**The European Association for Southeast Asian Studies**

Conference dates: 23 July – 25 July 2024 with excursion on 26 July

Venue: Roeterseiland Campus, University of Amsterdam, The Netherlands

**PROPOSAL FOR PANEL**

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| Format | : | Alternative Format: Panel – Roundtables |
| Panel Title | : | Globalization & Knowledge Economy: Assessing Issues on Learning & Education in Post-Pandemic South(East) Asia |
| Convener | : | Adiasri Putri Purbantina, Ph.D. ([adiasri.hi@upnjatim.ac.id](mailto:adiasri.hi@upnjatim.ac.id))  University of Pembangunan Nasional “Veteran” Jawa Timur, INDONESIA |
| Presenters | : | 1. Adiasri Putri Purbantina, Ph.D. ([adiasri.hi@upnjatim.ac.id](mailto:adiasri.hi@upnjatim.ac.id))   University of Pembangunan Nasional “Veteran” Jawa Timur, INDONESIA   1. Tran Thi Hue, Ph.D. ([t-tran@suma.kobe-wu.ac.jp](mailto:t-tran@suma.kobe-wu.ac.jp))   Kobe Women’s University, JAPAN   1. Numtip Smerchuar, Ph.D. ([numtip.sm@up.ac.th](mailto:numtip.sm@up.ac.th))   University of Phayao, THAILAND   1. Deborrah Sadile Anastacio, Ph.D. ([deborrah.anastacio@dlsu.edu.ph](mailto:deborrah.anastacio@dlsu.edu.ph))   De La Salle University Manila, PHILIPPINES   1. Leslie Anne L. Liwanag, PhD ([leslie.liwanag@dlsu.edu.ph](mailto:leslie.liwanag@dlsu.edu.ph))   De La Salle University - School of Innovation and Sustainability, PHILIPPINES |

# A. Format Description (½ page)

This panel tackles the topic of "Globalization & Knowledge Economy: Assessing Issues on Learning & Education in Post-Pandemic South(East) Asia." Scholars from four Southeast Asian countries are discussing the empirical problems that exist in learning & education in the global south, which are tightly connected to the present Western-centric knowledge economy paradigm. We are proposing an alternative panel format, which is a mix between panels and roundtables. The panel will consist of three small sessions. The first session will take up 35 minutes, in which each presenter will deliver their key discussion point for 5 minutes related to their key discussion point. The presenters will use a visual presentation to provide a case. The second session will be a semi-structured roundtable discussion for 50-55 minutes, based on the key discussions mentioned in the first session. The remaining 5-10 minutes will be for the moderator to draw the conclusion of the panel discussion.

This panel will bring together five scholars, who are also a member of Higher Education Institutions to discuss the key issues and challenges facing learning and education in post-pandemic South(East) Asia. The panel will use cases from Indonesia, Thailand, the Philippines, Vietnam, and Japan to illustrate these issues and challenges. The panel will be formatted as a roundtable discussion, with one of the presenters acting as moderator. Each presenter will deliver a key discussion point using one of the country cases.

# B. Panel Description / Urgency of Topic (½ page)

Globalization, driven by economic and technological advancements, has fostered worldwide interconnectedness and the "knowledge economy" (Moahi, 2007), leading to the transition from Fordism to new accumulation regimes (Jessop, 2018). This has transformed universities into academic capitalist enterprises, integrating a transnational dimension into teaching, research, and services (Kauppinen, 2012). The case of “Life-long Learning Policy in Higher Education: the Next Step of Education Reform?” discusses the case of Thailand’s higher education. The resulting competition among institutions has led to a focus on maximizing revenue and promoting economic competitiveness, rather than solely on education and research (Jessop, 2018). The case of “International Accreditation in Higher Education Institutions in Indonesia: Challenges in Ensuring Inclusive Education” explores on how universities in Indonesia are competing to meet the global standards through the current “performance-based funding” mechanism promoted by the Ministry of Education. Cross-border education has also become a tradable commodity in trade negotiations (Varghese, 2008), leaving international students vulnerable to disruptions (e.g., COVID-19 pandemic), which is explored by the case of “Prevalence and Risk Factors Associated with Mental Health of Vietnamese Students in Japan During The COVID-19 Pandemic”. Despite its importance, indigenous knowledge is often undervalued and commoditized in global education, benefiting individuals and corporations while disempowering communities (Moahi, 2007). The two cases of “The Direction of the Indigenization of Filipino Psychology in DLSU-CLA” and “A Comparative Analysis of the English and Filipino ChatGPT Translations from the Existing Translations of the Philippine National Anthem” addresses the issue indigenous knowledge, which are promoted by the local indigenous actors (i.e., academicians and practitioners).

# C. Additional Information (Individual Research Works)

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| **1** | **Adiasri Putri Purbantina, Ph.D.**  (University of Pembangunan Nasional “Veteran” Jawa Timur, INDONESIA) |
| **“(Internationalization) International Accreditation in Higher Education Institutions in Indonesia: Challenges in Ensuring Inclusive Education”**  Indonesia's recent Ministerial policy, “Freedom in Learning and Campus", motivates universities to pursue better and, if possible, international accreditation. This is done through performance-based funding, with the Ministry of Education promising at least an IDR500 million incentive (about USD35,700) to universities that meet eight points of quality achievement directly related to improved accreditation. However, this policy raises concerns about the clash between the pursuit of inclusive education and capitalistic approaches in Indonesian higher education. It is important to find a way to balance these two competing goals. | |
| **2** | **Tran Thi Hue, Ph.D.**  (Kobe Women’s University, JAPAN) |
| **“Prevalence and Risk Factors Associated with Mental Health of Vietnamese Students in Japan during the COVID-19 Pandemic”**  This study assesses the health and economic challenges faced by Vietnamese students living in Japan during the COVID-19 pandemic. A cross-sectional study of 589 Vietnamese residents in Japan found that nearly half of the participants had depressive symptoms higher than the general population. Students reported a higher prevalence of depressive symptoms than those with other resident statuses. Multivariable logistic regression analysis revealed that more severe depressive symptoms were associated with poor self-perception of health and difficulties in accessing healthcare. However, perceived social support was found to protect against depression. Findings from this study can guide efforts to build effective public health approaches to reduce the mental health burden among vulnerable populations in Japan and globally. (More can be | |
| **3** | **Numtip Smerchuar, Ph.D.**  (University of Phayao, THAILAND) |
| **“Life-long Learning Policy in Higher Education: The Next Step of Educational Reform?”**  Lifelong learning is essential in today's rapidly changing world, where workers need to learn new skills to stay ahead of the curve (World Economic Forum, 2020). Digital technology is a driving factor behind this need for lifelong learning (UNESCO-IBE, 2016). Learners can now choose from a variety of online and in-person learning opportunities, tailored to their individual needs and interests (Leong, Sung, Au, and Blanchard, 2020). This trend increases particularly after the Global Covin-19 pandemic. Lifelong learning can significantly reduce employment loss and skill lag (Allen & de Grip, 2007). | |
| **4** | **Deborrah Sadile Anastacio, Ph.D.**  (De La Salle University Manila, PHILIPPINES) |
| **“The Direction of the Indigenization of Filipino Psychology in DLSU-CLA”**  Filipino Psychology, or Sikolohiyang Pilipino (SP), is a type of alternative psychology that emerged in the late 1960s and early 1970s in response to the incompatibility of Western psychology with non-Western cultures. In the Philippines, SP was pioneered by Dr. Virgilio G. Enriquez, Dr. Zeus A. Salazar, and Dr. Prospero R. Covar at the University of the Philippines, and by Br. Andrew B. Gonzales, FSC at De La Salle University. This study aims to add to the overview of SP in the Philippines by examining the research on SP published by scholars at Philippine institutions. | |
| **5** | **Leslie Anne L. Liwanag, Ph.D.**  (De La Salle University - School of Innovation and Sustainability, PHILIPPINES) |
| **“A Comparative Analysis of the English and Filipino ChatGPT Translations from the Existing Translations of the Philippine National Anthem”**  This study aims to analyze ChatGPT's translation capabilities in Filipino and English by translating the Spanish poem "Filipinas'" by Jose Palma into these two languages. The translations generated by ChatGPT will be compared to the existing translations of 1) "Land of the Morning" by Osias and Lane in English and 2) "Lupang Hinirang" by de Leon in Filipino, using Friedrich Daniel Ernst Schleiermacher's (1768-1834) translation theory. This study is important for students and scholars of cultural studies to test the potential of AI in translation and explore the controversial implications of AI, as it is believed to potentially replace certain professions such as human translation. | |