Training program	Entry requisition	Duration	Name of certificate	Issued by
Short term training	Complete at least primary education	< 1 year	Vocational certificate <sup>2</sup>	MOLISA
Long-term training	Complete at least lower secondary education	1 – 3 years	Vocational diploma <sup>3</sup>	MOLISA
Technical Secondary training	Complete at least upper secondary education	3 - 4 years	Technical secondary diploma <sup>4</sup>	MOET
Technical college training	Complete at least upper secondary education	3 years	Technical college degree <sup>5</sup>	MOET

### 1.2.3. Tourism Training Strategies and Implementation

In 2002, Vietnamese Tourism Development Strategy (2001 - 2010) was approved by Prime Minister with major tourism development goals are: (1) to develop the tourism industry into a spearhead economic sector of the country; (2) step by step

<sup>2</sup> Chung Chi Nghe (in Vietnamese)

<sup>3</sup> Bang Nghe Dai Han (in Vietnamese)

<sup>4</sup> Bang Trung Cap Chuyen Nghiep (in Vietnamese)

<sup>5</sup> Bang Tot Nghiep Cao Dang Nghe (in Vietnamese)

to turn Vietnam into a considerable centre of tourism, trade and service in the region; and (3) by the year 2020, Vietnam will be one of the leading countries in tourism in the region. By 2010, Vietnam tourism is expected to host 5.5 – 6 million foreign visitors and 25-26 million domestic visitors.

Vietnam authorities consider human development is a determining factor for the development of the nation tourism industry. They valued an effective human resource for tourism as a combination of knowledge, skill and ethics. Approximately 234 thousand direct labors and more than 51 thousand indirect labors are currently working in the industry, account for 2.5 per cent of the country's labor force. However, only 57 per cent of the industry's labors are formally trained workers. Others only obtain training at work or from several short-courses. In order to responds national needs for tourism development With the rapid growth of tourism industry, it is expected to have 25 thousand trained workers every year and the same number of workers who are currently work in the industry need to be retrained.

Vietnamese Tourism Development Strategy (2001 – 2010) also focuses on development of a tourism training network from short-term training, long-term training, secondary training, college training to tertiary education; substantially reforming management and training organization i.e. programs, contents and method, gearing towards national standards set for tourism.

## **2. Questionnaire Analysis**

### **2.1. Description of Respondents – Overall Analysis**

A total of 96 respondents from four schools were participated in the research of which, Thai nationality respondents accounted for 41.7% and Vietnamese nationality respondents covered 47.9% (table 6). Besides, the data revealed a number of expatriates (10.4%) who came from Indian, Philippines, Australia or United States and were currently working for schools in Thailand. By organizational distribution, 51% of respondents came from private institutions and 49% of them were from public ones (table 7).

Table 7: Nationality – Overall Analysis

	Frequency	Valid Percent
Thai	40	41.7
Vietnamese	46	47.9
Other	10	10.4
Total	96	100.0

Table 8: School Status – Overall Analysis

	Frequency	Valid Percent
Private	49	51.0
Public	47	49.0
Total	96	100.0

With respect to work status, 63.5% of respondents are teaching staff, 34.4% of respondents involve in administration plus a small ratio of 2.1% of respondents who share their work between administration and teaching (table 8).

Table 9: Work Status – Overall Analysis

	Frequency	Valid Percent
administration	33	34.4
teaching	61	63.5
both	2	2.1
Total	96	100.0

The qualification breakdown (table 9) reported that 34% of respondents held master or higher degree, 50% completed university education, 13.8% graduated from technical college and 2.1% held degree other than the proposed ones.

Table 10: Qualification – Overall Analysis

	Frequency	Valid Percent
graduate	32	34.0
bachelor	47	50.0
technical diploma	13	13.8
other	2	2.1
Total	94	100.0

Almost respondents' work involved English. 37.5% of respondents used English frequently in their daily work, 52.1% said that English was used on sometimes basis and only 10.4% reported that they had never used English at work (table 10).

Table 11: Frequency of Using English in Daily Work – Overall Analysis

	Frequency	Valid Percent
never	10	10.4
sometimes	50	52.1
frequently	36	37.5
Total	96	100.0

Regard to ASEAN cooperation experience, more than half (63.2%) of respondents have never involved in any of ASEAN cooperation or cooperation with tourism schools in ASEAN. 36.8% claimed that they did have this experience (table 11).

Table 12: Experiences in ASEAN Cooperation – Overall Analysis

	Frequency	Valid Percent
yes	35	36.8
no	60	63.2
Total	95	100.0

If we look at the breakdown table, we see that most popular channel from which respondents retrieve information about ASEAN activities were television/radio and newspapers. For television and radio, more than half of respondents (57.6%) received information on sometimes basis, a just over quarter of respondents was updated frequently and 16.3% have never access information about ASEAN cooperation through this channel. Look at newspaper channel, 57.4% of respondents cited as sometimes, 22.3% - frequently and for 20.2% of respondents, this was not the way to access ASEAN information. Let us continue with the most convenient information channel today – the Internet, again, just over half of respondents cited as sometimes, the answer of the other half was somewhat shared between “frequently” (14.3%) and “never” (29.7%). In similar pattern, half of respondents were informed by school or relevant authority on sometimes basis, 13% received on frequently basis and as much as one third of respondents reflected that they have never been informed by school about ASEAN cooperation activities. ASEAN publications was the least regular channel that respondents had access to. As much as 43.5% of respondents had never had access to ASEAN publications, 42.4% - sometimes and only 14.1% received information frequently.

Table 13: Information Channels Used – Overall Analysis

	Never		Sometimes		Frequently		Total	
	N	%	N	%	N	%	N	%
Television/radio	15	16.3	53	57.6	24	26.1	92	100
Newspapers	19	20.2	54	57.4	21	22.3	94	100
Internet	27	29.7	51	56	13	14.3	91	100
School announcement	30	32.6	50	54.3	12	13	92	100
ASEAN publications	40	43.5	39	42.4	13	14.1	92	100

## 2.2. Perception of Performance

In this research, we examined the ASEAN cooperation performance in term of the quality of communication, regional objectives of human resource development for tourism, impacts of the cooperation on different aspects of school performance and finally, the favorite cooperation activities.

At first, we asked respondents their opinions about the quality of information i.e. whether information was wide, clear, continuous and whether ASEAN publication was easily recognized. Data showed the following results:

Table 14: Quality of ASEAN Communication – Overall Analysis

	Don't agree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
Information is disseminated clearly	16	16.7	31	32.3	49	51	96	100
Information is disseminated widely	19	20	30	31.6	46	48.4	95	100
Information is disseminated continuously	17	17.7	36	37.5	43	44.8	96	100
It is easy to recognize	19	20.9	35	38.5	37	40.7	91	100

Half of respondents thought that information was clear, 32.3% cited as neutral while 16.7% did not agree with this statement. For the dimension of information distribution, 48.4% of respondents viewed that information was informed widely, 31.6% held neutral opinion and 20% judged that it was not widely publicized. The statement of “information is disseminated continuously” was agreed by 44.8%, neutral – 37.5% and don't agree – 17.7%. Finally, the contrast of ASEAN publication was perceived by 40.7% while 38.5% rated it as neutral and 20.9% thought that it was not easy to recognize ASEAN publications among others.

Next we asked respondents if they know about ATA, ATTEN and ACCSTP which are three recent documents related to ASEAN cooperation in tourism training. The result (table 14) showed that respondents' knowledge was just at medium level.

Table 15: Knowledge of ASEAN Tourism Related Documents – Overall Analysis

	Don't agree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
I am knowledgeable about ATA	24	25.5	47	50	23	24.5	94	100
I am knowledgeable about ACCSTP	31	32.6	38	40	26	27.4	95	100
I am knowledgeable ATTEN	37	38.5	37	38.5	22	22.9	96	100

Although ATA was verified four years ago, only 24.5% of respondents were fully aware of its existence, 50% cited as neutral and 25.5% has never heard about it. Similarly, 27.4% of respondents stated that they fully know about ACCSTP while 40% had little knowledge about it and as much as 32.6% (over one third) did not know about ACCSTP. For ATTEN, this network was established five years ago, only 22.9% of respondents were confident that they know it, 38.5% held neutral opinion and 38.5% were not sure about the existence of the network.

Let us now consider the respondents' priorities of human resource development objectives that were reflected in article 8, ATA (table 15).

Table 16: Priorities for ATA Objectives – Overall Analysis

	Low priority		Neutral		High priority		Total	
	N	%	N	%	N	%	N	%
ATA objective 5	8	8.3	28	29.2	60	62.5	96	100
ATA objective 2	12	12.5	20	20.8	64	66.7	96	100
ATA objective 3	10	10.5	24	25.3	61	64.2	95	100
ATA objective 1	11	11.7	37	39.4	46	48.9	94	100
ATA objective 4	13	13.7	34	35.8	48	50.5	95	100

The objective 5<sup>6</sup> was rated high priority by 62.5% of respondents. Nearly one third of respondents kept it neutral and 8.3% scored low priority. For the objective 2<sup>7</sup>, also, as much as 66.7% of respondents saw it important in their working agenda. Other respondents rated it neutrally (20.8%) or low priority (12.5%). Next, a total of 64.2% gave priority to objective 3<sup>8</sup>. The objective 1<sup>9</sup> and objective 4<sup>10</sup> were given less priority than the other three ones.

<sup>6</sup> To cooperate with other countries, groups of countries and international institutions in developing human resources for tourism

<sup>7</sup> To intensify the sharing of resources and facilities for tourism education and training programs between member countries

<sup>8</sup> To develop tourism competency standards and certification procedures for mutual recognition of skills and qualifications in the ASEAN region

We now turn to observe how respondents viewed the impacts of ASEAN cooperation in every aspect of school performance and their career. Table 16 illustrated their perception:

Table 17: Impacts of ASEAN Cooperation on School Performance – Overall Analysis

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Affect reputation	1	1.1	16	16.7	79	82.3	96	100
Affect teaching			18	18.8	78	81.3	96	100
Affect career	1	1.1	21	21.9	74	77.1	96	100
Affect organization			25	26.3	70	73.7	95	100
Affect student competencies	1	1.1	24	25	71	74	96	100
Affect access funding	3	3.1	28	29.2	65	67.7	96	100
Affect enrolment	3	3.1	31	32.3	62	64.6	96	100

Positive affects on reputation and quality of teaching were highly rated. A majority of 82.3% believed that participating in ASEAN cooperation or having partnership with schools in other ASEAN countries would bring positive effect on reputation of their school. It was noticed that 2.2% (1 person) saw it to have negative impact. He referred to an unsuccessful cooperation with a school in one ASEAN country.

Regard to quality of teaching, it was seen by 81.3% of respondent that ASEAN cooperation would have positive impact on quality of teaching and training of school. For personal career, 77.1% of respondents were very optimistic about impact of ASEAN cooperation on their career. However, it was also was observed that 2.2 % (1 respondent) saw it negative for his/her career.

A total of 73.7% of respondents believed the positive effect of ASEAN cooperation on quality of organization and management of school. 74% of respondents thought that ASEAN cooperation would do better for competencies of the graduate students, but 1 respondent cited negative.

67.7% expected ASEAN cooperation would bring opportunities to access other funding agencies while 3.1% cited negative. For the student enrollment, 64.4% of respondents perceived that ASEAN cooperation would have positive impact on enrollment of students while 3.1% thought conversely.

<sup>9</sup> To formulate non-restrictive arrangements to enable ASEAN member states to make use of professional tourism experts and skilled workers available within the region

<sup>10</sup> To strengthen public-private partnerships in human resource development

Finally, with respect to forms of cooperation, 80.2% of respondents were interested in establishment of joint programs, 79.2% said that they would involve in teacher and staff mobility and exchange. Organization of conferences, seminars, workshop on tourism training attracted attention of 78.1% of respondents. Application of ACCSTP into training program was interested by 66.7% of respondents. 62.5% of respondents cited school –industry relations at regional level. And the student mobility and exchange was ranked last by 60.4% of respondents.

Table 18: ASEAN Cooperation Activities – Overall Analysis

Activities	Percent (on favor)
Establishment of joint tourism training program	80.2%
Teacher and staff mobility and exchange	79.2%
Organization of conferences/seminars	78.1%
Application of ACCSTP into training program	66.7%
School-industry relations at regional level	62.5%
Student mobility and exchange	60.4%

### 2.3. Perception of Compatibility

The table 19 illustrated respondents’ perception of the impact of background differences on cooperation. It appeared that for most of respondents that the proposed differences have medium impact on ASEAN cooperation.

Table 19: Impacts of Background Differences on Cooperation – Overall Analysis

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Difference in status	5	5.5	67	73.6	19	20.9	91	100
Difference in culture	9	9.7	62	66.7	22	23.7	93	100
Difference in assurance	23	24.5	55	58.7	16	17	94	100
Difference in organization	24	25.8	57	61.3	12	12.9	93	100

Look at the table 19, as much as 73.6% thought that difference in school status had no effect while 20.9% of respondents appreciated the positive impact and 5.5% thought that it would cause negative effect. 64.6% of respondents believed that the difference in culture did not influence the cooperation. 22.9% of respondents saw it having positive impact and a small proposition (9.4%) cited as negative effect. With respect to difference in assurance, 58.7% of respondents cited “neutral” impact, the proportion of respondents who judged that it would be “negative” (24.5%) was higher than that who thought “positive impact” (17%). In similar fashion, respondents worried

that differences in formal organizational procedures of schools will produce negative impact on the cooperation. Although 61.3% of respondents cited “neutral”, one-quarter said that it would be “negative” and a small proportion saw it as a positive impact.

#### 2.4. Perception of Complementarity

In overall, quality of training is valued most important in deciding a partnership. A majority of 83.3% of respondents rated it as important in choosing partner. No respondent thought this resource was not important. Language of instruction of potential partners was considered important by 76.8% of respondent. Also, no respondents cited it as “not important”.

Table 20: Importance of Partner’s Resources – Overall Analysis

	Not important		Neutral		Important		Total	
	N	%	N	%	N	%	N	%
Training quality			16	16.7	80	83.3	96	100
Language			22	23.2	73	76.8	95	100
Infrastructure	1	1.1	26	27.4	68	71.6	95	100
Management	1	1.1	28	29.5	66	69.5	95	100
Student market	5	5.3	28	29.8	61	64.9	94	100
External relations	1	1.1	37	38.9	57	60	95	100
Reputation	4	4.3	33	35.5	56	60.2	93	100
Finance	6	6.3	33	34.7	56	58.9	95	100
Country	15	15.8	42	44.2	38	40	95	100
Proximity	21	21.9	45	46.9	30	31.3	96	100

With regard to physical infrastructure and facilities, 71.6% of respondents cited it important. 69.5% of respondents believed that management and leadership quality of potential partner was important in partnership. For students potential market, 64.9% expressed it was a reason for the cooperation. External relation of potential partner was seen important by 60% of respondents. Other characteristic needed to be considered was the reputation of potential partner, although it is difficult to measure: 60.2% of respondents cited it as important when choosing partner.

Financial resources of potential partner ranked seventh out of ten characteristics of potential partner. Obviously, schools valued more the importance of training related issues rather than finance although it is essential for the existence of every institution. This resource is cited important by 58.9% of respondents. The country of potential partner and proximity were ranked last in the complementarity

characteristics. This is consistent with perception of compatibility above where respondents saw culture does not much affect on cooperation.

### 3. Comparative Analysis between Thailand and Vietnam Groups

In this section, we compare the perception between Thai group of respondents (N=50) and Vietnamese group of respondents (N=46).

#### 3.1. Description of Respondents

For Thailand case, of 50 respondents, 80% are Thai nationality, 20% are foreign teachers/staff who are employed by the schools. Whereas, in Vietnam, 100% of respondents are Vietnamese.

Table 21: Nationality – Thailand versus Vietnam

	Thailand		Vietnam	
	N	%	N	%
Thai	40	80.0		
Other	10	20.0		
Vietnamese			46	100
Total	50	100.0	46	100

By educational qualification, 44.9% of Thai respondents reported completion graduate or higher degree, 53.1% completed university education and only 2% (1 person) completed technical diploma (table 33). In Vietnam, there is significant number of respondents who just completed technical diploma (28.9%).

Table 22: Qualification – Thailand versus Vietnam

	Thailand		Vietnam	
	N	%	N	%
Graduate	22	44.9	10	22.2
Bachelor	26	53.1	21	46.7
technical diploma			13	28.9
Other	1	2.0	1	2.2
Total	49		45	100.0

In Thailand, since teachers and staff involved foreigners, more than half of respondents (52%) use English in their daily working or teaching. For 34 % of respondents, English is used on sometimes basis. And only 14% reported that English have never been employed in their daily work. In this regards, 21.7% of Vietnamese

respondents reported that English was used daily in their work; as much as 71.7% of respondents claimed that the use of English was on “sometimes” basis and a small proportion have never used English in daily their work (6.5%).

Table 23: Frequency of Using English in Daily Work–Thailand versus Vietnam

	Thailand		Vietnam	
	N	%	N	%
never	7	14.0	3	6.5
sometimes	17	34.0	33	71.7
frequently	26	52.0	10	21.7
Total	50	100.0	46	100.0

For Thailand, a total of 72% respondents have never involved in any ASEAN’s cooperation activities or worked with schools in other ASEAN countries while a smaller proportion of Vietnamese respondents (53.3%) have the same experiences.

Table 24: Experiences in ASEAN Cooperation – Thailand versus Vietnam

	Thailand		Vietnam	
	N	%	N	%
Yes	14	28.0	21	46.7
No	36	72.0	24	53.3
Total	50	100.0	45	100.0

It is noticed that 53.5% of Vietnamese respondents have never got access to ASEAN publications while this proportion of Thailand is 43.7%.

Table 25: Information Channels Used – Thailand Case

	Never		Sometimes		Frequently		Total	
	N	%	N	%	N	%	N	%
Television/radio	9	18.8	27	56.7	12	25	48	100
Newspapers	12	24	27	54	11	22	50	100
School announcement	13	26	29	58	8	16	50	100
ASEAN publications	17	34.7	22	44.9	10	20.4	49	100
Internet	16	33.3	26	54.2	6	12.5	48	100

Table 26: Information Channels Used – Vietnam Case

	Never		Sometimes		Frequently		Total	
	N	%	N	%	N	%	N	%
Television/radio	6	13.6	26	59.1	12	27.3	44	100
Newspapers	7	15.9	27	61.4	10	22.7	44	100
School announcement	17	40.5	21	50	4	9.5	42	100
ASEAN publications	23	53.5	17	39.5	3	7.0	43	100
Internet	11	25.6	25	58.1	7	16.3	43	100

### 3.2. Perception of Performance

Regard to the impact of ASEAN cooperation on school performance, a large majority of 95.7% of Vietnamese respondents spoke of “positive impact” for teaching performance whilst only 68% of Thai respondents agree with this opinion. There is no respondents in both country think that cooperation has negative effect on teaching quality.

Table 27: Impacts of ASEAN Cooperation on School Performance–Thailand Case

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Affect reputation	1	2	12	22	38	76	50	100
Affect organization			15	30.6	34	69.4	49	100
Affect teaching			16	32	34	68	50	100
Affect career	1	2	14	28	35	70	50	100
Affect student competencies			17	34	33	66	50	100
Affect enrolment	2	4	15	30	33	66	50	100
Affect access funding	3	6	18	36	29	58	50	100

Table 28: Impacts of ASEAN Cooperation on School Performance–Vietnam Case

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Affect teaching			2	4.3	44	95.7	46	100
Affect reputation			5	10.9	41	89.1	46	100
Affect career			7	15.2	39	84.8	46	100
Affect student competencies	1	2.2	7	15.2	38	82.6	46	100
Affect organization			10	21.7	36	78.3	46	100
Affect access funding	1	2.2	9	19.6	36	78.3	46	100
Affect enrolment	1	2.2	16	34.8	29	63	46	100

### 3.3. Perception of compatibility

For difference in formal organization procedures, a proportion of 22% of Thai respondents perceive it to have positive impact on cooperation while only 2.3% of Vietnamese respondents share this opinion.

Table 29: Impacts of Background Differences on Cooperation – Thailand Case

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Difference in status	2	4	35	70	13	26	50	100
Difference in culture	3	6.1	34	69.4	12	24.5	49	100
Difference in organization	7	14	32	64	11	22	50	100
Difference in assurance	7	14	35	70	8	16	50	100

Table 30: Impacts of Background Differences on Cooperation – Vietnam Case

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Difference in status	3	7.3	32	78	6	14.6	41	100
Difference in culture	6	13.6	28	63.6	10	22.7	44	100
Difference in organization	17	39.5	25	58.1	1	2.3	43	100
Difference in assurance	16	36.4	20	45.5	8	18.2	44	100

### 3.4. Perception of Complementarity

While as much as 86.7% of Vietnamese respondents value the importance of physical infrastructure and facilities of potential partners, only 58% of Thai respondents see these resources as important. For training quality, a majority of 91.3% of Vietnamese respondents consider it as important resource when 76% of Thai respondents share the same opinion. With regard to quality of management, 77.8% of Vietnamese respondents express that it is important whilst 62% of Thai respondents cited “important”. Finally, for reputation of potential partner, a majority of 90% of Vietnamese value this resource important when choosing partner, but this opinion is shared by only 32.7% of Thai respondents.

Table 31: Importance of Partner's Resources – Thailand Case

	Not important		Neutral		Important		Total	
	N	%	N	%	N	%	N	%
Training quality			12	24	38	76	50	100
Language			13	26	37	74	50	100
Management			19	38	31	62	50	100
Infrastructure			21	42	29	58	50	100
Student market	3	6	15	30	32	64	50	100
External relations	1	2	21	42	28	56	50	100
Finance	4	8	16	32	30	60	50	100
Country	4	8	23	46	23	46	50	100
Reputation	4	8.2	29	59.2	16	32.7	49	100
Proximity	8	16	29	58	13	26	50	100

Table 32: Importance of Partner's Resources – Vietnam Case

	Not important		Neutral		Important		Total	
	N	%	N	%	N	%	N	%
Training quality			4	8.7	42	91.3	46	100
Language			9	20	36	80	45	100
Management	1	2.2	9	20	35	77.8	45	100
Infrastructure	1	2.2	5	11.1	39	86.7	45	100
Student market	2	4.5	13	29.5	29	65.9	44	100
External relations			16	35.6	29	64.4	45	100
Finance	2	4.4	17	37.8	26	57.8	45	100
Country	11	24.4	19	42.2	15	33.3	45	100
Reputation			4	9.1	40	90.9	44	100
Proximity	13	28.3	16	34.8	17	37	46	100

#### 4. Comparative Analysis between Private and Public Providers

In this section, we compare perception between respondents from public schools (hereafter called “public respondents”) (N= 47) and respondents from private schools (hereafter called “private respondents”) (N=49).

##### 4.1. Description of Respondents

A proportion of 48.9% of public respondents have graduate education and up while only 19.1% of private respondents have similar education level.

Table 33: Qualification – Private versus Public Providers

	Private		Public	
	N	%	N	%
Graduate	9	19.1	23	48.9
Bachelor	23	48.9	24	51.1
technical diploma	13	27.7		
Other	2	4.3		
Total	47	100	47	100

As much as 46.9% of private respondents use English frequently at work while this is only reported by 27.7% of private respondents.

Table 34: Frequency of Using English in Daily Work–Private versus Public Providers

	Private		Public	
	N	%	N	%
never	2	4.1	8	17.0
sometimes	24	49	26	55.3
frequently	23	46.9	13	27.7
Total	49	100	47	100

However, only 25% of private respondents have ASEAN cooperation experience whereas as much as 48.9% of public respondents have similar experience.

Table 35: Experiences in ASEAN Cooperation – Private versus Public Providers

	Private		Public	
	N	%	N	%
Yes	12	25	23	48.9
No	36	75	24	51.1
Total	48	100	47	100

Majority of 82.2% of public respondents receive information about ASEAN cooperation through school or authority announcement (20% citing “frequently”) when only 53.2% of private respondents have this opportunity (a very small proportion of 6.4% citing “frequently”).

Table 36: Information Channels Used – Private Providers

	Never		Sometimes		Frequently		Total	
	N	%	N	%	N	%	N	%
Television/radio	9	19.6	25	54.3	12	26.1	46	100.0
Newspapers	8	16.3	33	67.3	8	16.3	49	100.0
School announcement	22	46.8	22	46.8	3	6.4	47	100.0
ASEAN publications	24	52.2	16	34.8	6	13.0	46	100.0
Internet	11	22.9	32	66.7	5	10.4	48	100.0

Table 37: Information Channels Used – Public Providers

	Never		Sometimes		Frequently		Total	
	N	%	N	%	N	%	N	%
Television/radio	6	13.0	28	60.9	12	26.1	46	100
Newspapers	11	24.4	21	46.7	13	28.9	45	100
School announcement	8	17.8	28	62.2	9	20.0	45	100
ASEAN publications	16	34.8	23	50.0	7	15.2	46	100
Internet	16	37.2	19	44.2	8	18.6	43	100

Table 38: Knowledge of ASEAN Tourism Related Documents – Private Providers

	Don't agree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
I am knowledgeable about ATA	15	31.9	24	51.1	8	17.0	47	100
I am knowledgeable about ACCSTP	20	40.8	21	42.9	8	16.3	49	100
I am knowledgeable ATTEN	23	46.9	19	38.8	7	14.3	49	100

Table 39: Knowledge of ASEAN Tourism Related Documents – Public Providers

	Don't agree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
I am knowledgeable about ATA	9	19.1	23	48.9	15	31.9	47	100
I am knowledgeable about ACCSTP	11	23.9	17	37.0	18	39.1	46	100
I am knowledgeable ATTEN	14	29.8	18	38.3	15	31.9	47	100

A small proportion of 4.2% private respondents believe that the difference in formal organization procedure have positive impact on cooperation while this is perceived by 22.2% of public respondents.

**Table 40: Impacts of Background Differences on Cooperation – Private Providers**

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Difference in status	3	6.4	36	76.6	8	17.0	47	100
Difference in culture	7	14.6	27	56.3	14	29.2	48	100
Difference in organization	15	31.3	31	64.6	2	4.2	48	100
Difference in assurance	13	27.1	27	56.3	8	16.7	48	100

**Table 41: Impacts of Background Differences on Cooperation – Public Providers**

	Negative		Neutral		Positive		Total	
	N	%	N	%	N	%	N	%
Difference in status	2	4.5	31	70.5	11	25.0	44	100
Difference in culture	2	4.4	35	77.8	8	17.8	45	100
Difference in organization	9	20.2	26	57.8	10	22.2	45	100
Difference in assurance	10	21.7	28	60.9	8	17.4	46	100

Majority of 91.8% of private respondents see training quality resource is important in choosing partner whilst this is shared by 74.5% of public respondents. Likewise, as much as 75% of private respondent value the student market resource while this is important for 54.3% of public respondents.

**Table 42: Importance of Partner’s Resources – Private Providers**

	Not important		Neutral		Important		Total	
	N	%	N	%	N	%	N	%
Training quality			4	8.2	45	91.8	49	100
Language			8	16.3	41	83.7	49	100
Management	1	2.0	10	20.4	38	77.6	49	100
Infrastructure	1	2.0	13	26.5	35	71.4	49	100
Student market	1	2.1	11	22.9	39	75.0	48	100
External relations			17	35.4	31	64.6	48	100
Finance	5	10.4	14	29.2	29	60.4	48	100
Country	11	22.9	20	41.7	17	35.4	48	100
Reputation			16	34	31	66	47	100
Proximity	14	28.6	19	38.8	16	32.7	49	100

Table 43: Importance of Partner's Resources – Public Providers

	Not important		Neutral		Important		Total	
	N	%	N	%	N	%	N	%
Training quality			12	25.5	35	74.5	47	100
Language			14	30.4	32	69.6	46	100
Management			18	39.1	28	60.9	46	100
Infrastructure			13	28.3	33	71.7	46	100
Student market	4	8.7	17	37.0	25	54.3	46	100
External relations	1	2.1	20	42.6	26	55.3	47	100
Finance	1	2.1	19	40.4	27	57.4	47	100
Country	4	8.5	22	46.8	21	44.7	47	100
Reputation	4	8.7	17	37.0	25	54.3	46	100
Proximity	7	14.9	26	55.3	14	29.8	47	100

## 5. Factors Affect Perception of Cooperation

In this part, we examine possible correlations between each independent variable and dependent variables by using Chi-square statistic. There are 11 independent variables including (1) Nationality; (2) School Status; (3) Position; (4) Qualification; (5) Use of English; (6) Experience of ASEAN cooperation; (7) School Announcement Information Channel; (8) ASEAN publication Information Channel; (9) Internet Information Channel; (10) Newspaper Information Channel; and (11) Television/radio Information Channel. There are 39 dependent variables. Outputs from SPSS analysis showed the following significant relations:

### 5.1. Significant Correlation - The “School Status”

Significant relations were identified between “school status” and knowledge of ACCSTP, perception of differences in organization and perception of training quality resources of potential partners. The following tables illustrated the results:

Table 44: Correlation between School Status and Performance (ACCSTP Knowledge)

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.792(a)	2	.034
N of Valid Cases	95		
Contingency Coefficient	.258		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.59.

Table 45: Correlation between School Status and Performance (Staff Exchange)

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.803(b)	1	.016
N of Valid Cases	96		
Contingency Coefficient	.239		

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.79.

Table 46: Correlation between School Status and Compatibility (Difference in Organization)

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.183(a)	2	.028
N of Valid Cases	93		
Contingency Coefficient	.268		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.81.

Table 47: Correlation between School status and Complementarity (training quality)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.211(b)	1	.022
N of Valid Cases	96		
Contingency Coefficient	.227		

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.83.

### 5.2. Significant Correlation - The “Nationality”

As we learnt from previous analysis, we found that there were three groups of nationalities: Thai, Vietnamese and other nationalities. If we control the foreign group, we found that this variable affect teachers and administrators perception of cooperation:

Table 48: Correlation between Nationality and Performance (clear information)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.928(a)	2	.031
N of Valid Cases	86		
Contingency Coefficient	.273		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.98.

Table 49: Correlation between Nationality and Performance (affect training)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.938(b)	1	.003
N of Valid Cases	86		
Contingency Coefficient			

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.05.

Table 50: Correlation between Nationality and Compatibility (Differences in Assurance)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.388(a)	2	.003
N of Valid Cases	84		
Contingency Coefficient	.346		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.67.

Table 51: Correlation between Nationality and Compatibility (Difference in Organization)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.819(a)	2	.001
N of Valid Cases	83		
Contingency Coefficient	.378		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.30.

Table 52: Correlation between Nationality and Complementarity (proximity)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.018(a)	2	.018
N of Valid Cases	86		
Contingency Coefficient	.292		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.37.

Table 53: Correlation between Nationality and Complementarity (country)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.183(a)	2	.045
N of Valid Cases	85		
Contingency Coefficient	.260		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.12.

Table 54: Correlation Nationality and Complementarity (training quality)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.254(b)	1	.022
N of Valid Cases	86		
Contingency Coefficient	.240		

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.98.

### 5.3. Insignificant Correlations

While *setting factor* (nationality and school status) and perception of several aspects of cooperation were significantly correlated, *internal factor* (position, qualification, use of English and experience of ASEAN cooperation) and *external*

*factor* (school announcement information channel, ASEAN publication information channel, internet information channel, newspaper information channel, and television/radio information channel) *were not found to have relation* to perception of cooperation.



## CHAPTER 5

### DISCUSSION

This chapter will discuss the major patterns in the findings, the relationships, trends of the results. We also discuss the likely causes underlying these patterns and see if there is agreement or disagreement with previous researches. We will try to link the relationship of the results to the questions and discuss the implication of present results.

#### **1. Description of Teachers and Administrators in Tourism Training Schools in ASEAN**

Before we discuss the administrators' and teachers' perception, we will look at their characteristics. Firstly, it is important to notice that respondents also involve those whose nationalities are other than Vietnamese and Thai, although this group accounts for a small proportion of respondents (10.4%). The expatriates, who come from Philippines, India, Australia or United States, are currently working in Thailand rather than in Vietnam. This reflects a possible trend of an increasing number of expatriates working in tourism training sector in ASEAN region. So, the perception of the third group should be included in this research.

Secondly, a majority of respondents (89.6%) use English in their daily work (52.1% saying "sometimes"). Thus we can say that the respondents have English proficiency. In this regards, Thai respondents seem to use English at work more frequently than Vietnamese respondents. Evidences show that as much as 52% of Thai respondents reported that English is used frequently while this proportion for Vietnamese respondents is only 21.7%.

Thirdly, of the respondents, as much as 63.2% has never involved in any ASEAN cooperation activities or worked with schools in other ASEAN countries. This means that ASEAN cooperation is a new issue for two third of the respondents. Although, there is a noticeable fact the respondents have international cooperation

background because the schools that they are working for are very active in international cooperation especially with China and OECD countries such as Australia, France, Korea, and Switzerland etc (See Appendix 6- overview of selected schools). If we look into the two cases separately, we can see that Thai respondents have less ASEAN experience than Vietnamese respondents have (the proportions of respondents citing “yes” are 28% and 46.7% respectively). This is because that of the four schools, only Hanoi College (Vietnam) has had relations with schools in ASEAN.

Mostly, the respondents have access to information about ASEAN cooperation through mass media such as television/radio and newspapers rather than from their schools, government authorities or ASEAN publications. However, the frequencies of these channels are judged as average level (half of respondents weighting as “sometimes”). Internet, although considered a cheap but powerful information channel, is not much used by respondents to update ASEAN cooperation information (29.7% citing “never”, 56% citing “sometimes”). ASEAN publications is not a prevalent channel for respondents (43.5% of respondents have never accessed information through this channel). In the Vietnam case particularly, over a half of respondents have never had access to ASEAN publications. There is a high proportion of respondents (32.6%) have never received information about ASEAN cooperation from school announcement or government authorities. At this point, we can see that communication about ASEAN activities between school or relevant authorities and respondents is not sufficient.

## **2. Performance of ASEAN Cooperation in Tourism Training**

### **2.1. ASEAN Communication and Knowledge of ASEAN Cooperation in Tourism Training:**

Overall, respondents agree that information about ASEAN cooperation activities is disseminated clearly, widely, continuously and it is easy to recognize ASEAN publications amongst other ones (minimum proportion of respondents citing “neutral” and “agree” is 79.2%).

Although quality of ASEAN communication is highly appreciated by the respondents, it does not mean information about cooperation in tourism training particularly is provided sufficiently. There are slightly high proportions of respondents

who have never heard about ATA, ACCSTP and ATTEN (25.5%, 32.6% and 38.5% respectively). Respondents who stated that they somewhat know about these document accounted for as much as 50% for ATA, 40% for ACCSTP and 38.5% for ATTEN. Surprisingly, almost of respondents from two schools that are ATTEN members do not know about the existence of this network. This finding confirms our doubt that tourism training schools have little access to information of ASEAN tourism training cooperation.

An average knowledge about ATA, ACCSTP and ATTEN is not sufficient for respondents to notice, thus, to make decision about involving activities promoted by these three events. This may be one of reasons that help to explain why the cooperation between tourism training schools in ASEAN is on the modest scope. However, since we do not find any significant relations between ASEAN information channels, quality of ASEAN communication and respondents' perception of ATA, ACCSTP and ATTEN, we cannot recommend the most effective channels to provide information about ASEAN cooperation in tourism training. We can only conclude that an advocacy of ATTEN, ATA and ACCSTP – three recent important events related to tourism training should be improved if ASEAN cooperation in tourism training is to be promoted.

## **2.2. Are Schools Interested in ASEAN Cooperation in Tourism Training and What are Common Goals?**

The observation in this research suggests that there is a favored condition for development of ASEAN cooperation in tourism training at school level. If we remember the cooperation theory discussed in chapter 2, we will see that the more common the interests are, the more possibly cooperation is initiated. In the case of Thailand and Vietnam, respondents share common priorities for all goals stated in the ASEAN Tourism Agreement (minimum proportion citing “high priority” is 48.9%).

Among the five regional goals for human resource development in tourism, goal 5<sup>1</sup>, goal 2<sup>2</sup> and goal 3<sup>3</sup> are given higher priority over goal 1<sup>4</sup> and goal 4<sup>5</sup>. For the

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<sup>1</sup> *To cooperate with other countries, groups of countries and international institutions in developing human resources for tourism”*

<sup>2</sup> *to intensify the sharing of resources and facilities for tourism education and training programs between member countries*

<sup>3</sup> *to develop tourism competency standards and certification procedures for mutual recognition of skills and qualifications in the ASEAN region*

first three goals, ASEAN cooperation in tourism training is expected to perform inter- as well as intra- cooperation. On the one hand, the cooperation plays a linkage role between tourism institutions in the region with other countries or regional groups. On the other hand, cooperation, whether it is multilateral or bilateral, is expected to promote resources and facilities sharing between member countries. These resources can be quality teachers, curriculum, physical infrastructure, new service technique, external relations, etc those we found later in this research.

Moreover, the development of tourism competency standards and certification procedures should be considered also a goal of cooperation, according to respondents. Actually, the ACCSTP development, which is a joint project between ASEAN and Australia government, has been completed and publicized by ASEAN secretariat. Yet the fact is that Thailand is currently adopting Thai Vocational Qualification for tourism (TVQ for tourism). Vietnam is implementing the Vietnam Tourism Occupational Skill Standard System (VTOS) – a joint project between Vietnam National Administration of Tourism (VNAT) and the European Community (EC). So the question is whether ASEAN member governments decide to adopt this set of standards into tourism training practice in their countries. Fortunately, in a recent meeting, ASEAN tourism ministers have developed an action plan for the adoption of ACCSTP in each country according to which, every member country will establish a Technical Reference Group to ensure the process. Also, the Task Force on Tourism Manpower Development have planned a Mutual Recognition Arrangement which is expected to be signed at the end of 2006 or early 2007.

### **2.3. How does ASEAN Cooperation Possibly Affect Personal Career Development and School Performance?**

In general, there is a perception of positive effect of ASEAN cooperation on personal career (77.1%) and on school performance such as school reputation, teaching quality, organizational, student competencies, access funding and enrolment. According to over 80% of respondents, the cooperation will most positively affect the reputation and quality of teaching once schools taking part in it. For quality of teaching, no respondent cites the cooperation as having negative impact on this aspect.

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<sup>4</sup> to formulate non-restrictive arrangements to enable ASEAN member states to make use of professional tourism experts and skilled workers available within the region

<sup>5</sup> to strengthen public-private partnerships in human resource development

Formal organization, student competencies, access to funding and student enrollment are also considered to be positively affected. Also, there is no respondent sees the negative impact of cooperation on formal organization.

The positive perception, on the one hand, means that respondents will act on favorable evaluation of regional cooperation in tourism training. On the other hand, it implies that they will be more careful when they consider a partnership and look for keys to success. In reality, there is a small number of 1% respondents stating that ASEAN cooperation would produce negative effect on personal career and school reputation once it is unsuccessful.

This result also implies that respondents have high expectations for ASEAN cooperation, which will be their motives of participating in any ASEAN tourism training networks or consortia. So, for a successful performance, ASEAN tourism training consortium such as ATTEN should address these desires and clearly demonstrate that there would be “rewards” once schools become its members. These rewards could be to secure school members’ reputation, to improve training quality, organization and management, student competencies, to provide opportunity for more funding or to increase student enrollment.

#### **2.4. What are the Most Favorable Cooperation Activities?**

Establishment of joint programs is the most favored activity by respondents, which is a noticeable result. This is remarkable because the typical pattern of ASEAN cooperation (and Asia Pacific in a broader context) is not amongst the countries in the region, rather, it is between regional nations and OECD countries (OECD, 2004). That respondents vote in favor of establishment of joint programs will create an opportunity for development of cooperation within the region. Actually, models of joint programs that are currently practiced in Asia Pacific region are various from establishment of a branch campus in other country; collaboration with a local partner while the provider controls much of the program design and delivery; or collaboration with a local partner and program is designed locally but program delivery is shared; or collaboration where program delivery is largely carried out by local partner, to validation by foreign provider of a program designed and delivered by a local institution (UNESCO and APQN, 2006). These models can be adopted for joint programs amongst ASEAN member countries.

Other favorite activities are teachers and staff exchange, organization of conferences, seminars on tourism training which are conventional activities in ASEAN region. Besides, respondents express their willing to apply ACCSTP into the training practice of school. This means that teachers and administrators also realize the importance of standardization of competencies in tourism professional and that once it is recognized by national government, ACCSTP will be immediately used for training activities of schools.

Although supported by 60.4% of respondents, student mobility and exchange is least interested. This is not surprising because of the fact that in Asia Pacific region, students from developing countries incline to conduct their study at OCED countries. OECD (2004) reported that factors affecting student mobility and exchange were students themselves and their family, the government policy and education providers. For individual students and their families in Asia Pacific region, the reasons for studying abroad are that foreign education is considered to have better quality, they desire to broaden experience, they desire to live overseas, foreign education is more highly respected, this is their family will, courses are not available in national country or they desire to improve English skills. These reasons lead to the fact that students are likely to choose to study in OECD countries where education is considered to have better quality than that of ASEAN countries. So in choosing where to study, country will be firstly considered, followed by courses, institution and city (OECD, 2004). Regard to government policies, although national governments encourage student exchange activities within ASEAN region, there are few scholarships given by member governments to ASEAN students. Furthermore, almost of these regional scholarships are for university students rather than for vocational education ones. Not surprisingly, students exchange and mobility does not attract much attention of teachers and administrators compared against other activities.

### **3. Compatibility – How Do Differences in Background of Partners Influence Cooperation?**

In this research, the compatibility is defined as differences in school status, differences in national culture, differences in quality assurance and differences in formal organization.

Of the four mentioned characteristics, differences in school status (private versus public) is considered to have little effects on ASEAN cooperation by majority of 73.6% of respondents. This possibly means that there is no discrimination between private and public institutions and both sectors have equal opportunity in the domain of regional education cooperation. More than expect, for some respondents, this difference is considered as an advantage in the relationship (a slightly high proportion of 20.9% citing “positive effect”).

In another aspect, difference in national culture is also seen to have minor margin effect on cooperation (cited as “neutral effect” by 66.7% of respondents). It is important to highlight that cultural features are heterogeneous among member countries. Vietnam and Singapore is influenced by Confucian. Brunei Darussalam, Indonesia and Malaysia share Islam culture. Latin is dominant in the Philippines. Cambodia, Laos, Myanmar and Thailand value Buddhism and Hindu. Still, this result is congruent with Beerkens’s (2004) finding about university professors’ perception of ASEAN University Network. According to Beerkens’s respondents, national culture had minor net impact on cooperation.

In a slight contrast, differences in assurance is weighed in favor of having negative effect on cooperation (24.5% - negative, 17% - positive). In reality, quality assurance and certification system is the most discussing issue in any cross-border education practice. UNESCO & APQN (2006) have even issued a guideline for cross-border education in Asia Pacific, in which, a clear, transparent quality assurance system is considered a key success of cooperation. They also reported that there were macro-level factors and institutional-level factors influencing quality issue and suggested tactics to control these elements:

- Ensure the adequacy of quality assurance systems at the national level to control or monitor the quality of cross-border education (the accreditation and quality assurance system should not merely focus on the national education system, but also on controlling cross-border education).
- Ensure that students and consumers are provided clear and sufficient information about quality of education.
- It is important for educational providers to fully understand the complexity of issues involved in cross-border education such as adaptation to the local

educational environment, understanding the needs of students, quality of local teachers and other support institutions etc.

- It is important for institutions to have internal quality assurance system and this system should be openly discussed and recognized among partners.
- It is important for institutions to understand local education system in order to have appropriate decision.
- It is important to assess local resources such as local staff, workshops, library and other supporting resources.

For differences in organization, Thai respondents seem to be more optimistic about the positive impact of differences in formal organization procedure on cooperation. As much as 86% of Thai respondents cited as “neutral effect” and “positive effect” (22% citing “positive”) while only 60.4% of Vietnamese respondents agree with this statement (only 2.3% citing “positive”). Relation between nationality and this perception is proved significant. Likewise, we observe that 80 % of respondents from public institutions perceive that differences in formal organization procedure have “neutral effect” and “positive effect” on cooperation (22.2% saying “positive”). Whereas, 68.8% of private respondents share this opinion (4.2% saying “positive”). We also found significant correlation between school status and “differences in organization” perception.

#### **4. Complementarity – What Resources of Potential Partners Do Schools Look For?**

In chapter 2, when discussed resources of tourism training institutions, we have argued that VET institutions now sought to gain and maintain competitive advantage over their competitors. They believe that resources will sustain this competitive advantage. So they cooperate in order to empower the resources. Of the ten proposed resources, the most concerns are quality of training, language of instruction; physical infrastructure; quality of management and leadership; and student market. Particularly, no respondent considers quality of training unimportant.

The measurement of these resources, except for language of instruction, obviously is related to quality assurance and accreditation. The mutual recognition of quality standards therefore is essential for promotion of regional cooperation. Actually,

the definition of “quality” is different from country to country and even within one country. Each national education system adopts their own education standards that are in line with the requirement as well as the situation of the country. Yet it is important to ensure the compatibility of national education standards with those of the world, or at least, of the region. Recently, Vietnam National Accreditation System (VINAS) has been built based on the proposal of ILO/ADB for Mekong regional countries. Thailand also enhances the education quality in order to increase the country’s competitiveness. It is noticed that such aspects as graduates, teaching-learning activities, human resources, finance, management and leadership, physical infrastructure and other supporting service are common indicators of quality assurance of the two countries (please see Appendix 7 for Accreditation system of Thailand and Vietnam). Once again, an open, transparent and compatible accreditation system in education amongst member countries is a pre-requisition of any successful cross-border education.

In this regard, Vietnamese respondents seem to value the importance of physical infrastructure and facilities, training quality, management quality and reputation of potential partner more than Thai respondents do. However, significant relation is only apparent between “nationality” and “training quality”. Training quality is also considered more important for majority of 91.8% of private respondents while this value is shared by 75% of respondents from public institutions.

We now come back to language of instruction - a concern of respondents. It is needed to highlight that no respondent sees this resource as unimportant. Actually, ASEAN is located in Asia Pacific region that composes “over half of the world’s living language” (OECD, 2004). In ASEAN, there are roughly 15 languages spoken by somewhat 500 million people in the region. In Thailand and Vietnam, languages used in education are Thai and Vietnamese respectively. The countries that use most English in education are Malaysia and Singapore. In many other countries, English is considered as prevalent language of “communications, media and research” (OECD, 2004:142) and it is “more for reading and writing than speaking” (OECD, 2004: 142). Additionally, major languages used in the Asia-Pacific countries, apart from English, are Putonghua (Mandarin), Hindi, Bengali (Bangla), Bahasa (Malya/Indonesian), Nihongo (Japanese), Punjabi, Wu, Jawa, Marthi, Hankukmal (Korran), Viet (Vietnamese), Telugu, Yue (Cantonese) and Tamil. It is advised that education

providers will need to be competent in one or more of the large languages, beside English (OECD, 2004).

Student market is also among concern of 94.7% of respondents (64.9% saying important). In reality, VET in Thailand and Vietnam are suffering a decrease of intake students. In a recent regional meeting<sup>6</sup>, Vietnam reported that there was imbalanced distribution between tertiary education and VET. It was claimed that culture and socio-psychology were factors affecting student choice of higher education rather than vocational training. In Thailand, MOE has warned the shrinking of VET student population although there is an increasing demand for skilled labor. Obviously, respondents do see ASEAN cooperation as a solution for expanding student market. Particularly, it is observed that as much as 75% of respondents from private providers value the importance of partner's student market whilst only 54.3% of respondents from public providers believe that it is important. Nevertheless, relation between school status and "student market" perception is not proved significant.

In another aspect, we have noticed that while student mobility and exchange is least favored amongst cooperation activities (60.4% compared against maximum of 80.2%), a new student market is an issue that schools look for in partnership with other school. This leads to a conclude that although schools do look for expanding their student market through cross-border education yet if there is any join program (favored by 80.2% ) it should be teacher and staff mobility (favored by 79.2%) rather than student mobility.

The country characteristic is not a priority of respondents in choosing partnership. This is a bit contrary to OECD (2004) finding regard to the student choice of where to study. For students and their family, the key concerns, in fact, are country, course, institution and city (OECD, 2004). This thus raises a doubt that students and their parents' perception of cooperation differs from those of teachers and administrators in this regard.

Proximity is the least concern of respondents. In fact, travel in ASEAN region is not difficult especially the region become visa-free area. Additional, the recent development of cheap airline is expected to increase the travel within the region.

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<sup>6</sup> International Seminar on strengthening the partnership in education and Training for regional Competitiveness, July 2005, Bangkok, Thailand.

Roughly, we can see that respondents value most resources that related to quality of provision such as quality training, infrastructure, quality of management and leadership. New student market is also a concern of respondents. The “not- quality-related” characteristics such as external relation, reputation, finance resources, country or proximity are not important, according to respondents.

## 5. Significant Relations Model of Perception

Among three factors affecting perception (see figure 1), it seems that perception only depends upon setting factors rather than internal or external factors, although in theory, the three factors do affect one’s perception in general. Since no empirical researches were found regarding to factors affect perception of cooperation in particular, there is a weak practical foundation for explaining why only setting factor, but internal and external factors, affecting cooperation in this case. However, from this result, we can draw the following comments:

- The nationality characteristics correlate with perception of ASEAN cooperation. This means perception of ASEAN cooperation depends upon cultural value, socio-economic situation and most important the national education policies that have been found from documentary in chapter 4. Within the framework of the research, there are insufficient evidences to decide which characteristics have stronger impacts on the perception discussed in this study.
- The school status has relation with respondents’ perception. Respondents from public providers in this study perceive ASEAN cooperation somewhat differently from their counterparts from private institutions. This means that perception of cooperation depends upon institutional values and norms, reflected in school’s philosophy, vision, mission and students and staff policies.
- Perception of ASEAN cooperation, in this case study, does not depend upon individual characteristics which are position, qualification, use of English at work or ASEAN cooperation experiences.
- Perception of ASEAN cooperation in tourism training, in this research, does not depend upon the information volume about ASEAN cooperation that respondents receive from school/authority announcement, ASEAN publications, internet, newspapers and television/radio. This is consistent with the above finding that the

sufficiency of ASEAN cooperation in general does not mean the adequacy of information about ASEAN cooperation in tourism training in particular.

Speaking about nationality (in the case we control groups of those whose nationality is other than Thai or Vietnamese), we found significant relations between this variable with perception of clearness of information ( $df= 2, p< .05$ ). This means that depending upon the nationality, the “clear” quality of information is perceived differently. The correlation is also apparent between nationality and perception of cooperation affecting training quality ( $df= 1, p<.01$ ). Tracing back to each case, we see that a majority of 95.7% of Vietnamese respondents believed that cooperation would produce positive effect on teaching quality while a smaller proportion of Thai respondents (68%) share the same notion.

Also, nationality also have relations with perception of the impact of differences in assurance on cooperation ( $df= 2, p< .01$ ) and the impact of differences in formal organization on cooperation ( $df= 2, p< .01$ ). Furthermore, the perception of complementarity such as proximity, country and training quality also relates to nationality variable. Particularly, vast majority of Vietnamese respondents value the importance of training quality resource of potential partner while a lower number of Thai respondents (76%) think the same way.

With regard to school status, we found significant relation between the variable and knowledge of ACCSTP ( $df= 2, p< .05$ ) i.e. respondents from public institutions and from private institutions have different level of knowledge about the issue. The variable “school status” also have relation to perception of how differences in formal organization affecting cooperation ( $df= 2, p< .05$ ). Finally, correlation is significant between “school status” and perception of how important the “training quality” to the choice of partner.

The cause of differences in perception between public and private providers is possibly that public teachers and administrators have different point of view about organizational culture, students, role of teachers etc from their counterparts from private providers that was discussed in section 11.2 in chapter 2 – literature review. Figure 6 illustrates correlation model of the study:

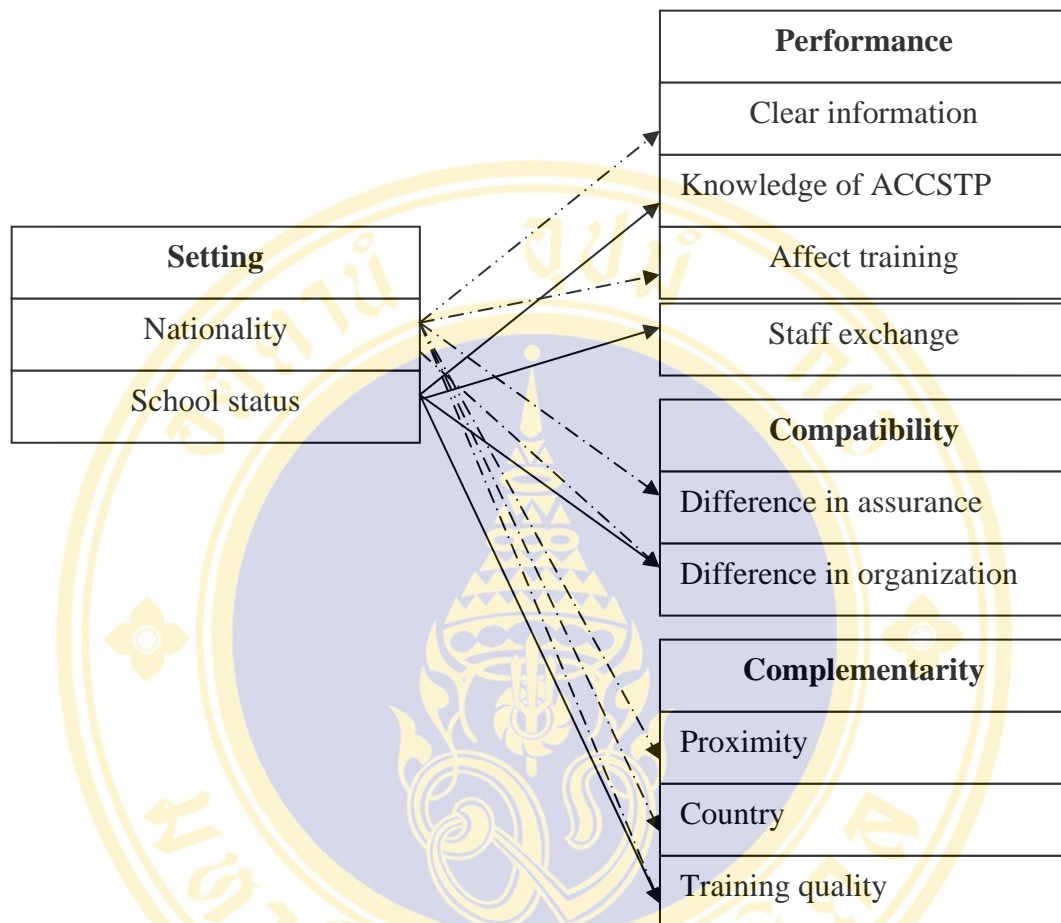


Figure 6: Significant Relations Model of Perception of Cooperation in this Study

## CHAPTER 6

### CONCLUSION AND RECOMMENDATION

#### 1. Conclusion

The research has explored the perception of administrators' and teachers' perception of ASEAN cooperation in tourism training. Two research objectives were to examine VET teachers' and administrators' perception of ASEAN cooperation in tourism training; and to identify factors affect teachers' and administrators' perception of cooperation. Accordingly, we have attempted to answer the four following sub-questions:

1. What do teachers and administrators perceive the performance (objectives, communications and activities) of ASEAN cooperation in tourism training?
2. What do teachers and administrators perceive the compatibility of partners in ASEAN cooperation in tourism training?
3. What do teachers and administrators perceive the complementarity of partners' resources in the cooperation?
4. Are there any significant relations between personal characteristics, nationality, schools status or information channels with the perception of ASEAN cooperation in tourism training?

The significant findings to answer these sub-questions are:

##### 1.1. *What do teachers and administrators perceive the performance (objectives, communications and activities) of ASEAN cooperation in tourism training?*

- With respect to access to information about ASEAN cooperation activities, Internet, school announcement and ASEAN publications are not prevalent sources.
- ASEAN information is considered adequate by respondents. Yet information about ATA, ACCSTP and ATTEN is not provided sufficiently. ATTEN is least known by respondents.

- Respondents see the goals for regional human resource development in tourism important in their work agenda. At the institutional level, there is a favorite condition for establishment of cooperation. And the most common goals set for cooperation are to cooperate with other country groups, to share resources and to develop common competency standards within the region.
- According to respondents, ASEAN cooperation produces high positive impact on proposed aspects of schools of which strongest effect will be on reputation, quality of teaching and personal career. This positive belief may lead respondents to support the school ASEAN cooperation strategy.
- For teachers and administrators, establishment of joint programs; teacher and staff mobility and exchange; organization of conferences, workshop on tourism training; and application of ACCSTP into training program are most concern activities in ASEAN cooperation in tourism training.

*1.2. What do teachers and administrators perceive the compatibility of partners in ASEAN cooperation in tourism training?*

- Differences in school status and national culture are perceived to have little effect on the ASEAN cooperation performance. This may lead to the fact that partner's background would be overlooked. In reality, findings of these research showed that school background and national culture do affect respondents' perception of cooperation and thus may influence their behavior in cooperation.
- In contrary, differences in quality assurance and certification system; and differences in formal organizational procedures are believed to produce slightly negative impact on cooperation.

*1.3. What do teachers and administrators perceive the complementarity of partners' resources in the cooperation?*

- The most resources that respondents concern when choosing partners are quality of training, language of instruction, physical infrastructure and facilities, management and students market.
- "Country" is not seen as important for teachers and administrators in term of identifying potential partnership. This notion is in sharp contrast with students' choice of international study. According to OECD (2004), country is the foremost characteristic to be considered by students and their families.

*1.4. Are there any significant relations between personal characteristics, nationality, schools status or information channels with the perception of ASEAN cooperation in tourism training?*

Among three proposed factors (setting factors, internal factors, and external factors) identified to affect perception, only setting factors including “nationality” and “school status” found correlative with perception of several aspects of ASEAN cooperation in tourism training. These aspects relate to *performance* (knowledge of ACCSTP, how cooperation affects training quality of school), *compatibility* (how differences in culture and formal organization affect cooperation) and *complementarity* (importance of proximity, country and training quality).

## **2. Recommendation**

### **2.1. Guidelines for Implementation of ASEAN Cooperation in Tourism Training at the School Level**

- For policy making level, since all five goals of human resource development for tourism stated in article 8 of ASEAN Tourism Agreement, especially goal 5<sup>1</sup>, goal 2<sup>2</sup> and goal 3<sup>3</sup> are given priority by respondents at institutional level, they need to be taken into account in any discussion about ASEAN cooperation in tourism.
- For policy making level, such activities as establishment of joint programs; teacher and staff mobility and exchange; organization of conferences, workshop on tourism training; and application of ACCSTP into training program should be promoted. For joint programs, such models as student mobility and exchange or twinning program are not recommended at this stage as it is not much interested by respondents.

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<sup>1</sup> *To cooperate with other countries, groups of countries and international institutions in developing human resources for tourism”*

<sup>2</sup> *to intensify the sharing of resources and facilities for tourism education and training programs between member countries*

<sup>3</sup> *to develop tourism competency standards and certification procedures for mutual recognition of skills and qualifications in the ASEAN region*

- For policy making level, since quality assurance and certification system difference is considered to have negative effect on cooperation which is an obstacle to regional cooperation, it is suggested that the mutual recognition of accreditation and certification system should be accelerated by national education authorities once ASEAN cooperation to be promoted. Particularly in the case Thailand and Vietnam, for accreditation system, the mutual recognition can be done by examining the Vocational Standards of Thailand and Vietnam National Accreditation System for Vocational Training (VINAS for Vocational Training). For the recognition of competencies in tourism training, it is necessary to examine the compatibility of Vocational Qualification for tourism (TVQ for tourism), Vietnam Tourism Occupational Skill Standard System (VTOS) and ASEAN Common Competency Standards for Tourism Professionals (ACCSTP).
- For school level, respondents' perception of ASEAN cooperation in tourism training depends upon their nationality (Thai or Vietnamese) and school status; these characteristics need to be taken into account when establishing ASEAN cooperation in tourism training.

## **2.2. Public Relations and Marketing strategies**

- For policy making level, since the more information provided the better the teachers and administrators have notice on cooperation in tourism training, it is necessary to build a strong communication system between tourism schools and within each school in the region. This system should also include private tourism training providers.
- For policy making level, since differences in quality assurance and certification system is considered to have negative impacts on cooperation, information about national education system, quality assurance and accreditation on vocational education of member countries should be announced widely in English. This will help concerning schools to have sufficient information for right academic decisions in cooperation.
- For interest schools, since the most concerned resources of potential partners are quality of training, language of instruction, management organization and student market, this information should be included in the school publications.

### 2.3. Future Research

This research revealed administrators' and teachers' perception of ASEAN cooperation in tourism training who are amongst many other stakeholders that decide international education cooperation, such as government administrators and educational users (students, parents, employers). However, since it is carried out at a small scale, findings from the research are not statistically represented for large number of tourism training schools in the region. Rather, it suggests a trend of notion regarding to ASEAN cooperation in tourism training. Therefore, it is recommended to expand the research to a larger scale.

In another aspect, results from the research raise a doubt that teachers' and administrators' perception of ASEAN cooperation is different from students' educational choice. Hence, it is suggested studying educational choices of students and their family, in relation to ASEAN cooperation in tourism training. This will help to provide better information for decision making of tourism training cooperation in ASEAN region.

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ASEAN	<a href="http://www.aseansec.org">http://www.aseansec.org</a>
ATF	<a href="http://www.atfdavao.com/">http://www.atfdavao.com/</a>
MOE	<a href="http://www.moe.go.th">www.moe.go.th</a>
MOET	<a href="http://www.moet.gov.vn">www.moet.gov.vn</a>
MOLISA	<a href="http://www.molisa.gov.vn">www.molisa.gov.vn</a>
SEAMEO	<a href="http://www.seameo.org">http://www.seameo.org</a>



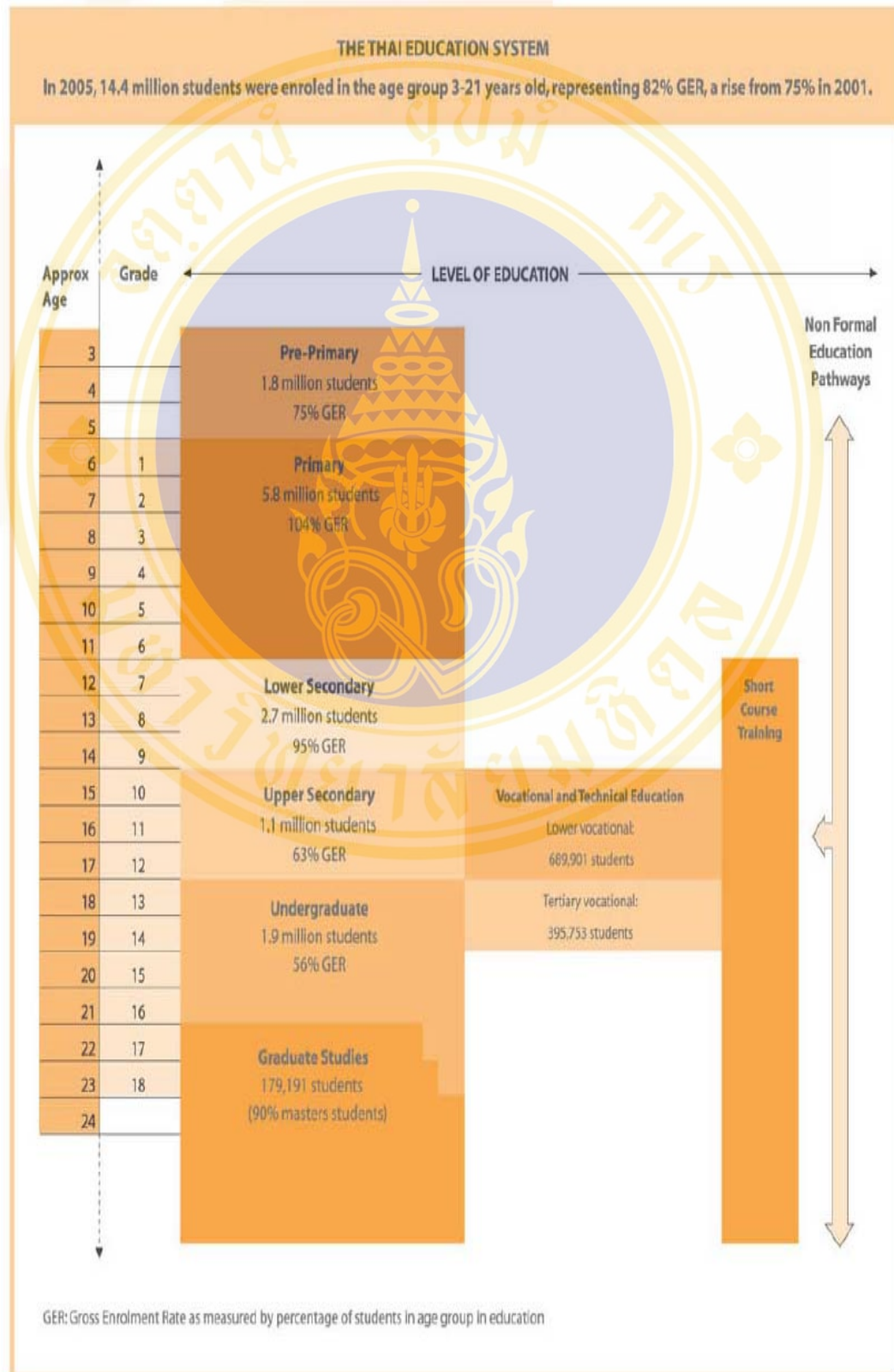


## APPENDIX

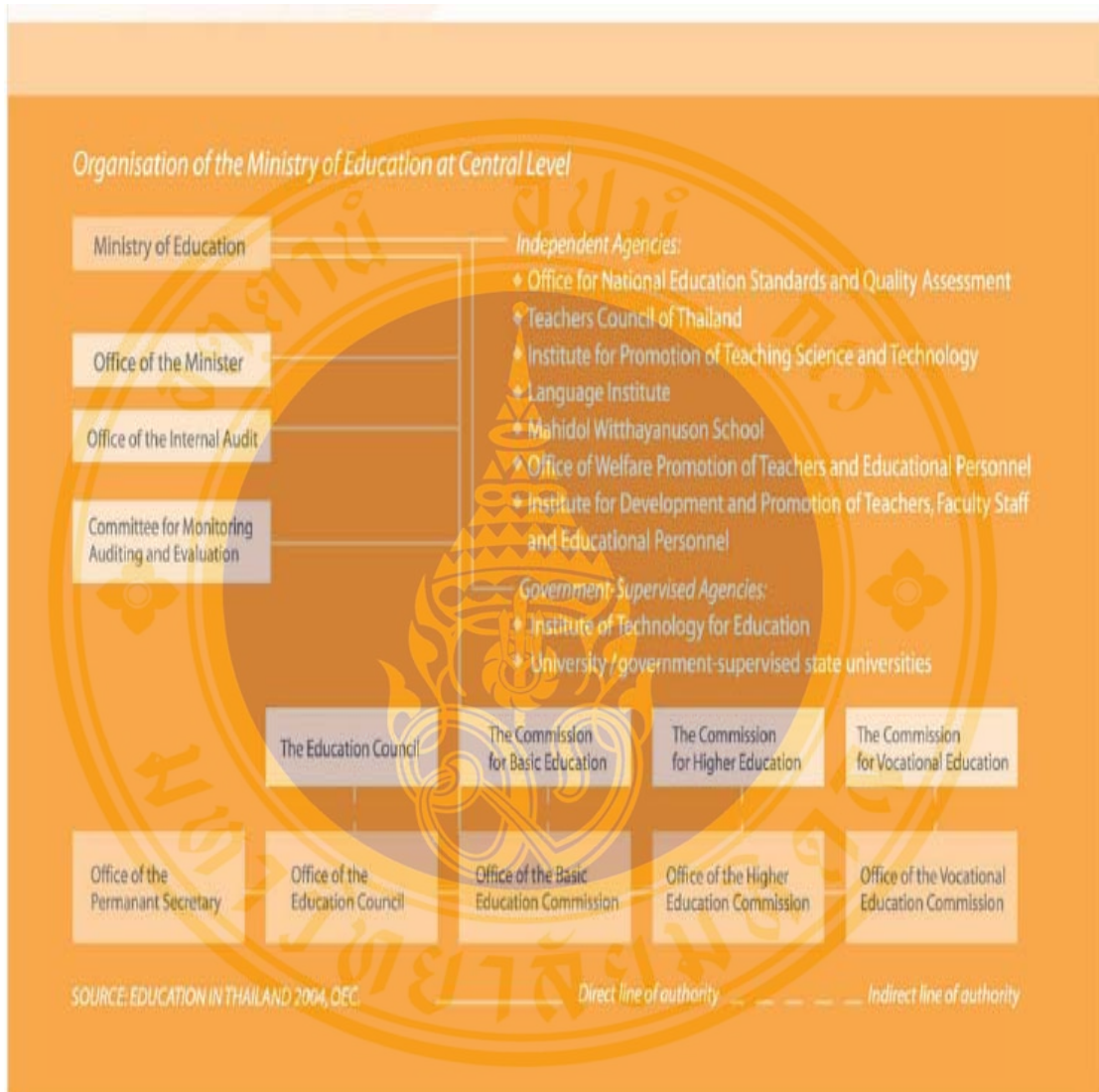
### Appendix 1: ASEAN Member Countries, Population, and Languages

Country	Language	Population
Brunei Darussalam	Malay, English	0.35 million (2004)
Cambodia	Khmer	14 million (2004)
Indonesia	Bahasa Indonesia	216 million (2004)
Lao	Laos	5.7 million (2004)
Malaysia	Melayu, English, Chinese, Tamil	23.7 million (2004)
Myanmar	Myanmar	55 million (2004)
The Philippines	Filipino, English, Spanish	83 million (2004)
Singapore	English, Malay, Mandarin, Tamil	4 million (2004)
Thailand	Thai	64 million (2003)
Vietnam	Vietnamese	82 million (2003)

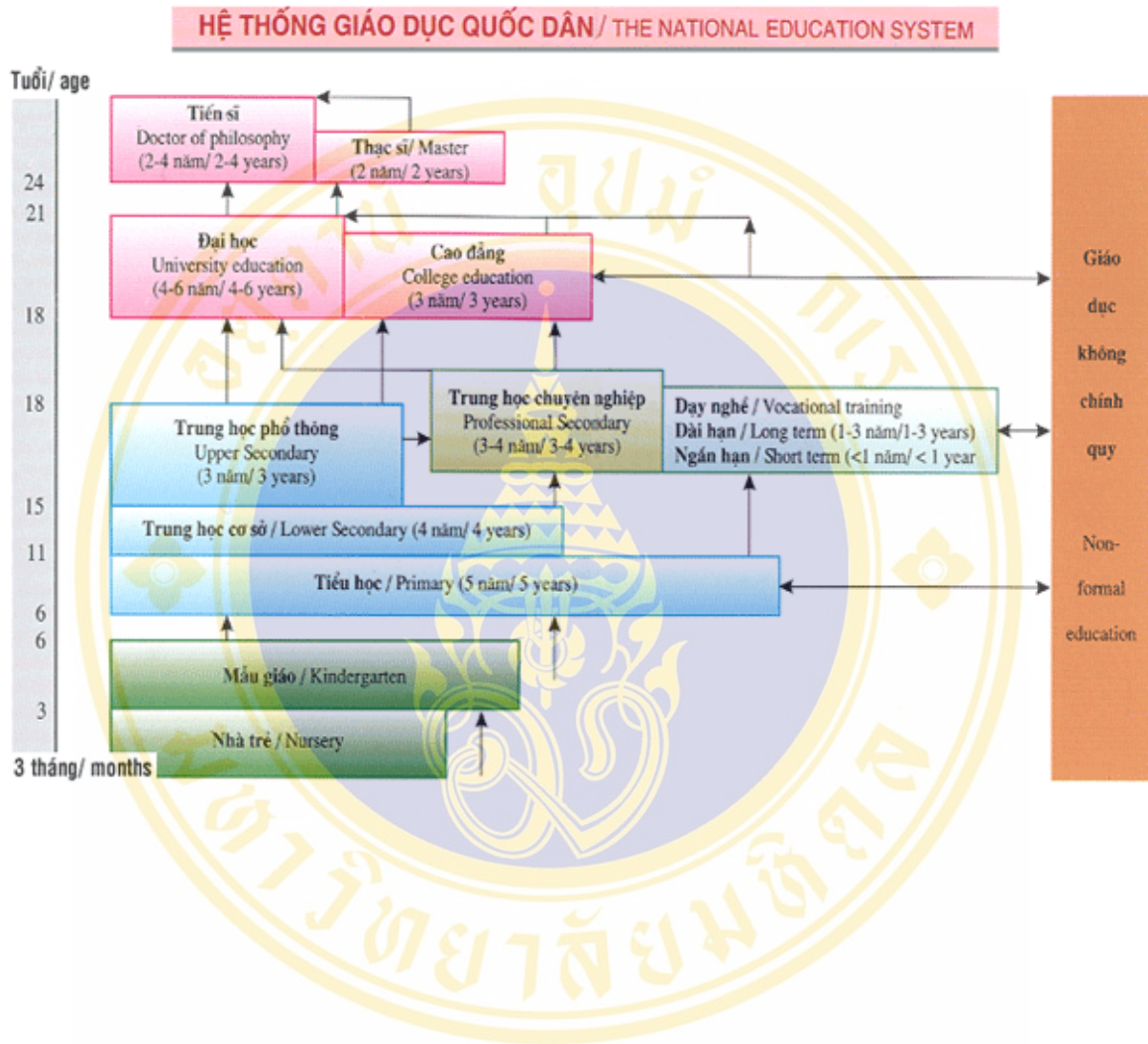
## Appendix 2: National Education System of Thailand



### Appendix 3: Structure of Ministry of Education – Thailand



### Appendix 4 – National Education System of Vietnam



## **Appendix 5 – List of MOET Offices - Vietnam**

1. Office of Ministry
2. Branch Office of Ministry in Ho Chi Minh City
3. Tertiary Office
4. Career Education Office
5. Office of Secondary Education
6. Office of Primary Education
7. Pupils, students Affairs
8. Office of Planning and Finance
9. Office of Science- Technology
10. Office of Pre-School Education
11. Office of Foreign Affair
12. Office of
13. Office of National Defend Education
14. Office of Human Resource
15. Inspectors
16. General Office of Testing and Accreditation of Quality Assurance.

### Appendix 6 – Overview of Selected Schools

Name	Basic information	Training program	Certificate provides	Cooperation partners in foreign countries
Bangkok College of Business Administration and Tourism, Bangkok, Thailand	<ul style="list-style-type: none"> <li>- Year of establishment: 1993</li> <li>- Status: Public school</li> <li>- Supervision authority: Office of Vocational Education Commission</li> <li>- No. of students: approximately 2,000 students</li> </ul>	<ul style="list-style-type: none"> <li>- Hotel management</li> <li>- Tourism</li> <li>- Office management</li> <li>- Secretary</li> <li>- Computer Marketing</li> <li>- Sales Accounting</li> </ul>	<ul style="list-style-type: none"> <li>- Lower certificate of vocational education.</li> <li>- Diploma</li> </ul>	China
Ha Noi Tourism College, Hanoi, Vietnam	<ul style="list-style-type: none"> <li>- Year of establishment: 1972</li> <li>- Status: Public school</li> <li>- Supervision authority: VNAT, MOET</li> <li>- No. of students: 3,000</li> </ul>	<ul style="list-style-type: none"> <li>- Travel Business Administration</li> <li>- Restaurant Business Administration</li> <li>- F&amp;B production</li> <li>- Tour operation</li> <li>- Front Office</li> <li>- F&amp;B Service</li> <li>- Tourism-hotel accounting</li> </ul>	<ul style="list-style-type: none"> <li>Vocational certificate<sup>1</sup>;</li> <li>Vocational diploma<sup>2</sup>;</li> <li>Technical secondary diploma<sup>3</sup>;</li> <li>Technical college degree<sup>4</sup></li> </ul>	ASEAN countries: Malaysia, Philippines, Singapore, Thailand.  Others: Australia, China, Fiji, India, Iran, Korea, Kyrgyzstan, Switzerland, Taiwan China.
Hoa Sua School Restaurant – Hotel – Tourism	<ul style="list-style-type: none"> <li>- Year of establishment: 1996</li> <li>- Statues: Private School</li> <li>- Supervision authority: MOLISA, Department of Education and Training of Hanoi – MOET</li> <li>- No. of student: 500</li> </ul>	<ul style="list-style-type: none"> <li>- Asian cooking</li> <li>- European cooking</li> <li>- Restaurant service</li> <li>- Bakery</li> <li>- Pastry</li> <li>- Housekeeping</li> <li>- Restaurant management</li> </ul>	<ul style="list-style-type: none"> <li>Vocational certificate</li> <li>Vocational diploma</li> </ul>	Belgium, France, Luxembourg.

<sup>1</sup> Chung Chi Nghe (in Vietnamese)

<sup>2</sup> Bang Nghe Dai Han (in Vietnamese)

<sup>3</sup> Bang Trung Cap Chuyen Nghiep (in Vietnamese)

<sup>4</sup> Bang Tot Nghiep Cao Dang Nghe (in Vietnamese)

The International Hotel and Tourism Industry Management School	<ul style="list-style-type: none"> <li>- Year of establishment: 1987</li> <li>- Status: Private School</li> <li>- Supervision authority: Private Education Commission</li> <li>- No. of students: 500</li> </ul>	Career professionals in English for the hotel and tourism industry	<ul style="list-style-type: none"> <li>- One-year Certificate</li> <li>- Two-year Diploma</li> </ul>	Australia, Switzerland, the United Kingdom, the United States
--	--	--	--	---



## Appendix 7 – Accreditation System of Thailand and Vietnam

Thailand	Vietnam
Thailand Vocational Education Standards - 8 standards, 30 indicators	VINAS (Vietnam National Accreditation System) - 9 standards, 100 indicators  (Pilot project (2004-2007))
Standards 1. Graduate quality 2. Teaching and learning 3. Academic support 4. Research and Innovation 5. Academic service 6. Preservation of Arts and Culture 7. Management and Administration 8. International Quality Assurance System	Standards 1. School and purpose 2. Organization and management 3. Curriculum and teaching-learning activities 4. Administrators and teachers 5. Library and supporting documents 6. Finance and financial management 7. Educational context and physical infrastructure 8. Workshops, laboratories, equipment and materials 9. Learners and services for learners.
Accreditation body  Office Standards for External Quality Assessment (ONESQA) - Public Organization	Accreditation body  National Vocational Training Accreditation Council, General Office of Vocational Training, MOLISA (for short-term program and long-term program). National Accreditation Council, MOET (for technical college and higher levels)
Accreditation cycle  5 years	Accreditation cycle  3 years

### Appendix 8: Knowledge about ATTEN – ITIM and Hanoi College

#### Appendix 8-1: I-TIM College

		Frequency	Valid Percent
Valid	don't agree	9	42.9
	neutral	10	47.6
	agree	2	9.5
	Total	21	100.0

#### Appendix 8-2: Hanoi College

		Frequency	Valid Percent
Valid	don't agree	5	27.8
	neutral	9	50.0
	agree	4	22.2
	Total	18	100.0

## Appendix 9 - Questionnaire on the ASEAN Regional Cooperation in Tourism Training (English version)

Dear Colleagues,

The Association of Southeast Asian Nations (ASEAN) includes 10 country members: Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Vietnam, Laos, Myanmar and Cambodia. One of the ASEAN objectives is to strengthen regional human capacity in tourism. In 2002, ASEAN Tourism Agreement was verified. In the same year, the ASEAN Tourism Training and Education Network (ATTEN) was established. And recently, a set of ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) were completed and publicized.

This survey is to investigate teachers' and administrators' perception of ASEAN cooperation in tourism training. We would appreciate your cooperation in completing this questionnaire. Thank you for your support. *Please tick  the answer you select.*

### Your personal information

<b>1. What is your nationality?</b>	<input type="checkbox"/> Thai	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Other
	(specify) _____		
<b>2. School status</b>	<input type="checkbox"/> Private	<input type="checkbox"/> Public	
<b>3. What best describes your work?</b>	<input type="checkbox"/> Administration <sup>5</sup>	<input type="checkbox"/> Teaching <sup>6</sup>	
<b>4. Your highest qualification</b>	<input type="checkbox"/> Graduate	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Technical diploma		

**5. How often do you use English in daily teaching or working?**

1= Never       2= Sometimes       3= Frequently

**6. So far, have you ever participated in any ASEAN's cooperation activities or worked with schools in other ASEAN countries?**       Yes       No

*Continue next page →*

<sup>5</sup> Those who work as members of board management, principal/directors, dean/office managers and staff of academic affair, student and international affair, research and training affair and public relations and education promotion.

<sup>6</sup> Those who work as teaching staff; referring to all teachers excluding general education teachers such as mathematics and local language teachers. The term "teacher" also refers to trainer, instructor.

**7. From the following information channels, how often do you receive information related to ASEAN activities?**

	1= Never	2 = sometimes	3= Frequently
Announcement of your school or relevant authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASEAN publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television/radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(specify) _____			

**Performance of ASEAN Cooperation in Tourism Training**

**8. Do you agree with the following statement?**

	1= don't agree	2= neutral	3= agree
Information about ASEAN cooperation activities is disseminated widely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about ASEAN cooperation activities is disseminated clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy to recognize ASEAN publications and news among other publications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about ASEAN cooperation activities is disseminated continuously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am knowledgeable about the ASEAN Tourism Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am knowledgeable about the ASEAN Tourism Training and Education Network (ATTEN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am knowledgeable about ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Continue next page →*

**9. Below, you can find several activities of ASEAN Tourism Agreement, can you state how high they are on your agenda?<sup>7</sup>**

	1= low priority	2= neutral	3= high priority
To formulate non-restrictive arrangements to enable ASEAN member states to make use of professional tourism experts and skilled workers available within the region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To intensify the sharing of resources and facilities for tourism education and training programs between member countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To develop tourism competency standards and certification procedures for mutual recognition of skills and qualifications in the ASEAN region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To strengthen public-private partnerships in human resource development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To cooperate with other countries, groups of countries and international institutions in developing human resources for tourism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. If your school cooperates with tourism schools in other ASEAN countries or participates in ASEAN's cooperation activities, how are the following areas possibly affected, in your opinion?<sup>8</sup>**

	1= negative effect	2= neutral	3= positive effect
Your personal career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching and training in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of organization and management in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competencies of the graduates in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation of your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment of students in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your school to access to other funding agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others: _____			

*Continue next page →*

<sup>7</sup> Beerkens (2004). Modification.

<sup>8</sup> Beerkens (2004). Modification.

**11. Of the following ASEAN cooperation activities, which ones are you interested in taking part of? (multiple answers possible)**

<input type="checkbox"/>	Student mobility and exchange
<input type="checkbox"/>	Teacher and staff mobility and exchange
<input type="checkbox"/>	Establishment of joint tourism training programs
<input type="checkbox"/>	School-industry relations at regional level
<input type="checkbox"/>	Organization of conferences/seminars/workshops on tourism training
<input type="checkbox"/>	Application of ACCSTP <sup>9</sup> into training program at your school
<input type="checkbox"/>	Other _____

**ASEAN Partner characteristics**

**12. In your opinion, how do the following differences have possible impacts on the effect of ASEAN cooperation?<sup>10</sup>**

	1= Negative	2= neutral	3= Positive
Differences in quality assurance and certification system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in national culture of the countries in which the partner schools are located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in formal organizational procedures of the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in status of school (public vs. private)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other differences: _____			

*Continue next page →*

<sup>9</sup> ASEAN Common Competency Standards for Tourism Professionals

<sup>10</sup> Beerkens (2004). Modification.

***Resources of ASEAN cooperative partners***

**13. In your opinion, how important are the following characteristics in choosing partners for cooperation in ASEAN region?**

	1= Not important	2 = neutral	3= Very important
Proximity of the potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Country of a potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to new student markets (of the partner's country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language of instruction in a potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial resources of a potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical infrastructure and facilities of a potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality in training of a potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management and leadership quality in potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The existing external relations of a potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The reputation of a potential partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other characteristics:			

***The end!***

## Appendix 10 - Questionnaire on the ASEAN Regional Cooperation in Tourism Training (Thai version)

### แบบสอบถามเรื่องความร่วมมือระหว่างกลุ่มประเทศอาเซียนด้านการอบรมการท่องเที่ยว<sup>11</sup>

ถึงผู้ร่วมงานทุกท่าน,

องค์กรความร่วมมือระหว่างกลุ่มประเทศเอเชียตะวันออกเฉียงใต้หรืออาเซียน<sup>12</sup> ประกอบด้วย 10 ประเทศสมาชิก ได้แก่ อินโดนีเซีย มาเลเซีย ฟิลิปปินส์ สิงคโปร์ ไทย บรูไน เวียดนาม ลาว เมียนมา และกัมพูชา หัวข้อที่อาเซียนให้ความสนใจอย่างหนึ่งคือ การสร้างคุณภาพให้กับบุคลากรด้านการท่องเที่ยวในพื้นที่ ในปี 2002 ข้อตกลงด้านการท่องเที่ยวของกลุ่มอาเซียน<sup>13</sup> ได้ผ่านการเห็นชอบ และในปีเดียวกันเครือข่ายการอบรมและการศึกษาด้านการท่องเที่ยวของอาเซียน<sup>14</sup> ได้ถูกจัดตั้งขึ้น สามปีหลังจากนั้น มาตรฐานความสามารถทั่วไปสำหรับผู้เชี่ยวชาญด้านการท่องเที่ยว<sup>15</sup> ก็เสร็จสมบูรณ์และได้รับการเผยแพร่

แบบสอบถามนี้มีจุดมุ่งหมายเพื่อศึกษามุมมองด้านการร่วมมือระหว่างกลุ่มประเทศอาเซียนด้านการอบรมการท่องเที่ยว ของอาจารย์และฝ่ายบริหาร ทางเรารู้สึกขอบคุณเป็นอย่างยิ่งสำหรับความร่วมมือในการตอบแบบสอบถามนี้ *กรุณาทำเครื่องหมาย*  *ในข้อที่ท่านเลือก*

#### I. ข้อมูลทั่วไป

1. สัญชาติของท่าน	<input type="checkbox"/> ไทย	<input type="checkbox"/> เวียดนาม
	<input type="checkbox"/> อื่นๆ (โปรดระบุ) _____	
2. สถานะของสถานที่ที่ท่านทำงาน	<input type="checkbox"/> เอกชน	<input type="checkbox"/> รัฐบาล
3. ลักษณะงานของท่านในองค์กร	<input type="checkbox"/> ฝ่ายบริหาร <sup>16</sup>	<input type="checkbox"/> อาจารย์ <sup>17</sup>
4. ระดับการศึกษาสูงสุดของท่าน	<input type="checkbox"/> ปริญญาโท/เอก	<input type="checkbox"/> ปริญญาตรี
	<input type="checkbox"/> วิทยาลัยเทคโนโลยี <sup>18</sup>	<input type="checkbox"/> อื่นๆ _____

มีต่อหน้าถัดไป →

<sup>11</sup> ASEAN Regional Cooperation in Tourism Training

<sup>12</sup> The Association of Southeast Asian Nations (ASEAN)

<sup>13</sup> ASEAN Tourism Agreement

<sup>14</sup> ASEAN Tourism Training & Education Network (ATTEN)

<sup>15</sup> ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)

<sup>16</sup> ผู้ซึ่งทำงานในตำแหน่งผู้บริหาร ผู้มีตำแหน่งสูงสุด/คณบดี ผู้ที่ทำงานในสำนักงาน และ ฝ่ายวิชาการ ฝ่ายกิจการนักเรียน ฝ่ายกิจกรรมภายนอก ฝ่ายค้นคว้าและอบรม ฝ่ายประชาสัมพันธ์และฝ่ายส่งเสริมการศึกษา

<sup>17</sup> ผู้ซึ่งทำงานด้านเจ้าหน้าที่ฝึกสอน หมายถึงครู อาจารย์ ผู้สอน ไม่รวมถึง วิชาทั่วไปเช่น คณิตศาสตร์และภาษาท้องถิ่น

<sup>18</sup> วิทยาลัยเทคโนโลยีคือการศึกษาหลังจากระดับมัธยมศึกษาตอนปลาย ใช้เวลาเรียน 2-3 ปี

5. ในแต่ละวันท่านมีโอกาสใช้ภาษาอังกฤษในการสอนและการทำงานบ่อยแค่ไหน
- 1= ไม่ได้ใช้                       2= ได้ใช้บ้าง                       3= ใช้บ่อยครั้ง
6. ท่านเคยมีประสบการณ์หรือทำงานในสถาบันการศึกษาที่อยู่ในกลุ่มประเทศอาเซียนหรือไม่
- เคย                       ไม่เคย
7. ท่านได้รับข่าวสารเกี่ยวกับกิจกรรมของอาเซียนจากช่องทางข่าวสารเหล่านี้บ่อยแค่ไหน?

	1= ไม่เคย	2 = ได้รับบ้าง	3= ได้รับสม่ำเสมอ
ประกาศจากหน่วยงานรัฐบาล	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
สิ่งพิมพ์ เอกสาร	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
อินเทอร์เน็ต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
หนังสือพิมพ์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
โทรทัศน์ หรือ วิทยุ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
อื่นๆ (โปรดระบุ)			

## II. การทำงานของการร่วมมือระหว่างกลุ่มประเทศอาเซียนด้านการอบรมการท่องเที่ยว<sup>19</sup>

8. คุณเห็นด้วยกับข้อความเหล่านี้หรือไม่?

	1= ไม่เห็นด้วย	2= เฉยๆ	3= เห็นด้วย
ข้อมูลเกี่ยวกับกิจกรรมความร่วมมืออาเซียนได้รับการเผยแพร่อย่างกว้างขวาง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ข้อมูลเกี่ยวกับกิจกรรมความร่วมมืออาเซียนได้รับการเผยแพร่อย่างชัดเจน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การเผยแพร่และข่าวประชาสัมพันธ์ของอาเซียนง่ายต่อการจดจำ ท่ามกลางการเผยแพร่อื่นๆ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ข้อมูลเกี่ยวกับกิจกรรมความร่วมมืออาเซียนได้รับการเผยแพร่อย่างต่อเนื่อง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ท่านมีความรู้ ความเข้าใจ เกี่ยวกับข้อตกลงการท่องเที่ยวอาเซียน <sup>20</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ท่านมีความรู้ ความเข้าใจ เกี่ยวกับเครือข่ายการอบรมและการศึกษาการท่องเที่ยวของอาเซียน <sup>21</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ท่านมีความรู้ ความเข้าใจ เกี่ยวกับ มาตรฐานความสามารถทั่วไปสำหรับการท่องเที่ยว ของอาเซียน <sup>22</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

มีต่อหน้าถัดไป →

<sup>19</sup> ASEAN Regional Cooperation in Tourism Training

<sup>20</sup> ASEAN Tourism Agreement

<sup>21</sup> ASEAN Tourism Training & Education Network (ATTEN)

<sup>22</sup> ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)

9. ท่านมีความคิดเห็นว่า จุดมุ่งหมายของข้อตกลงด้านการท่องเที่ยวของอาเซียน<sup>23</sup> แต่ละข้อมีความสำคัญมากน้อยเพียงใด?<sup>24</sup>

	1= ต่ำ	2 = ปานกลาง	3= สูง
เพื่อกำหนดการจัดการอย่างไม่จำกัด เพื่อให้ประเทศสมาชิกสามารถใช้ประโยชน์จากผู้เชี่ยวชาญด้านการท่องเที่ยวและแรงงานที่มีความสามารถในพื้นที่ได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เพื่อให้มีการแบ่งปันทรัพยากรและสาธารณูปโภคสำหรับการเรียนด้านการท่องเที่ยวและโครงการอบรมระหว่างประเทศสมาชิก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เพื่อพัฒนามาตรฐานความสามารถด้านการท่องเที่ยว และ ขั้นตอนการรับรองผล เพื่อเป็นการยอมรับร่วมกันด้านฝีมือและคุณสมบัติ ในเขตอาเซียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เพื่อเสริมสร้างความสัมพันธ์ระหว่างรัฐและเอกชน ด้านทรัพยากรมนุษย์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เพื่อร่วมมือกับประเทศ กลุ่มประเทศและ สถาบันสากล และพัฒนา ด้านทรัพยากรมนุษย์สำหรับการท่องเที่ยว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. หากโรงเรียนของท่านร่วมมือกับโรงเรียนการท่องเที่ยวในประเทศอื่นๆของอาเซียน หรือเข้าร่วมกิจกรรมของอาเซียน มีความเป็นไปได้ว่าหัวข้อเหล่านี้จะได้รับผลกระทบอย่างไรบ้าง?<sup>25</sup>

	1= ผลทางลบ	2= ปานกลาง	3= ผลทางบวก
อาชีพของท่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
คุณภาพการสอนและการอบรมในโรงเรียนของท่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
คุณภาพขององค์กร และการจัดการใน โรงเรียนของท่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความสามารถของผู้จบการศึกษาในโรงเรียนของท่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ชื่อเสียงของโรงเรียนของท่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การรับนักเรียน นักศึกษาในโรงเรียนของท่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
โรงเรียนของท่านต่อการเข้าถึงกองทุนต่างๆ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
อื่นๆ: _____			

มีต่อหน้าถัดไป →

<sup>23</sup> ASEAN Tourism Agreement

<sup>24</sup> Beerkens (2004). ดัดแปลง.

<sup>25</sup> Beerkens (2004). ดัดแปลง.

**11. จากกิจกรรมของอาเซียนเหล่านี้ ท่านสนใจเข้าร่วมกิจกรรมใดบ้าง? (สามารถตอบได้มากกว่าหนึ่งข้อ)**

<input type="checkbox"/>	การเคลื่อนย้ายและแลกเปลี่ยนนักเรียน
<input type="checkbox"/>	การเคลื่อนย้ายและแลกเปลี่ยนอาจารย์
<input type="checkbox"/>	การจัดตั้งโครงการอบรมการท่องเที่ยวร่วมกัน
<input type="checkbox"/>	ความสัมพันธ์ระหว่างโรงเรียนในระดับพื้นที่/ท้องถิ่น
<input type="checkbox"/>	การจัดการอบรมสัมมนา การประชุม การประชุมเชิงปฏิบัติการ ด้านการท่องเที่ยว
<input type="checkbox"/>	การนำ มาตรฐานความสามารถทั่วไปสำหรับผู้เชี่ยวชาญด้านการท่องเที่ยว <sup>26</sup> ไปใช้ในโครงการอบรมการท่องเที่ยวในสถาบันของท่าน
<input type="checkbox"/>	อื่นๆ _____

**III. ลักษณะของผู้ร่วมมือ อาเซียน**

**12. ในความคิดของท่านความแตกต่างเหล่านี้ส่งผลกระทบต่อการทำงานของการร่วมมือระหว่างกลุ่มประเทศอาเซียนอย่างไร?<sup>27</sup>**

	1= ลบ	2= ปานกลาง	3= บวก
ความแตกต่างด้านการวัดคุณภาพและระบบการมอบวุฒิการศึกษา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความแตกต่างด้านวัฒนธรรมของประเทศซึ่งเป็นที่ตั้งของโรงเรียนผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความแตกต่างของขั้นตอนต่างๆอย่างเป็นทางการของสถานศึกษา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความแตกต่างด้านสถานะของสถาบัน (เอกชน และ รัฐบาล)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความแตกต่างอื่นๆ:			

มีต่อหน้าถัดไป →

<sup>26</sup> ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)

<sup>27</sup> Beerkens (2004). ดัดแปลง

**IV. แหล่งที่มาของผู้ร่วมงานสำหรับการร่วมมือระหว่างกลุ่มประเทศอาเซียน**

**13. ตามความคิดเห็นของท่าน ลักษณะพิเศษเหล่านี้มีความสำคัญต่อการเลือกผู้ร่วมงานสำหรับการทำงานร่วมกันในเขตประเทศอาเซียนอย่างไร?**

	1= ไม่สำคัญ	2= ปานกลาง	3= สำคัญมาก
ความใกล้ชิดของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ประเทศของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การเข้าถึงตลาดนักเรียนใหม่ ของประเทศเข้าร่วม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ภาษาที่ใช้ในการสอนของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
แหล่งทรัพยากรทางการเงินของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
สิ่งอำนวยความสะดวกต่างๆของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
คุณภาพด้านการสอนของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การจัดการและความเป็นผู้นำของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความสัมพันธ์กับภายนอกองค์กรของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ชื่อเสียงของผู้ร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ลักษณะอื่นๆ: _____			

จบ!

## Appendix 11 - Questionnaire on the ASEAN Regional Cooperation in Tourism Training (Vietnamese version)

### Bảng Câu Hỏi về Hợp Tác Đào Tạo Du Lịch ASEAN

Thưa thầy/cô,

Tổ chức các nước Đông Nam Á (ASEAN)<sup>28</sup> gồm 10 nước thành viên: Bru-nêy, Cam-pu-chia, In-đô-nê-sia, Lào, Ma-lay-sia, Miến điện, Phi-lip-pin, Sing-ga-po, Thái lan, và Việt Nam. Một trong những mục tiêu của ASEAN là phát triển nguồn nhân lực cho ngành du lịch trong khu vực. Năm 2002, Hiệp Định Du Lịch ASEAN<sup>29</sup> đã được ký kết. Cùng năm đó, Mạng Giáo Dục và Đào tạo Du lịch ASEAN (ATTEN)<sup>30</sup> được thành lập. Và gần đây, Hệ thống Tiêu chuẩn Năng Lực Nghề Du Lịch ASEAN (ACCSTP)<sup>31</sup> đã được hoàn tất và phổ biến.

Bản câu hỏi này nhằm điều tra nhận thức của giáo viên, nhân viên và cán bộ quản lý khối trường về hợp tác đào tạo du lịch ASEAN. Chúng tôi mong nhận được sự hợp tác của thầy/cô qua việc điền vào bản câu hỏi. Xin chân thành cảm ơn sự cộng tác của thầy/cô. **Vui lòng đánh dấu  vào câu trả lời được chọn.**

#### 7. Thông tin cá nhân

1. Quốc tịch của thầy/cô	<input type="checkbox"/> Thái lan	<input type="checkbox"/> Việt Nam
	<input type="checkbox"/> Nước khác (Ghi rõ ) _____	
2. Thuộc trường	<input type="checkbox"/> Tư thục	<input type="checkbox"/> Công lập
3. Công việc của thầy/cô thiên về	<input type="checkbox"/> Công tác hành chính <sup>32</sup>	<input type="checkbox"/> Công tác giảng dạy <sup>33</sup>
4. Bằng cấp cao nhất của thầy/cô	<input type="checkbox"/> Sau đại học	<input type="checkbox"/> Đại học
	<input type="checkbox"/> Trung học chuyên nghiệp	<input type="checkbox"/> Khác _____

#### 5. Thầy/cô sử dụng tiếng Anh trong công việc hoặc trong giảng dạy hàng ngày thường xuyên thế nào?

1=chẳng bao giờ

2= thỉnh thoảng

3= thường xuyên

**Tiếp trang sau →**

<sup>28</sup> Association of Southeast Asian Nations

<sup>29</sup> ASEAN Tourism Agreement

<sup>30</sup> ASEAN Tourism Training and Education Network

<sup>31</sup> ASEAN Common Competency Standards for Tourism Professionals

<sup>32</sup> gồm những người là thành viên ban quản trị, hiệu trưởng/giám đốc điều hành, trưởng khoa/trưởng phòng, nhân viên thuộc các bộ phận phụ trách đào tạo, quản lý học sinh, nghiên cứu, quan hệ đối ngoại.

<sup>33</sup> gồm các giáo viên, giảng viên, hướng dẫn thực hành; không bao gồm giáo viên văn và toán.

6. Cho đến nay, thầy/cô đã từng tham gia vào hoạt động hợp tác ASEAN nào hoặc làm việc với các trường trong khối ASEAN chưa?

rồi  chưa

7. Trong các kênh thông tin dưới đây, thầy/cô tiếp nhận thông tin về các hoạt động của ASEAN thường xuyên thể nào?

	1= chưa bao giờ	2 = thỉnh thoảng	3= thường xuyên
Thông báo của trường hoặc các cơ quan chức năng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Các ấn phẩm xuất bản của ASEAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Báo chí	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truyền hình/phát thanh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Khác _____			

### 8. Các hoạt động Hợp Tác Đào Tạo Du Lịch ASEAN

8. Thầy/cô có đồng ý với các tuyên bố dưới đây không?

	1= không đồng ý	2= trung bình	3= rất đồng ý
Thông tin về các hoạt động hợp tác ASEAN được phổ biến rộng rãi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thông tin về các hoạt động hợp tác ASEAN được phổ biến rõ ràng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rất dễ nhận ra các ấn phẩm và tin tức của ASEAN trong số các ấn phẩm khác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thông tin về các hoạt động hợp tác ASEAN được phổ biến liên tục	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tôi biết và hiểu về Hiệp Định Du Lịch ASEAN <sup>34</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tôi biết và hiểu về Mạng Giáo Dục và Đào tạo Du lịch ASEAN (ATTEN) <sup>35</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tôi biết và hiểu về Hệ thống Tiêu chuẩn Năng Lực Nghề Du Lịch ASEAN (ACCSTP) <sup>36</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tiếp trang sau →

<sup>34</sup> ASEAN Tourism Agreement

<sup>35</sup> ASEAN Tourism Training and Education Network

<sup>36</sup> ASEAN Common Competency Standards for Tourism Professionals

**9. Dưới đây là một số hoạt động nhằm phát triển nguồn nhân lực du lịch ASEAN, chúng được ưu tiên thế nào đối với cá nhân thầy/cô?<sup>37</sup>**

	1=không được ưu tiên	2= trung bình	3=được ưu tiên
Lập các hiệp định không hạn chế để các nước thành viên có thể sử dụng nguồn chuyên gia du lịch chuyên nghiệp và nhân công lành nghề sẵn có trong khu vực.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tăng cường việc chia sẻ các nguồn lực và phương tiện giảng dạy phục vụ các chương trình giáo dục và đào tạo du lịch giữa các nước thành viên.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Xây dựng tiêu chuẩn năng lực và bằng cấp nghề du lịch, nhằm tiến tới việc công nhận lẫn nhau về kỹ năng và trình độ chuyên môn trong khu vực ASEAN.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Củng cố liên kết nhà nước và tư nhân trong việc phát triển nguồn nhân lực.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hợp tác với các nước, các nhóm nước và các tổ chức trên trường quốc tế trong việc phát triển nguồn nhân lực cho du lịch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. Nếu trường thầy/cô đang làm việc hợp tác với các trường khác trong khu vực ASEAN hoặc tham gia vào hoạt động hợp tác chung ASEAN, thì các lĩnh vực sau đây có thể bị ảnh hưởng thế nào, theo ý kiến của thầy/cô?<sup>38</sup>**

	1 = tiêu cực	2 = trung bình	3= tích cực
Nghề nghiệp của cá nhân thầy cô	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chất lượng giảng dạy của nhà trường	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chất lượng quản lý và tổ chức nhà trường	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Năng lực làm việc của học sinh sau khi tốt nghiệp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uy tín của nhà trường	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Số lượng học sinh nhập học	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cơ hội tiếp cận với các nguồn tài trợ khác nhau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Khác (ghi rõ): _____			

**Tiếp trang sau →**

<sup>37</sup> Beerkens (2004). Sửa đổi.

<sup>38</sup> Beerkens (2004). Sửa đổi.

**11. Trong những hoạt động hợp tác ASEAN dưới đây, thầy/cô muốn được tham gia vào hoạt động nào? (có thể chọn nhiều câu trả lời)<sup>39</sup>**

<input type="checkbox"/>	Trao đổi học sinh
<input type="checkbox"/>	Trao đổi cán bộ, giáo viên
<input type="checkbox"/>	Thiết lập các chương trình đào tạo liên thông/liên doanh
<input type="checkbox"/>	Thiết lập quan hệ trường – doanh nghiệp ở cấp khu vực
<input type="checkbox"/>	Tổ chức hội thảo/họp/tập huấn
<input type="checkbox"/>	Áp dụng Hệ thống Tiêu chuẩn Năng Lực Nghề Du Lịch ASEAN (ACCSTP) vào chương trình giảng dạy
<input type="checkbox"/>	Hoạt động khác _____

**IV. Đặc điểm của trường đối tác trong khối ASEAN**

**12. Theo ý kiến của thầy/cô, những khác biệt dưới đây có thể có tác động thế nào tới hiệu quả của hợp tác ASEAN?<sup>40</sup>**

	1= tiêu cực	2 = trung bình	3= tích cực
Sự khác biệt về hệ thống quản lý chất lượng giảng dạy và hệ thống bằng cấp của các nước ASEAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sự khác biệt về văn hóa dân tộc của mỗi quốc gia mà các trường đại diện	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sự khác biệt về thủ tục hành chính của các trường	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sự khác biệt về thân thế của trường (công lập/tư thực)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Những khác biệt khác: _____			

**Tiếp trang sau →**

<sup>39</sup> Beerkens (2004). Sửa đổi.

<sup>40</sup> Beerkens (2004). Sửa đổi.

**IV. Nguồn lực của đối tác tiềm năng trong khối ASEAN**

13. Theo ý kiến của các thầy/cô, những đặc điểm sau đây có tầm quan trọng thế nào trong việc chọn lựa đối tác trong vùng?

	1= không quan trọng	2 = trung bình	3= quan trọng
Gần gũi về mặt địa lý của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quốc gia của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cơ hội tiếp cận với thị trường học sinh/sinh viên mới (của nước bạn)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ngôn ngữ được dùng để giảng dạy của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nguồn tài chính của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cơ sở vật chất và phương tiện giảng dạy của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chất lượng đào tạo của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chất lượng quản lý và phương cách lãnh đạo của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mối quan hệ đối ngoại của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uy tín của trường đối tác	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Các tiêu chí khác: _____			

**Hết!**

## BIOGRAPHY

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