
Towards Building an Academic Mobility Framework among ASEAN Teacher Education Institutions

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Abstract

This article aims to propose an academic mobility framework to build a facilitative environment for mobility among teacher education institutions (TEIs) in the ASEAN region. Using a mixed-method design of research, 14 ASEAN TEIs responded to the questionnaire that looked into the policies, practices, level of readiness on mobility and mobility interventions they implement in their institutions in response to the ASEAN integration. A validation meeting was also conducted with university leaders of the respondent TEIs. For this paper, only the qualitative results on mobility interventions were analyzed to come up with the practices and TEIs' suggestions on mobility interventions. Based on the qualitative analysis and inputs from the validation meeting, the proposed mobility framework for ASEAN is presented and discussed in this paper. Respondent TEIs' recommended interventions include: (1) collaboration among ASEAN TEIs to create awareness on their respective teacher education programs; (2) English language capacity building, (3) increased financial support on student and faculty mobility; and (4) curriculum development towards harmonization. The proposed mobility framework has three major parts – the purpose of mobility for ASEAN TEIs, the areas of mobility and the facilitating mechanisms. The ASEAN experience of teachers as catalyst for ASEAN socio cultural community is considered as the purpose of mobility of teachers, which will drive the mobility programs in the ASEAN TEIs along academic, research, extension and cultural areas. These programs will not be facilitated without the necessary mechanisms in place like academic synchronization, curriculum comparability and cross-crediting mechanisms, medium of instructions and delivery format, funding support from regional institutions. The mobility framework being proposed in this paper will serve as a guide to ASEAN TEIs, especially for the ASEAN Teacher Education Network (ASTEN) in implementing mobility programs for teacher education.

Keywords:

academic mobility framework, ASEAN integration, mobility interventions

Introduction

The concept of mobility can be traced as far back as the nomadic era of societies. In education, the definition of mobility has also evolved from traditional geographic mobility to one where students, higher education institutions and even education programs are mobile, as exemplified by distance and virtual learning and branch campus and regional hubs model (Bhandari & Belyavina, 2012). While traditional student mobility might decline as more students choose branch campuses in their own countries over the institution's home campus, diverse forms of internationalization will continue to grow rapidly and serve students with varying education needs (Bhandari & Belyavina, 2012).

In higher education, mobility is one of the key drivers for internationalization. The compelling need for higher education institutions to internationalize means greater mobility among students and faculty. Apart from internationalization, academic mobility is a consistent feature of any regional integration, like the European Union has the landmark European Community Action Scheme for the Mobility of University Student (ERASMUS), the Mwalimu Nyerere program for the African Union, and the ASEAN International Student Mobility (AIMS) for the ASEAN, which serves as a viable mechanism for academic cooperation and harmonization efforts.

The AIMS is one dominant mobility program in the ASEAN, which was a trilateral mobility program piloted among volunteer universities from Malaysia, Indonesia and Thailand. While it expanded in 2009 to include Vietnam and currently helps around 500 students annually to study abroad, student participation from member countries is restricted to top-ranking institutions to ensure quality standards and the portability of credit undertaken abroad (Clark, 2013). Study disciplines in this AIMS Program include agriculture, language and culture, hospitality and tourism, international business and food science and technology (Hepworth, 2013).

The ASEAN integration will be highly characterized and driven by mobility. Academic mobility will be an important vehicle to promote and cultivate the ASEAN identity, necessary for a unified ASEAN Socio-Cultural Community. Moreover,

promoting academic mobility will facilitate the desired freer flow of talents and workers within the unified ASEAN economy. As explicitly articulated in the ASEAN Charter, one of its purposes is “to create a single market and production base which is stable, prosperous, highly competitive and economically integrated with effective facilitation for trade and investment in which there is free flow of goods, services, investment, facilitate movement of business persons, professionals, talents and labor; and freer flow of capital” (ASEAN, 2008 p. 5). In anticipation of this employment mobility, the ASEAN has come up with a Mutual Recognition Agreement (MRA) Framework. This framework endeavors to achieve higher quality of local service providers through regional standards and elevated quality of local professions (Fukunaga, 2015). Since 2005, the ASEAN Member States (AMS) have already signed MRAs for eight professions in the fields of engineering, nursing, architecture surveying, accountancy, medicine, dentistry, nursing, and tourism. Correspondingly, parallel efforts from ASEAN universities offering these programs are underway like curricular adjustments and quality assurance for graduates.

The State of Education and the Role of Teachers in ASEAN Integration

The role of education in the success of ASEAN integration cannot be overemphasized. In fact, during the 14th ASEAN Summit in Cha-Am Huahin when the ASEAN leaders adopted the ASEAN Socio-Cultural Community (ASCC) Blueprint that put forward 28 action lines relevant to education, and they also declared its significant role in contributing to the three pillars of ASEAN, to wit, political and security pillar, the economic pillar and the socio-cultural pillar (The ASEAN Secretariat, 2014). For education to help in strengthening these three pillars, the education ministers in this meeting agreed that, the school curriculum across the ASEAN region should: *i) promote a better understanding of the ASEAN Charter; (ii) advance principles of democracy and of respect for human rights and peace-oriented values; and (iii) provide a better understanding and appreciation of different cultures, customs and faiths in the ASEAN region. For the economic pillar, there should be: (i) a national skills framework in each of the ASEAN*

Member States, as an incremental step towards the establishment of an ASEAN skills recognition framework; (ii) conditions supportive of greater cross-border mobility for students and skilled workers; (iii) an ASEAN competency-based occupational standard; and (iv) a common set of competency standards especially for technical and vocational education and training (TVET) as a basis for benchmarking with a view to promoting mutual recognition. For the socio-cultural pillar, this will require (i) common curriculum content provided about ASEAN for use in schools and as a reference for teacher training and teaching; (ii) graduate course on ASEAN arts and cultures in universities; (iii) ASEAN languages offered as optional foreign language subjects in schools; (iv) regional outreach programmes to raise ASEAN awareness among young people; (v) support provided for ASEAN community-based volunteer programmes that provide educational support for rural communities and indigenous peoples; (vi) an ASEAN education research convention; (vii) lifelong learning in support for Education for All (EFA); (viii) the celebration by schools of ASEAN Day and the establishment of ASEAN Green School awards; and (ix) a regional education development fund established by ASEAN Member States (The ASEAN Secretariat, 2014).

In 2011, the ASEAN education ministers formulated the ASEAN 5-Year Work Plan on Education (2011-2015), which identified four priorities and 20 specific programs for implementation by 2015 based on the provisions for education in the ASCC Blueprint (UNESCO, 2014). These four priorities in the ASEAN 5-Year Work Plan on Education (2011-2015) include (1) Promoting ASEAN Awareness; (2a) Increasing Access to Quality Primary and Secondary Education; (2b) Increasing the Quality of Education-Performance Standards, Lifelong Learning and Professional Development; (3) Strengthening Cross-border Mobility and Internationalization of Education; and (4) Support for Other ASEAN Sectoral Bodies with an interest in Education.

How ASEAN countries fare along these four priority areas is reported in the 2013 ASEAN State of Education Report published by the ASEAN Secretariat in 2014. Findings on Priorities 1, 3 and 4 are succinctly presented since these are deemed relevant with this research.

On promoting ASEAN awareness (Priority 1), it was reported that ASEAN awareness is well inculcated through the schools curriculum and there is general awareness on the ASEAN Curriculum Sourcebook among ASEAN Member States, which is designed for educators and curriculum developers and launched in July 2012. Teaching of ASEAN languages in schools to promote ASEAN awareness is a challenge due to various reasons like shortage of trained teachers and useful materials, different languages and dialects spoken within many ASEAN countries. It was therefore recommended in the report that there should be more teaching of ASEAN languages in schools across the ASEAN region and the development of national school policies in teaching ASEAN languages.

On cross-border mobility and internationalization of education (Priority 3), limited information on the extent of mobility and internationalization through regional strategies was found. While there are bilateral exchanges negotiated between governments or education institutions, national qualification structures and standards and the absence of credit-transfer arrangements remain as obstacles to mobility and internationalization. Initiatives of the ASEAN University Network and SEAMEO were considered to have significant contribution in mobility and internationalization of education in the region. The AUN with membership of 30 government-nominated leading universities from across ASEAN Member States has been successful in the promotion of youth mobility through various programs like scholarships, internships, including cultural and non-academic programs. Establishment of the AUN Quality Assurance (AUN-QA) process and the AUN-ASEAN Credit Transfer System (AUN-ACTS) were important initiatives that facilitate academic collaborations.

Priority 4 that refers to the support for other sectoral bodies with an interest in education points to the significant role of SEAMEO as a key education stakeholders in ASEAN in the attainment of ASEAN aspirations. The SEAMEO-RIHED, one of SEAMEO's 20 centers, implemented the Student Mobility Programme piloted in 2009 with universities from Malaysia, Thailand and Indonesia. The program has expanded to what is now called the ASEAN International Mobility for Students (AIMS) Programme, which promotes regional cooperation

among higher education institutions that fosters students' mobility to hone their academic skills and intercultural understanding. Establishing the ASEAN Qualifications Framework is another commitment of the SEAMEO to address the non-comparability of academic and professional accreditation standards to create a robust standard across the region.

Despite the significant role that teachers play in strengthening the three pillars of ASEAN community (social and political, economic and socio-cultural) (The ASEAN Secretariat, 2014), discussions on standards for teachers and their mobility on the ASEAN level seem to be limited, if at all existing. Hence, intentional efforts among teacher education institutions should be intensified to ensure that pre-service teachers get the authentic ASEAN experience necessary for them to teach their students to become ASEAN-ready.

Purpose and Mobility Status of Students and Teachers in ASEAN TEIs

In a study report on mobility in Europe conducted by Christodoulides, Steimle, Federighi, & Svensson (2010), they defined mobility as “*a process through which a person, and in our case a young person, whilst in the stage of preparing for a working life, is helped to benefit from a posting in another country to gain new knowledge and experiences which would enrich his/her educational and training background and attitudes to life.*”

Research studies have documented a strong link between student mobility and employability. For example, a research report by CHE Consult, Brussels Education Services (BES), Centrum fürHochschulentwicklung (CHE), Compostela Group of Universities (CGU), and Erasmus Student Network (ESN) (2014) found that unemployment rate of former Erasmus students five years after graduation is 23% lower than those who do not go abroad. They are also half as likely to experience long-term unemployment than their counterparts. This difference in employability between the internationally mobile and non-mobile graduates may be due to individual characteristics as posited by Pietro (2014). Indeed, based on their personality traits, Erasmus students have better predisposition for employability even before going abroad and increases this advantage by

42% upon returning (CHE Consult, 2014). The latter finding supports what Wincenciak, Grotkowska, & Gajderowicz (2013) found in their research that mobility *per se* does not impact jobs search duration but is instead correlated with graduates' characteristics associated with higher abilities.

Mobility programs in teacher education may not necessarily promote employability of teachers in other ASEAN Member States. However, mobility has many benefits in teacher education. For example, in the study of Winslade (2016) he found that international field experience promotes cultural competence among students.

In as much as teachers play a key role in promoting the ASEAN identity in schools and in the overall success of ASEAN integration, ASEAN TEIs need to agree on the purpose of mobility programs for their future teachers upon which the design and appropriate activities and programs will be anchored. Correspondingly, the defined purpose and corresponding specific areas and mechanisms of mobility programs and activities can serve as the overall mobility framework for teacher education.

As a field, however, teacher education is not included in any established mobility programs in ASEAN like the AIMS. There is also little information on the level of readiness of TEIs for mobility especially in terms of their institutional capacity, including the readiness of faculty and students for academic and non-academic exchanges and collaboration with their counterparts in other ASEAN TEIs. Information on the current status of mobility among ASEAN TEIs is important as a baseline for policy-makers to come up with the needed mobility programs.

Hence, the Educational Policy Research and Development Center (EPRDC) at Philippine Normal University has embarked on an important policy study to document the policies, practices and readiness for mobility among TEIs in the ASEAN region, including their suggested interventions in order to arrive at a framework to facilitate mobility of faculty and students among ASEAN TEIs.

This article only presents the identified interventions necessary for easier mobility of faculty,

Table 1. Mobility Interventions Implemented among Faculty and Students in Teacher Education in ASEAN Countries

Themes related to interventions implemented	Countries
Collaboration with other universities in ASEAN countries to create awareness on respective programs in teacher education	Cambodia, Indonesia, Philippines, Thailand and Myanmar
Capability building efforts towards English language proficiency	Vietnam, Thailand and Myanmar
Increasing financial support for student mobility and faculty exchange	Thailand and Philippines
Developing curriculum towards harmonization	Vietnam

students and staff. The suggested framework for mobility is also shown with its elements discussed.

Education Network) validated this framework on 29 July 2015 in Bandung, Indonesia.

Methodology

While the entire research used mixed-methods in research that utilizes both quantitative and qualitative methodologies, this section is only the qualitative part of the research. To elicit the suggested interventions for easier mobility, the questionnaire accomplished by 14 ASEAN universities included the following qualitative questions:

1. What interventions have you done or plan to implement to address the problems and issues on mobility in your university?
2. What interventions do you recommend to strengthen mobility of students and faculty among the ASEAN countries?

These 14 universities are from Cambodia (1), Indonesia (2), Myanmar (3), Philippines (3), Singapore (1), Thailand (3) and Vietnam (1).

The proposed mobility framework emanated from suggested interventions and other findings of the overarching research. A graphical presentation of the framework was constructed for a clearer understanding of mobility. Presidents, rectors and other university officials of respondent universities who attended the international conference and organizational meeting of AsTEN (Association of Southeast Asian Teacher

Mobility Interventions among Students and Faculty in ASEAN Region

Table 1 reflects data on the interventions undertaken by the universities to address mobility issues and challenges in teacher education. Networking and collaboration with other universities in the ASEAN with teacher education programs, particularly among ASTEN members, facilitate mobility among respondent universities from Cambodia, Indonesia, Philippines, Thailand and Myanmar. One specific response from a respondent university through the open-ended questionnaire used in this study was:

“We need sometimes to share and talk to the partner universities to come up with the fixed programs based on the mutual talks and communication. Then, we share them to the students from their earlier levels of studies. When they come up with the programs, they have been fully informed concerning the implementation of the programs. Then, a decision will be made by students to join the programs”

English language proficiency was of paramount concern for students of TEIs in Vietnam, Thailand and Myanmar. These university-respondents implemented capability-building programs that enable their students and faculty members to be more proficient in the language to make it easier for them to participate in any mobility programs in the ASEAN. This particular

Table 2. Mobility Interventions Implemented among Faculty and Students in Teacher Education in ASEAN Countries

Themes Related to Recommended Intervention	Countries
Clear policies on faculty and student exchange among member countries	Indonesia, Myanmar and the Philippines
Research Collaborations	Thailand and the Philippines
Allocation of more funding support from the government for faculty and student exchange	Cambodia and Indonesia
Prioritization of trainings for English proficiency	Vietnam and Myanmar
Emphasis on cultural diversity	Myanmar and the Philippines

result echoed what Shawyun (2014) enumerated as one of the areas that need to be addressed in higher education for the member countries' readiness and active participation in ASEAN 2015.

University-respondents from Thailand and the Philippines reported that they prioritize financial support for student and faculty exchange programs, whereas the lone university-respondent from Vietnam emphasized their initial effort towards a unified curriculum to harmonize with that of other TEIs in the ASEAN. With the aforementioned interventions implemented as revealed in this study, it appears that significant steps have been undertaken in realizing priority number 3 or the cross-border mobility and internationalization of education in the ASEAN 5-Year Work Plan on Education as per The ASEAN Secretariat (2014).

When asked about recommended interventions to foster better mobility among faculty and students in teacher education, Table 2 shows that clear policies on faculty and student exchange among member countries should be established, as expressed by university-respondents from Indonesia, Myanmar and the Philippines. Efforts towards more research collaboration should be endeavored, according to the respondents from Thailand and the Philippines. Specifically, one university-respondent from Thailand mentioned the need for the creation of consortium for academic and research collaboration.

On the other hand, for the university-respondents from Cambodia and Indonesia, increased funding

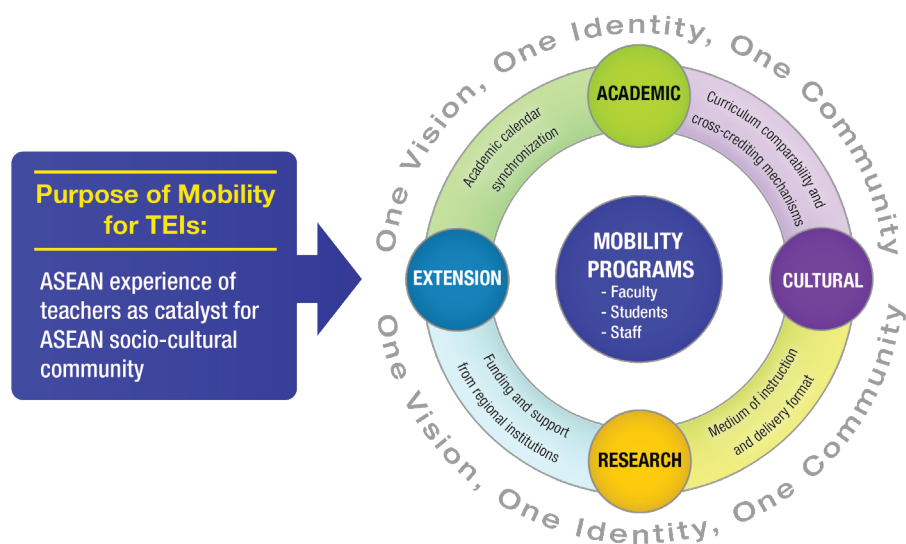
support from the government to boost the mobility of faculty and students should be prioritized. Though Vietnam and Myanmar have expressed that they started the English proficiency capacity building efforts, both still recommended the upgrading of the competencies of their faculty and students along this area to make them ready for the mobility across the ASEAN countries.

University-respondents from Myanmar and the Philippines emphasized the need to respect cultural diversity among the members of ASEAN. Show of respect by each of themembers of the ASEAN will usher better mobility among faculty and students according to a university-respondent from Myanmar. A university-respondent from the Philippines specifically expressed the felt need for exposure of the faculty and students to multicultural activities as an intervention to foster mobility.

Looking at the generated themes on both implemented suggested interventions, the dimensions whereby mobility can be designed are on academic, research and cultural activities. Important mechanisms to better implement mobility programs such as clear policies, English proficiency trainings and funding support were highlighted.

Proposed Mobility Framework for Teacher Education Institutions in ASEAN Region

The proposed mobility framework for ASEAN TEIs is composed of three important parts: the purpose for mobility, the areas for academic mobility (i.e.,



academic, research, extension, and cultural), and the facilitating mechanisms (i.e., curriculum comparability and cross-crediting mechanisms; academic calendar harmonization; medium of instruction and delivery format; and funding, incentives and support from regional institutions). These three major integrated parts are important determinants for the types of mobility programs specific for faculty, students and staff of ASEAN TEIs.

The Purpose of Mobility for ASEAN TEIs

Unlike other disciplines in higher education whose objective for academic mobility is tied to students' competitiveness and employability within the ASEAN region or even beyond, mobility in teacher education may be viewed as driven by the role that teachers are called to portray in establishing a strong ASEAN community. In the above framework, the purpose of mobility for teacher education institutions is to provide an ASEAN experience to teachers as catalysts for ASEAN Socio-Cultural Community. During the validation meeting, a poignant remark from one education leader from the Philippines supported this purpose by saying:

"I expect that my teachers in the Philippines should have the kind of experience to nurture their students so that if they choose engineering, if they choose other fields that will allow them to be mobile within ASEAN then the

teachers must have the kind of experience to guide their students. How can a teacher in my country and in other countries like Vietnam, Laos and others speak to their students, encourage their students' interest in engineering, maritime, nursing and other fields to move towards ASEAN integration unless the teacher is able to explain well in their context so for me, the issue is for the teacher to know ASEAN. If our countries will have to contribute to economic productivity of ASEAN, we cannot simply neglect the teachers and we cannot simply say that students in engineering and nursing to just go around ASEAN and be mobile but for us, teachers, simply stay on. And whatever you know, you transfer that to your students. The bottom-line is what is our purpose for ASEAN mobility and I think, the framework speaks well about it and if we believe that our students and teacher education should have the opportunity for mobility then the purpose should be able to support ASEAN integration. I really feel that our purpose in TEIs is different from the purpose of other areas in the other professions because, take note, the ASEAN blueprint allows for mobility of professionals. In teacher education, the mobility of professionals will involve perhaps, learning from others, advancing in their respective professions

but not in the business sense."(Validation meeting, 29 July 2015)

Areas for Academic Mobility for ASEAN TEIs

Defining the purpose of mobility is the starting point in determining the kinds of programs and the corresponding strategies for implementation. There are four areas which mobility programs for faculty, students and staff can be designed under – academic, cultural research, and extension. Academic may involve students and faculty exchanges, which can take in the form of practice teaching and sandwich programs for students, lectureship and sabbatical leaves for faculty. Cultural programs can be taken as separate programs or infused in the students, faculty and staff exchanges. In the above discussions in interventions, cultural diversity needs to be emphasized in mobility interventions as suggested by respondents from Myanmar and Philippines. Meanwhile, research and extension mobility programs, which are highly applicable to faculty and research staff through research fellowships and volunteer community works, can also be availed by students especially among graduate students as they conduct their thesis or dissertation.

Facilitating Mechanisms for Academic Mobility

The facilitating mechanisms for mobility presented below were based on the research findings of the research report titled "*Policies, Practices and Readiness for Mobility among TEIs in the ASEAN Region Towards Building a Facilitative Environment for ASEAN Integration*" conducted by the Educational Policy Research and Development Center (EPRDC, 2015) of the Philippine Normal University. Mobility indicators were identified based on the rapid assessment and validation activity that the EPRDC research team conducted. This succeeding section highlights the findings on the level of readiness perceived to facilitate mobility among ASEAN TEIs. Table 3 shows the calculated means of these indicators based on the responses of the respondent TEIs.

Academic calendar synchronization

Synchronizing academic calendar among universities is necessary in academic partnerships,

especially in mobility. A top university official in the Philippines commented that the lack of synchronization hampers research and engagement with their partner universities in other countries (Geronimo, 2014). However, in the study of Bedural et al. (2015), alignment of academic calendar of universities with most ASEAN universities (i.e., August to May school year) only had a moderate level of readiness (=4.80) for ASEAN integration, with some universities still implementing a June to May school year calendar like those from Myanmar and Philippines.

Curriculum Comparability and Cross-crediting Mechanisms

As earlier presented, curriculum adjustments is one intervention being implemented by a respondent university from Vietnam. Alongside the curricular alignment efforts of this university with curricular programs other ASEAN TEIs, creating awareness on teacher education programs was among the activities implemented by TEIs from Cambodia, Indonesia, Philippines, Thailand and Myanmar in order to promote ASEAN mobility. All these efforts point to the significance of a harmonized curriculum to ease mobility. On curricular comparability, ASEAN TEIs, on average, also rated their institutions as moderately ready with a mean score of 4.09 when asked whether their respective curricular programs for teacher education will allow students and faculty to interact with students and faculty from other ASEAN countries (Bedural et al., 2015). The almost ready rating (=5.22) on curriculum having components of 21st century skills and global citizenship is encouraging. This may jumpstart specific activities on mobility among institutions.

The facilitative value of cross-crediting scheme on mobility seems to be overshadowed by its complexity. Country educational regulations, grading system, university curricula and quality were identified as constraints in formulating credit transfer schemes (Pham, 2012). Unsurprisingly, the level of readiness of ASEAN TEI respondents on cross crediting of subjects was the lowest scoring indicator (=3.07) in all of the indicators in the study of Bedural et al. (2015), albeit a moderately ready interpretation of the value.

Table 6. Level of mobility readiness among TEIs on the institution, student & faculty levels

Readiness indicators	Overall mean	Interpretation
Institution	4.60	Moderately Ready
1. Academic calendar The academic calendar is aligned with most ASEAN countries, which is August to December for the first semester and January to May for the second semester.	4.73	Moderately Ready
2. Facilities There is a dormitory and international office/center to accommodate international faculty and students.	4.13	Moderately Ready
3. Curriculum The curricular programs for teacher education will allow for students and faculty to interact with students and faculty from other ASEAN countries.	4.09	Moderately Ready
a) Content (with components of 21st century skills & global citizenship)	5.22	Almost Ready
b) Delivery format (blended learning and full-online)	3.63	Moderately Ready
c) English as the medium of instruction	4.74	Moderately Ready
d) Cross-crediting (crosscrediting of subjects from other ASEAN universities)	3.07	Moderately Ready
4. Accessibility of the university Faculty and students from other countries can easily visit the university. It is accessible from the airport with reliable transport services.	6.22	Ready
5. Government+Support+System+ The government has existing policies and programs on mobility for faculty, staff and students!!	!4.80!!	Moderately Ready
6. ASEAN+integration+ The university welcomes ASEAN integration. It promotes ASEAN thru various activities like multicultural programs or similar activities.!!	!5.78!!	Almost Ready
Student	3.67	Moderately Ready
7. Student Exchange	4.24	Moderately Ready
a) The university has existing student exchange programs with ASEAN universities.	4.52	Moderately Ready
b) The College/Faculty of Education of the university has existing student exchange programs with ASEAN universities	3.48	Moderately Ready
8. University funding support to students	3.25	Moderately Ready
a) The university provides funding support to the students for their travels abroad for benchmarking, paper presentations and the like.	3.30	Moderately Ready

Medium of Instruction and Delivery Format

English being the medium of instruction in respondent TEIs was rated moderately ready (=4.74)

Readiness indicators	Overall mean	Interpretation
b) The university provides funding support to the students in the College/Faculty of Education for their travels abroad for benchmarking, paper presentations and the like.	3.25	Moderately Ready
Faculty	4.72	Moderately Ready
9. Faculty Exchange	4.70	Moderately Ready
a) The university has existing faculty exchange programs with ASEAN universities.	4.74	Moderately Ready
b) The College/Faculty of Education of the university has existing faculty exchange programs with ASEAN universities.	4.28	Moderately Ready
10. Research+Collaboration++	4.89	Moderately Ready
a) The faculty members in this university are engaged in research with their counterparts in other ASEAN counties.+	4.90	Moderately Ready
b) The faculty members in the College/Faculty of Education of this university are engaged in research with their counterparts in other ASEAN counties.+	4.57	Moderately Ready
11. University+funding+support+to+faculty++	4.80	Moderately Ready
a) The university provides funding support to the faculty for their travels abroad for benchmarking, paper presentations and the like.	4.88	Moderately Ready
b) The university provides funding support to the faculty in the College/Faculty of Education for their travels abroad for benchmarking, paper presentations and the like.	4.77	Moderately Ready
Overall Mean	4.35	Moderately Ready

Qualitative responses of respondent universities from Thailand and Indonesia acknowledged their need to improve on their English language proficiency. English has been declared as the official working

language of ASEAN. As such, improving English language proficiency has been one of the serious challenges to ASEAN member states. This is among the recommended interventions for mobility mentioned by TEIs from Vietnam, Myanmar and Thailand as discussed above. The pressure is upon education institutions, with a strong policy support of their respective governments.

Delivery format (i.e., face to face, blended or fully online) of curricula is a crucial consideration in mobility. With technology, not only academic lessons can be learned online, multicultural activities can also be set up over the web and real-time virtual interactions can be facilitated via the Internet. However, in the study of Bedural et. al., (2015), that delivery format indicator received a low mean rating of only 3.63, although having a moderately ready interpretation, suggesting problems with technology access. Further, the study's respondent university from Thailand mentioned that lack of technology for online learning hinders blended or full online classes. Myanmar cited online connectivity issues.

Funding, Incentives and Support from Regional Institutions

Funding and incentives are critical considerations in participating in any mobility programs. Expenses related to a specific mobility program need to be carefully itemized as this bears costs to both the sending and hosting institutions, as well as the individual participants. In the study of Choudaha (2017), financial and support services are among the pressures of international student mobility upon universities. This finding validates the earlier results of the study conducted by Bedural et. al (2015), which suggested that increased funding support to mobility of faculty and students both faculty and students is needed. However, the mean scores 4.80 and of 3.25 for faculty and students, respectively, suggests that funding support for mobility to students is lower compared to that of faculty. Insufficient funding pushes students to look for alternative sources of financial support to be able to join student exchanges. Faculty members, on the other hand, pay from their own pockets to complement the meager financial support of their universities.

Recognition and support of regional institutions, like the ASEAN Secretariat and the SEAMEO-RIHED, to any organized mobility programs in teacher education is vital in locating where these programs fit and how they complement other mobility programs in other disciplines to achieve the desired level of regional cooperation. The Association of Southeast Asian Teacher Education Network (ASTEN), composed of premiere ASEAN teacher education institutions established in 2014, may serve as a unifying platform in achieving its common goal of leveling up the quality of teacher education in the ASEAN region. This is essential in the sustainability of any endeavor on teacher education on the regional level, like programs on mobility.

Conclusion

This study aimed to propose a mobility framework for ASEAN TEIs to serve as their guide in implementing teacher education mobility programs based on the current practices and recommendations of the respondent TEIs in the ASEAN. The proposed mobility framework was a result of the combined suggested interventions of the respondents TEIs and the inputs of their respective university leaders during the validation meeting conducted for this research. Since teacher education as a professional field is not included in any mobility programs, the common interventions that ASEAN TEIs identified and suggested filled the gap on how mobility programs focused on teacher education can be started systematically. To do this, respondent TEIs called for collaboration among ASEAN TEIs, capacity building especially in the use of the English language, increased financial support for mobility for both faculty and students, and curriculum harmonization.

As opposed to other professional disciplines, this framework for mobility is not driven by the employability of students as future participants in the ASEAN's free flow of workforce. Rather, mobility programs in teacher education aims to provide ASEAN experience and exposure to teachers and students to be significant contributors in building the ASEAN Socio Cultural Community. Mobility programs can be carried out in three areas of the teacher education programs namely, academic,

research, extension and cultural areas. The mobility programs in these specific areas are facilitated by mechanisms like academic synchronization, curriculum comparability and cross-crediting mechanisms, medium of instructions and delivery format, funding support from regional institutions.

The proposed academic mobility framework may be adopted by the ASTEN or any established regional networks of ASEAN TEIs, which can be used in targeting mobility programs and strategies for teacher education. This framework will also guide policy makers to create a facilitative environment for mobility among pre-service teachers and faculty of teacher education institutions for a holistic and coherent mobility programs. This framework will likewise ensure that teachers will have the desired ASEAN experience, and making their students aware and understand different ASEAN cultures, hence making an impact in fulfilling the end goal of building a strong ASEAN socio-cultural community. It is therefore recommended that ASEAN TEIs and related organizations look into how they can use this framework in designing their mobility programs.

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