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ASEAN Curriculum Assessment

Project Report

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ASEAN Curriculum Assessment

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Preface

The ASEAN-US Technical Assistance & Training Facility Phase II (“the Facility”) is a project under the five-year U.S. State Department/U.S. Agency for International Development ADVANCE program. Both ADVANCE and the Facility are designed to promote the goals of the ASEAN Cooperation Plan (ACP), the ASEAN-US Enhanced Partnership Plan of Action, and the Trade and Investment Framework Arrangement while supporting ASEAN’s own vision, encapsulated in the Roadmap for an ASEAN Community, to create an outward-looking, stable, peaceful and prosperous ASEAN Community. Accordingly, the ASEAN-US Facility endeavors to

- Strengthen the ASEAN Secretariat with respect to regional economic integration, social and cultural development, transnational issues and regional security; and
- Enhance ASEAN political/security, economic, and social/cultural integration and cooperation.

This study was prepared by the East-West Center under subcontract with Nathan Associates, in collaboration with the ASEAN Secretariat. The Facility is led by Chief of Party Timothy Buehrer. For more information, write Timothy Buehrer at tbuehrer@nathaninc.com or visit www.asean-us-partnership.org.

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INTRODUCTION

ASEAN leaders in the 2004-2010 Vientiane Action Program (VAP) pledged to “weave the ASEAN nations together and form the foundations of an ASEAN identity” as part of the broader realization of the ASEAN Vision 2020. Educational curriculum was named as a key vehicle through which to mainstream both ASEAN awareness and identity. (VAP 3.4i) The more recent Blueprint for the ASEAN Socio-Cultural Community, 2009-2015 envisaged “an ASEAN Community that is people-centered and socially responsible with a view to achieving enduring solidarity and unity among the nations and peoples of society which is inclusive and harmonious where the well-being, livelihood and welfare of people are enhanced.” It further proposed to foster “the awareness of ASEAN to youths through education and activities to build an ASEAN identity based on friendship and cooperation.” (ASCC A1.11)

ASEAN has sought assistance from the ASEAN-US Technical Assistance and Training Facility (Facility) to foster ASEAN awareness and identity through education. As such, the Facility and the ASEAN Secretariat developed a proposal to gather and assess primary and secondary school textbooks and other curricular materials on ASEAN currently used within the Member States as a necessary first step toward developing additional materials aimed at fostering greater awareness of ASEAN among primary and secondary schoolchildren and youth in the Member States.

The East-West Center (EWC) was selected as the subcontractor to perform this work. With the input of the various Ministries of Education of Member States, EWC gathered and assessed the current ASEAN-related content, analyzed it to identify strengths and opportunities, and recommended a series of thematic approaches and next steps towards developing ASEAN source materials that can be used to engender and cultivate an ASEAN identity among children and youth.

I. GATHERING AND ORGANIZING THE CURRENT ASEAN-RELATED CONTENT

The premise, conclusion, and recommendations provided in this study are based on a careful review and assessment of curriculum materials on ASEAN, including textbooks, curriculum standards and frameworks, and other ancillary materials, that are used in primary and secondary schools in ASEAN Member States. The materials were gathered through the Ministries of Education in Member States – except for Myanmar whose Ministry of Education did not release such materials for our review. The study also draws on the expertise of the East-West Center’s Education staff with regards to educational best practices and is further supported by the Center’s extensive work with teachers and schools in the ASEAN region.

In conducting this study, the EWC worked through the Ministries of Education in ASEAN Member States as well as its own contacts in the region to gather ASEAN-related curricular materials being used in Member States. Compiled materials were given an immediate preliminary assessment by regional reviewers to determine their relevance to the project. Based on the preliminary assessment, the materials were tiered according to their relevance, whether direct, tangential, or marginal. Then, working with its affiliates, the EWC translated materials in the first two categories into English for meaning, though not in polished form. Materials

considered marginal were not translated, but were sorted and saved for future review by any interested party involved in the process.

The translated materials were further reviewed and categorized by the EWC and then re-organized and classified in the document titled “A Preliminary Summary of ASEAN Studies Content in Primary and Secondary School Curricula and Instructional Materials of ASEAN Member States” (see Appendix 1). This document organized the materials in a chart divided first into “primary,” “lower-secondary,” and “upper-secondary,” and then, within these categories, the materials were further classified by country and identified by grade-level and subject matter. The chart identified the content of the curriculum along with knowledge and skills indicators that measure students’ mastery of the material. It also provided a detailed listing, per country, of all curriculum sources consulted for the project.

By presenting an empirically based assessment of the current state of the curriculum on ASEAN in each Member State, the Preliminary Summary chart was able to reveal common curricular patterns as well as cross-national variation. The format also enabled all the parties of this process to clearly assess where the content is lacking, where it is redundant, where it can be extended to various grades (such as K-6) and subjects (literature, music, visual arts, the social and physical sciences), and to look for innovative means to integrate ASEAN in cross-curricula and trans-national ways in order to forge a common ASEAN identity.

II. ANALYZING THE CURRENT ASEAN-RELATED CONTENT

Building on the Preliminary Summary, which showed *what* was being used in the curriculum, the EWC then conducted a more detailed country-by-country analysis of *how* ASEAN-related content is currently addressed as a means of working toward a more thorough, consistent, and ultimately meaningful treatment of ASEAN within the curricula of Member States. This detailed analysis presented the ways in which the curricula progresses through the grades and across subject matter in each country.

The findings were compiled in A Thematic Summary of ASEAN Studies Content of ASEAN Member States and Pathways to Building an ASEAN Identity and presented at the Fourth ASEAN Education Ministers Meeting (4th ASED), held in conjunction with the 44th SEAMEO Council Conference on April 9, 2009 in Phuket, Thailand.

The Thematic Summary organizes the current content from each country through five thematic lenses:

I. **Historical Knowledge and Cultural Awareness:** Use knowledge of the past to construct a meaningful understanding of ASEAN nations' diverse histories and cultural heritage and to inform their civic judgment.

II. **Geographic Understanding:** Analyze spatial patterns, physical features, dynamic natural forces, and also cultural processes that shape environments in order to make informed decisions about development and sustainability.

III. **Economic Perspective:** Employ knowledge of the production, distribution, and consumption of goods and services, as well as the management of resources and sustainability to participate effectively in the local, national, regional, and global economies.

IV. **Governance and Civic Competence:** Develop understanding of governance to define students' future roles as citizens actively involved in local, regional, and international affairs and policy.

V. **Emerging Regional Issues:** Highlight issues of current regional concern, such as public health, pandemic and natural disaster mitigation and response, energy, and security. These demonstrate how people, places, economies, and governments are inextricably related, and that events and responses have repercussions on regional as well as global scales.

The EWC sorted the ASEAN-related content of each country according to these themes, and provided an analysis of how the material is distributed and how it builds through the grade levels and across subject matter. (The full analysis is included in Appendix 2 to this report.)

On a country-by-country basis, the Thematic Summary reports:

Brunei Darussalam focuses ASEAN treatment in grades 6-8, and is strongest in Geographical Understanding, Economic Perspective, and Governance and Civic Competence. There is repetition within the thematic categories and a chance to build upon ideas introduced earlier. There are many opportunities to add to the curriculum in Grades K-5 and 9-12; and also to build content around the theme of Emerging Regional Issues.

Cambodia has relatively broad coverage of ASEAN and at least touches on all the themes. The curriculum mentions all the other Member States, though there is potential to treat them more uniformly in the different themes. With the ASEAN-related curriculum stretching from Grades 3-12, Cambodia has one of the most extensive treatments of ASEAN on paper. There is an opportunity to explore more fully the arts and cultural traditions of Member States.

Indonesia covers ASEAN within all of the themes to some extent, examining the history, arts, geography, economics, and governance of its neighbors, while touching briefly on Emerging Regional Issues in the context of cooperation. Concepts build through the grades and Indonesia looks at how the Member States are connected in various ways. There are opportunities to introduce ASEAN into the curriculum earlier, and to explore more fully the arts and traditions of more Member States.

The **Lao** curriculum emphasizes connections between itself and other ASEAN Member States as well as China. Secondary Social Sciences and Biology underscore life-skills approaches, and critical thinking and self-awareness. Many of the topics covered have an "Emerging Issues" angle, and there is also a great deal of connection between the themes. Drawing relationships across themes as well as between past and present is an example of a way in which to build a larger ASEAN-related curriculum.

Malaysia has the potential to more fully explore its own as well as other Member States' culture and history, geography, economy, governance and regional issues in many grade levels. Its Grade 11 course on Moral Studies demonstrates how one topic can effectively cross and make connections across themes.

The **Philippines** has much potential to explore its relationship to other Member States and ASEAN.

Singapore's comprehensive curriculum integrates ASEAN content in ways that go beyond a survey of data to demonstrate how the destinies of Member States and their peoples are linked through shared experiences and common challenges. Moreover, its extension of ASEAN-related content to the lower grades builds in complexity to sophisticated courses in the upper grades. The integration of art and music in elementary school and of literature in upper secondary level courses is especially notable, as is the attention to Emerging Regional Issues. The content can be expanded in Geographic Understanding. Also, there is the potential to include more consistent information on various ASEAN countries.

Thailand focuses on ASEAN-related curriculum mostly in the Lower Secondary Grades, there are many areas where the ASEAN-related content can be added and expanded to other grades and within the thematic lenses. Thailand's current treatment of the content draws connections between cultures (the influence of Indian and Chinese civilizations and contemporary foreign influences on Thailand today) and across subject matter (such as the geographic impact upon social, economic, and political developments).

Vietnam has some strong examples of introducing concepts related to Emerging Regional Issues in the younger grades, and its Interdisciplinary Nature, Science, and Social Studies exemplify how ASEAN-related subject matter can be adapted and integrated into various disciplines.

In sum, material in the Thematic Summary shows that ASEAN Member States are making efforts to teach about ASEAN and the other countries in the region in some fashion. At the same time, the EWC recognized and cautioned all to keep in mind that the study looked at the curricula and instructional materials "on paper," not as they come to life in the classroom, and there are sometimes disparities between these. The study also revealed that there are many gaps in the content, and through the grade levels.

Moreover, ASEAN-related content resides chiefly in the social studies and history curricula, though there are instances where it has been alluded to or integrated into art, music, economics, and the natural sciences, indicating further potential for engaging students. For instance, primary grades' language arts and fine arts curricula can draw upon literature, music, and visual arts that highlight both the shared and distinctive cultural traditions and heritage among ASEAN Member States. Social science and physical science courses at the upper elementary and secondary levels can integrate multiple and global perspectives by exploring the broader ASEAN context and its role in dealing with issues of common concern, such as health, the environment and sustainable development, peace and conflict, as well as social justice and equity, in order to improve ASEAN Member States' shared future.

Most significantly, the thematic comparisons highlighted ways in which ASEAN-related content can be strengthened and enriched, where it can be added and extended to various grades and subjects as well as where it is repetitious and can be eliminated. And, the overall study illuminated opportunities for a more concerted approach toward regional coordination of ASEAN-related education at the primary and secondary levels.

III. RECOMMENDED NEXT STEPS

In its “Blueprint for the ASEAN Socio-Cultural Community, 2009-2015” (ASCC), ASEAN cited building an ASEAN identity as a crucial step towards achieving its broader goal of a people-centered, socially responsible, unified and harmonious ASEAN. (ASCC, II. 4). Further, the ASCC sought specifically to develop educational materials to teach “common values and cultural heritage in school curricula.” (ASCC, A1. 11. Viii).

Based on the findings of this study, creating educational materials to engender a shared ASEAN identity among schoolchildren and youth in Member States is not only feasible and would be effective, it can also be done in a way that actively supports and hastens the other goals outlined in the ASCC, such as:

- “Building a caring and sharing society which is inclusive and harmonious where the well-being, livelihood and welfare of the peoples are enhanced.” (ASCC, II.4)
- “Building a strong foundation for greater understanding, good neighborliness, and a shared sense of responsibility.” (ASCC, II. 5)
- Promoting “human and social development, respect for fundamental freedoms, gender equality, the promotion and protection of human rights and the promotion of social justice.” (ASCC, II. 6)
- Promoting respect for “different cultures, languages, and religions of the peoples of ASEAN” and “emphasize their common values in the spirit of unity in diversity and adapt them to present realities, opportunities and challenges.” (ASCC, II.7); and
- Envisaging human development, social welfare and protection, social justice and rights, and environmental sustainability. (ASCC, II.9)

As such, three recommendations are offered for consideration by the ASEAN Secretariat and Member States.

- (1) Create ASEAN Sourcebooks, offering a common set of content with additional curricular approaches tiered to various educational levels.
- (2) Offer “train the trainer” model workshops that prepare teachers to become trainers to share their skills in integrating effective ASEAN content with other teachers.
- (3) Develop cost-effective technology applications for the project to reach both teachers and students in ASEAN Member States and beyond.

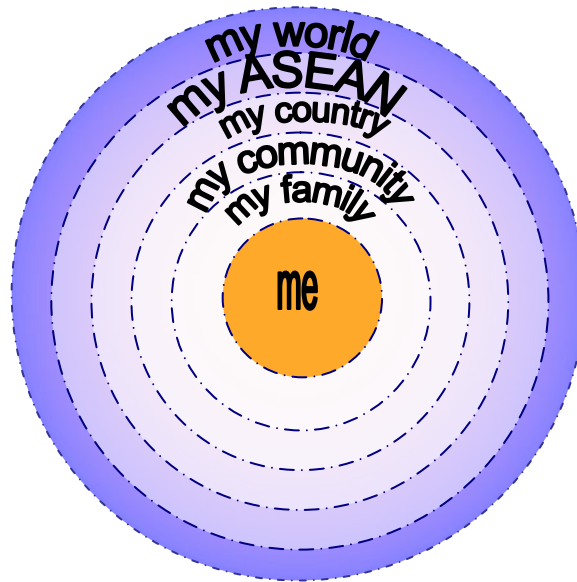
These recommendations are addressed in greater details below.

Recommendation One: *Create ASEAN Sourcebooks, offering a common set of content with additional curricular approaches tiered to various educational levels.*

Since the ASEAN Secretariat and various ASEAN documents have advocated the creation of “Sourcebooks” as a primary vehicle through which to promote ASEAN awareness and identity among schoolchildren and youth in Member States, our first recommendation addresses the development of such curriculum resources for use in classrooms across ASEAN Member States.

In our recommendation for constructing an ASEAN identity-building curriculum for the proposed Sourcebooks, we first considered the question of identity and how a multifaceted and dynamic ASEAN identity could be conceived in a curricular context. One such description was given by the ASEAN Secretary-General Dr. Surin Pitsuwan, who aspired to “An ASEAN community conscious of its ties of history, aware of its cultural heritage and bound by a common regional identity while respecting national as well as cultural identities of individuals and local communities....”

Such an identity could be illustrated through a person’s placement within the community, the nation, the region, and the larger world, as shown in the diagram below.



Yet Dr. Surin’s description further alludes to more complex aspects of identity, such as historical and cultural ties. Therefore, we have formulated curricular approaches designed to help students connect the ASEAN-related content with their sense of identity. We have also articulated both overarching and specific inquiry questions to serve as vehicles for exploring the content.

The common ASEAN content for the Sourcebooks would be drawn from curricular materials being used by the Member States and other existing resources on ASEAN, such as the “Know Your ASEAN” publication, which is suitably framed around a set of questions and answers about ASEAN appropriate for school-aged groups. These materials would be melded to present a fresh, informative, and engaging picture of ASEAN, including its origin, history, objectives, and evolving role within Southeast Asia and beyond. Information on each Member State would also be presented. The five thematic lenses used to analyze the thematic content of the existing curriculum (e.g., historical knowledge and cultural awareness, geographic understanding, economic perspective, governance and civic competence, and emerging regional issues) would be

used to provide consistent information on each Member State. Having a common reference source would help lessen repetition from one grade level to the next.

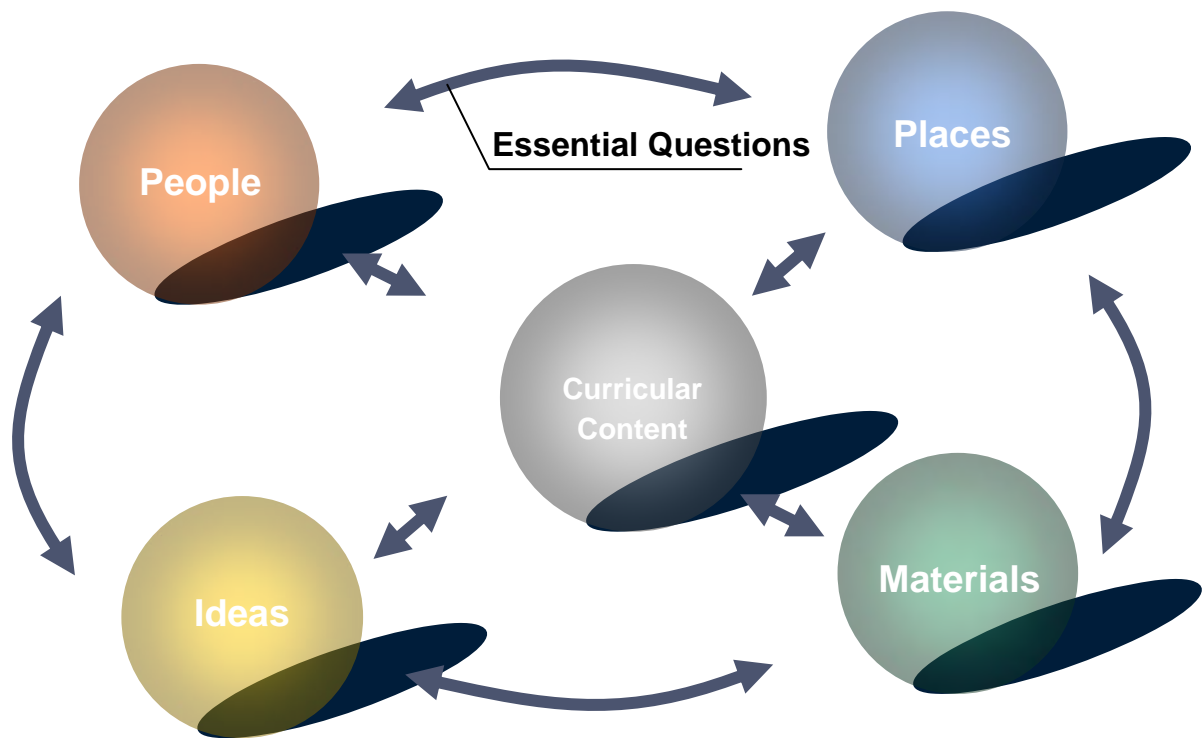
Since bonds between people – whether cultural, historic, geographic, economic, or political – are sometimes cooperative and other times contentious, it is through an active exploration of these bonds that a curriculum can ultimately foster intergroup connections, shared ownership, and mutual pride in the multiplicity of ASEAN. Therefore, the Sourcebook would also include suggested teaching strategies, formulated to foster an understanding of interdependence among ASEAN Member States and to apply complex ideas, concepts, and issues related to ASEAN to real-world situations. We propose to use the following four Thematic Pathways to develop three-tiered strategies, aimed at primary, lower secondary, and upper secondary levels:

- **People** (individuals, ethnic groups, cultural heritage, governments and citizens, health, security, roles of women, generational roles within families and in larger cultures)
- **Places** (spatial patterns, physical features, ecosystems, climates, dynamic and interactive natural forces)
- **Materials** (tangible and physical objects, such as raw materials and commodities, resources, inventions, handicrafts, fine arts, and archaeological artifacts)
- **Ideas** (belief systems, religions, and philosophies, values, forms of governance, world views, technologies, adoptions and adaptations)

Since “People, Places, Materials, and Ideas” are concepts that are fundamental to the human experience and are scalable, pertaining equally to matters personal or global, the Thematic Pathways can help forge a web of connections across ASEAN and serve as paths via which to foster mutual bond and shared ownership among learners of all ages.

For example, a student learning about People may examine and compare the roles of women in communities in Singapore and Laos. When learning about Place she can investigate what trade advantages, as well as what environmental challenges are shared by ASEAN coastal communities. An exploration of Materials may teach what her own community produces and how it is valuable elsewhere, and what is imported from neighboring nations. Through Ideas, she will appreciate which values are commonly held across the ASEAN region, and which are distinct to various communities, in the end weaving an intricate pattern of understanding and relationships throughout her own concentric spheres of identity.

We further recommend using Essential Questions to help students focus on key concepts and apply critical thinking, analytic, and problem-solving skills as they explore the Thematic Pathways (see illustration on the following page). Using Essential Questions promote open-ended inquiry and encourage in-depth study as students interact with the subject matter.



Below are examples of possible overarching Essential Questions for navigating the Thematic Pathways:

- How can individual ASEAN nations work together to promote harmony, good governance, economic sustainability, civic responsibility, and equity within each nation, the region as a whole, and the world at large?
- Taking into account the many historic and cultural traditions, the geographic positioning of each ASEAN Member State, various resources and assets, as well as the broad range of world views across ASEAN, how can leaders and citizens work together to promote harmony, good governance, economic sustainability, civic responsibility, equity, and a regional identity (MY ASEAN) that transcends national borders, and promotes global partnerships?

A sampling of more targeted Essential Questions linking the various pathways might be:

People and Places

- How have natural features and climates influenced culture in various Member States?
- How have natural disasters prompted regional cooperation?
- How has relative geographic placement determined the livelihood, ongoing development, and economic security of people within each Member State?

Places and Materials

- How does the geography of the region determine the availability and distribution of natural resources?
- How has the growth of capitalism helped to develop resources and markets for ASEAN member states (locally, regionally, and globally)?

Materials and Ideas

- How has the exchange of goods influenced traditional values within and among ASEAN countries in the past and today?
- When do traditional values help economic development, and when do they hinder it?

Ideas and People

- How do political, religious, and ethnic leaders promote national and cultural identities while also fostering cooperation and mutual respect within and among ASEAN Member States?
- How has the changing role of women (in the community, in the work force, in the family) influenced the traditional family life style and values?
- What ideological tensions exist among the ASEAN states that could potentially cause conflict among the members, and what are the systems for dealing with these fairly?

Ideas and Place

- How have major philosophies and religions been transmitted across the ASEAN region historically and today?
- How have changing ideas of the environment affected people's interaction with their surroundings?

While the examples above are more suited to the upper grades, Essential Questions can easily be formulated for younger students. For instance, how does climate (place) affect clothing, cooking, or transport (peoples) in various ASEAN countries?

Recommendation Two: Offer “train the trainer” model workshops that prepare teachers to become trainers to share their skills in integrating effective ASEAN content with other teachers.

As observed earlier, there are sometimes disparities between what is a curriculum on paper and its manifestation in the classroom. Moreover, curriculum resources or improvement plans are meaningless unless they lead to change in the classroom practice. Therefore, to ensure effective integration of ASEAN Sourcebook content into classroom practices, we recommend a series of “train the trainer” professional development workshops aimed at improving teachers’ content and pedagogical knowledge and skills. The workshops will prepare an initial group of teachers to become trainers, who will, in turn, be responsible for sharing their new skills with other teachers in their communities. Although initially offered as a face-to-face program, the possibility of offering online workshops to train new groups of teachers as well as to offer continued support to previously trained teachers should also be pursued.

Recommendation Three: *Develop cost-effective technology applications for the project to reach both teachers and students in ASEAN Member States and beyond.*

The sourcebooks and workshops would be of immediate use to teachers and their students, but these materials could also be adapted for the Web, where it could actively engage multilateral communities of ASEAN users of various ages and backgrounds, as well as support educators. The Web strategy proposed herein would repurpose the Sourcebook materials as well as develop fresh content to offer practical, easy-to-use technology-enhanced teaching tools and resources, such as:

- “ASEAN Resources and opportunities” page, where users can access information, maps, glossaries, data, etc. on ASEAN and individual Member States, and where ASEAN States and ASEAN-affiliated groups can also post internships and volunteer service-learning opportunities for teachers and students.
- “Teaching Teachers” Bulletin Board where educators can find support from and exchange ideas with their counterparts in other ASEAN communities and countries as well as ready-to-use lesson plans and auxiliary materials, geared toward different grade levels.
- A Project Room that encourages schools/teachers to propose and find ASEAN-focused projects that bring together various communities. Best practice project ideas as well as “how to” suggestions could also be provided to help groups get started.
- A Virtual Educational Think Tank, that brings together regional thinkers (from academics and master teachers to entrepreneurs and artists) to envision (as well as to render and publish) their ideas on the future of the region. This area could also become a brainstorm mechanism to think about how to solve practical problems that impact the ASEAN region.
- ASEAN “Artists-in-Residence” Online, showcasing a wide range of young creative leaders from ASEAN Member States, including singers and architects to writers and chefs. Video, audio, and text interviews, examples of work, and ways for schools to connect with these young talents through online events and real-time demonstrations.
- A “Youth Voices” page, where students from ASEAN Member States can publish (in a language of their choice) stories, art, music, film, etc.

The Web content (as well as the Sourcebook materials) can be made available in different languages. Moreover, the online communities thus created can also be supplemented by other widespread “youth-friendly” technologies, such as Twitter feeds and cell-phone applications, to create vibrant virtual communities and foster friendships and understanding.

The technology to implement this feature can come from many possible sources. Within the region, SEAMEO INNOTECH is working with educators to promote e-learning initiatives and would be a potentially important partner in this effort. Outside the region, the Global Learning Portal offers a set of technologies that could be utilized to implement the web-based content. ASEAN should also look for private sector partners who may be willing to support this effort such as Microsoft, Cisco, Intel, and others.

IV. CONCLUSION

An assembling and analysis of the current curricular materials related to ASEAN revealed the strengths, gaps, and opportunities in the curricula of Member States. Based on the analysis of the current materials of Member States, it is recommended that ASEAN build a model K-12 ASEAN curriculum based on the four Thematic Pathways and linked by Essential Questions, in order to ultimately forge deeper connections between the people of ASEAN and establish crucial elements for regional and global citizenship such as: an understanding of social justice and equity, global interdependence, and sustainable development; problem-solving skills to address global issues; values that respect and appreciate the diversity of people and perspectives; and, finally, cross-cultural skills to collaborate and cooperate across the ASEAN region and internationally.

The next steps include using the Thematic Pathways and Essential Questions to build on the strengths and close the gaps found in the recent analysis of current content to create an ASEAN sourcebook for teachers and students in ASEAN Member States. Turn-key professional development workshops can then prepare teacher-leaders in Member States, who in turn can train and support teachers in local communities, while the adaptation of the sourcebook and educator resources can be repurposed for the Web as well as other technologies to create active communities of educators and students. These will further promote the broader goals articulated in the ASCC Blueprint.

But ASEAN should not do this by itself. As the Ministers of Education noted in their Joint Statement coming out of the April meeting in Phuket, engaging the regional SEAMEO centers would also be advantageous to the project. The overarching aims of ASEAN are aligned in spirit with those of the Southeast Asian Ministries of Education (SEAMEO), which also seeks to better the lives of people in Southeast Asia through a “regional understanding and cooperation in education, science and culture.” Moreover, SEAMEO has established 19 centers throughout the region with expertise in many areas. While ASEAN and its Socio-Economic community is explicitly charged with building a transnational regional awareness in ways that SEAMEO is not, nevertheless, working with the existing SEAMEO capacity to achieve greater awareness across the region is a natural partnership. SEAMEO centers have expertise in tropical biology and medicine, agriculture, history, archeology, fine arts, mathematics, and science. SEAMEO INNOTECH focuses on innovation in teaching with a focus on technology and could be a key partner in developing the resource guide and translating it into a web-based tool.

**Appendix 1: A Preliminary Summary of
ASEAN Studies Content in Primary and
Secondary School Curricula and
Instructional Materials in ASEAN
Member States (Survey)**

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A Preliminary Summary of ASEAN Studies Content in Primary and Secondary School Curricula and Instructional Materials in ASEAN Member States – Page 1

PRIMARY (GRADES 1-6)			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
BRUNEI DARUSSALAM	Year 6 Geography	<p>ASEAN is addressed in the context of Brunei’s international relations and its participation in international organizations. The topics covered include:</p> <ul style="list-style-type: none"> • The meaning and purpose of ASEAN and when it was formed • ASEAN’s founding Members • Brunei’s entry into ASEAN, other Member States and when they joined • The land size and population of Member States • The economic output of ASEAN countries 	None specified.
CAMBODIA	Year 3 Social Studies	The “World Around” thematic focus introduces the features of flags from other countries in the region.	Identify flags of some of the countries in the region.
CAMBODIA continued	Year 5 Social Studies	<p>A thematic focus on “Location and Land Use in Present Society” examines Cambodia’s borders, waterways, the location of provinces, and neighboring countries.</p> <p>A thematic unit on “Understanding the Angkor Period” explores the characteristics and main events of Cambodian history during the Angkor empire (9th-15th centuries).</p>	<p>Copy or draw a map of Cambodia, identifying waterways and neighboring countries.</p> <p>Construct a timeline of the Angkor period.</p>
CAMBODIA continued	Year 6 Geography	This content locates Cambodia in relation to neighboring countries and the wider Asian region, and identifies the capital cities of countries in Southeast Asia.	Identify the location of Cambodia in relation to neighboring countries and within Asia. Name the capital cities of Southeast Asian countries.

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A Preliminary Summary of ASEAN Studies Content in Primary and Secondary School Curricula
and Instructional Materials in ASEAN Member States – Page 2

PRIMARY (GRADES 1-6) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
INDONESIA	Year 6 Social Studies	<p>The content introduces geographic aspects, including physical location, boundaries, as well as climatic and natural phenomena that have occurred in Indonesia and the region in past decades, including volcanic eruptions, earthquakes, tsunami, and floods. The curriculum also covers forms of government and the economic status of Indonesia and its neighbors. It also discusses geographic features that promote interaction and have unified the Southeast Asian region.</p> <p>The materials also cover the diverse cultures found in Indonesia and in neighboring countries, specifically Malaysia, Singapore, and Brunei. They discuss the economic interaction between Indonesia and neighbors, highlighting examples of exports and imports. ASEAN is introduced as an organization helping to unify the region and there is some focus on the structure of ASEAN and its two forms of cooperation: economic and social-cultural.</p>	<p>Describe and compare natural and physical features, social conditions, diverse cultures, economic activities, and political structures in Indonesia and neighboring countries.</p> <p>Understand the role played by ASEAN in promoting economic cooperation, and social and cultural interaction between Indonesia and its neighbors.</p>
LAOS	Year 5 World Geography	<p>“The World Around Us” explores neighboring countries such as Vietnam, Cambodia, Thailand, and Myanmar as well as China. Geography, economics, politics, society, and the nature of the country’s relationship with Laos are discussed.</p>	<p>Understand basic knowledge relating to ASEAN countries.</p>

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A Preliminary Summary of ASEAN Studies Content in Primary and Secondary School Curricula
and Instructional Materials in ASEAN Member States – Page 3

PRIMARY (GRADES 1-6) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
LAOS continued	Year 6-7 Lao Language and Literature	<p>This touches on the countries in Asia and mentions ASEAN's establishment and purpose. The population and area of Member States is also listed.</p> <p>"Foreign Literature" is covered, with a focus on the literary works of Thailand, Myanmar and Vietnam. The effects of Laos's relationship with its neighbors on culture, tradition, literature, morality, and religion are explored.</p>	Studying the literature of Laos's neighbors will help students understand life, points of view, and the histories of the people in countries in the region.
PHILIPPINES	Years 1-6 Social Studies	The content introduces aspects of Filipino culture, in particular music and the arts, which are integrated in Civics and Culture studies. Concepts may be introduced across grade levels, but the degree of complexity with which the material is treated increases.	Demonstrate an appreciation of Filipino culture, and develop love and pride for one's country.
SINGAPORE	Years 1-2 Art and Music	Select art and music forms expose students to the various cultures in ASEAN Member States.	Become familiar with art and music forms of different cultures in ASEAN Member States.
SINGAPORE continued	Years 3-6 Art and Music	The art and music curriculum presents artworks, media, processes, and techniques related to select Asian cultures in ASEAN Member States.	Recognize different Asian art and music forms. Acquire basic skills in the traditional arts and music of the region, such as Malay batik and Indonesian gamelan.
SINGAPORE continued	Years 1-3 English Language	The new curriculum, to be introduced nationally in 2010, will include text dealing with ASEAN Member States, including articles and photographs depicting life on the Mekong River in Vietnam.	Develop awareness of different lifestyles in ASEAN Member States.

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PRIMARY (GRADES 1-6) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
SINGAPORE <small>continued</small>	Years 5- 6 Social Studies	<p>Thematic units on “Building the Nation” and “Our Links to Southeast Asia and the World” cover the following topics:</p> <ul style="list-style-type: none"> • Singapore’s effort to be recognized as a new nation by being part of ASEAN • Founding of ASEAN, its purpose, founding Member States, and a timeline showing ASEAN’s expansion • ASEAN Charter, ASEAN Day, and symbolism of ASEAN logo • Cooperation among ASEAN countries in conservation efforts, disaster relief, and humanitarian assistance • Role of the ASEAN Free Trade Agreement (AFTA) in promoting trade and economic cooperation among Member States • Cultural exchanges, educational and professional training and exchanges among ASEAN Member States • ASEAN’s relations with the world: e.g., the ASEAN Regional Forum and ASEAN Plus 3 	<p>Gain awareness of ASEAN and its aims, as well as of the logo and what it represents.</p> <p>Understand the history of ASEAN, including its expansion to include other Member States after 1967, and its role in fostering greater cooperation among the Member States.</p>
THAILAND	Year 5 Social Studies	<p>The content includes the coming of Indian and Chinese civilizations to Thailand and other countries in Southeast Asia, and their influence in regards to religion and beliefs, language, clothing, and food. Also, the influence of various waves of foreign civilization on Thai society at present is discussed.</p>	<p>Describe the influence of Indian and Chinese civilization on Thailand and the countries in Southeast Asia in early periods. Discuss the influence of foreign civilization on Thai society at present.</p>

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PRIMARY (GRADES 1-6) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
THAILAND <small>continued</small>	Year 6 Social Studies	<p>The content teaches current social, economic, and political aspects of Thailand and neighboring countries, as well as Thailand’s historic and current relations with other ASEAN Member States.</p> <p>The origin and current role of ASEAN, as well as its Member States, are also included.</p>	Using a map, identify the location and boundaries of Thailand and its neighbors. Also, examine their evolving history and explore similarities and differences in terms of language, religion, and government. Develop an understanding of ASEAN, its purpose and role.
VIETNAM	Years 1-3 Interdisciplinary Natural and Social Sciences, and Fine Arts	The material introduces concepts of citizenship education as well as nature and society in Vietnam as part of the units “Life Skills” and “Understanding the Environment.” The fine arts education covers art, music, and handicraft of Vietnam.	Obtain basic knowledge about nature, society, and human beings. Also, develop basic skills in singing, dancing, music, and the arts.
VIETNAM <small>continued</small>	Years 4-5 Interdisciplinary Nature, Science, and Social Studies	<p>The geography and history of Vietnam is taught within the context of the history of the Asian region and the world.</p> <p>Also, citizenship, environmental, population, and children’s rights education are covered as integrated subjects.</p>	Develop an understanding of the history and geography of Vietnam within the context of the region and the world. Also, develop life skills, and apply them to real life in ways that are responsive to socio-economic demands and consistent with the international integration of Vietnam.

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LOWER SECONDARY (GRADES 7-9)			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
BRUNEI DARUSSALAM	Year 7 Geography	The unit “Brunei Darussalam and the ASEAN Region,” teaches the meaning and purpose of ASEAN. It also examines development in ASEAN countries through case studies on urban expansion and land use in Singapore, industrialization in Thailand, agricultural schemes in Malaysia, population movement in Indonesia, and tourism in the Philippines.	None specified.
BRUNEI continued	Year 8 History	<p>The unit “ASEAN Nations of Southeast Asia,” focuses on Brunei’s membership in ASEAN and its official entry date.</p> <p>The purpose of ASEAN, when Cambodia joined ASEAN, and the names, land size, population, and economic output of other ASEAN Member States are also taught.</p>	None specified.
CAMBODIA	Year 7 Social Studies	<p>In the unit “Understanding Our Past” students learn about everyday life in China, India, Cham, and Java during the 1st through 5th centuries.</p> <p>The unit “Around the World” introduces the daily lives of people in “major land areas on the globe.”</p>	<p>Describe key aspects of daily life in China, India, Cham, and Java during the 1st through 5th centuries.</p> <p>Also, using maps and the globe, learn about major land areas in the world, and compare and contrast the lives of people in different regions.</p>

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LOWER SECONDARY (GRADES 7-9) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
CAMBODIA continued	Year 8 Social Studies	<p>The thematic unit “Living in the Community” covers Christianity and Islam, while “Understanding Our Past” studies the development and decline of the “Great Angkor Empire.” The “Asian History” unit underscores major events in the formation of the Champa, Daiviet, Ayuthia, and Lansang states. The “Asian Countries” unit compares Cambodia with the following countries in terms of population, land size, coastal zones, mountain regions and major rivers, as well as the political systems: Laos, Thailand, Indonesia, Philippines, Vietnam, and East Timor.</p> <p>The unit “Developing Countries” evaluates the living conditions of people in a developing country, comparing them with those in a developed country in terms of typical foods, healthcare, education, and law enforcement. The role of developed countries in assisting developing countries is also discussed.</p>	<p>Explain origins and give a summary of the beliefs advanced by Christianity and Islam. Describe possible reasons for the rise and fall of the Angkor Empire. Identify major events in the formation of the Champa, Daiviet, Ayuthia, and Lansang states in relation to Cambodian history and show approximate location of these states on a map.</p> <p>Compare and contrast Cambodia’s geographical features and political system with other countries in Southeast Asia. Also, compare and contrast the lives of people in different regions. Describe the role of developed countries in assisting developing countries.</p>

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LOWER SECONDARY (GRADES 7-9) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
CAMBODIA continued	Year 9 History and Social Studies	The history strand in social studies covers the main events of the European colonization of Southeast Asia, as well as the causes, effects, and outcomes of World War I and World War II. The curriculum also compares the population, and political and economic structures of Cambodia with the following Asian countries: Philippines, Singapore, Malaysia, Brunei, and Myanmar.	Describe key events and developments related to the European colonization of Southeast Asia and the causes, effects, and outcomes of World War I and World War II. Compare Cambodia with the Philippines, Singapore, Malaysia, Brunei, and Myanmar using information and data on population, as well as political and economic structures.
CAMBODIA continued	Year 9 History, Geography, and Social Studies	This content covers Cambodia's population, and political and economic structures, comparing these to the following Asian countries; the Philippines, Singapore, Malaysia, Brunei, Myanmar.	Describe and compare with Cambodia the population as well as political and economic structures of the following Asian countries; the Philippines, Singapore, Malaysia, Brunei, Myanmar.
CAMBODIA continued	Year 9	The thematic unit "International Organization" covers: <ul style="list-style-type: none"> • The formation of the ASEAN organization and Member States • The aims and objectives of ASEAN 	Describe the formation of the ASEAN organization and list its Member States. Describe the aims and objectives of ASEAN.

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LOWER SECONDARY (GRADES 7-9) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
INDONESIA	Year 7 History	Materials cover Indonesia's trade relations with other countries in Southeast Asia, including trade patterns, networks, goods, and other related activities.	Explain why Indonesia plays an important role in trade in Southeast Asia. Also, describe patterns and networks of international trade centers in Indonesia and Southeast Asia and how they were formed.
INDONESIA <i>continued</i>	Year 9 Geography, History, and Economics	<p>The curriculum discusses the natural, demographic, economic, and international relations features of each ASEAN country, as well as forms of cooperation between Indonesia and other countries.</p> <p>It covers the background and formation of ASEAN, including the Bangkok Declaration, founding ministers, and the history of high-level conferences.</p> <p>International cooperative institutions, such as ASEAN, AFTA, NAFTA, ADB, EFTA, APEC, EU, UN agencies, and monetary funds are also covered.</p>	Describe physical features, natural resources, population, cultures, trade goods, and examples of cooperation between Indonesia and neighboring countries. Draw a map of Southeast Asia and identify countries within the region.

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LOWER SECONDARY (GRADES 7-9) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
LAOS	Year 9 Social Science	<p>The content covers Southeast Asia’s economic advantages such as abundance of natural resources, conditions of production, size of labor supply, and potential market. It also examines foreign investment as well as progress in technical, scientific, and academic fields.</p> <p>Present economic conditions including agricultural expansion of rice-producing as well as rubber-producing countries, and industrialization are also covered.</p> <p>Various Asian countries (Japan, India, China, Vietnam, Thailand, Cambodia, and Myanmar) and their geography are treated, looking at geography, economics, and population.</p> <p>The relative placement of Laos is also covered, along with its borders with neighboring countries.</p> <p>The history of Asian countries from 1945-70 is examined, including how China’s relationship with Laos and other countries helped China gain international status. The colonization and struggles for independence in Vietnam, Cambodia, and Indonesia are explored.</p>	<p>Understand Asia’s diversity of geography, economic prosperity, societies, and cultures, and how they affect the lives of Laotians and the development of the local economy.</p> <p>Learn about ways in which other countries have expanded their economies under different conditions.</p>

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LOWER SECONDARY (GRADES 7-9) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
LAOS continued	Year 9 Geography	<p>The curriculum covers mainland and island Southeast Asia, boundaries, area and relative sizes, as well as major geographical and climatic features. Natural resources and potential natural disasters such as active volcanoes and earthquakes are discussed.</p> <p>The population of Asia is also covered, including treatment of Asia as home to both half the world's population and a broad diversity of ethnic groups. The effects of history, nature, tradition, culture, and economics on population density is also explored. The negative effects of population booms, as well as case studies of countries that have managed to maintain strong economies under growing populations are examined.</p>	Students learn about countries that share borders with Laos and about its economic expansion.
LAOS continued	Year 9 History	The curriculum explores in brief the political histories of China, Vietnam, Cambodia, and Indonesia from the end of World War II to 1975.	Explain the events and development of China, Vietnam, Cambodia and Indonesia.
MALAYSIA	Year 8 Geography	The curriculum covers the geography of the ASEAN region, including physical features, population density, and activities. There is also a focus on Malaysia's economy and its regional development, such as social and economic cooperation with other countries in the region.	Learn mapping skills and describe physical features of the ASEAN region. Be able to explain population activities and socio-economic development in the region.
SINGAPORE	Year 8 Social Studies	The units "Living in Peace and Harmony" and "Defending Our Nation" study the history of ASEAN Member States, such as Indonesia (Majapahit and Srivijaya), Vietnam (Funan), and Malaysia (Melaka). Also, the materials explore in greater depth ASEAN's goals and areas of cooperation, as well as Singapore's policy of diplomacy as a member of ASEAN.	Become familiar with the history of Southeast Asia. Develop an understanding of the role of ASEAN in maintaining regional peace and promoting cultural, economic, and social development and cooperation.

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LOWER SECONDARY (GRADES 7-9) <i>continued</i>			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
SINGAPORE <i>continued</i>	Lower Secondary Art	The content includes artworks, media, processes, and techniques related to select cultures in ASEAN Member States. These come in the form of themes for discrete chapters (e.g., “Memories on Cloth and Tradition”) as well as sample artworks or media (e.g., fabric arts, calligraphy, and masks).	Develop an appreciation for artworks and media. Demonstrate an understanding of processes and techniques related to select art traditions in ASEAN Member States.
SINGAPORE <i>continued</i>	Lower Secondary History	The unit on “Merger and Separation” explores the history of Singapore from Settlement to Nation, pre-1819 to 1971. The unit also examines the reasons for the formation of ASEAN, the founding members, and the nature of economic cooperation among members of ASEAN. It specifically mentions that Malaysia and Singapore are members of the ASEAN Free Trade Area.	Students deepen their understanding of the histories of Southeast Asia (pre-1819 to 1971), allowing them to appreciate the efforts and struggles of Southeast Asian countries during the colonial period and the years following their independence. They also re-examine the reasons for the creation of ASEAN and its role in bringing peace and encouraging cooperation within the region.
SINGAPORE <i>continued</i>	Lower Secondary Literature in English	Students read literary works, written by Singaporean authors and focusing on Singapore as well as neighboring ASEAN countries and the pertinent issues they face.	Develop an appreciation for the literary achievements of Singaporean authors.
SINGAPORE <i>continued</i>	Lower Secondary Music	The content explains music from various cultures, and the features and origins of the Malay <i>Hadrah</i> dance and <i>kompang</i> drum in particular. Traditional musical instruments and characteristics of beats and interlocking rhythms are also illustrated.	Discern and understand music from various cultures. Also, distinguish musical features from Malay, Chinese, Indian, and Western cultures.

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LOWER SECONDARY (GRADES 7-9) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
THAILAND	Year 7 Social Science, Religion, and Culture	<p>The content explains geography and its impact on history as well as current social, economic, and political developments of countries in Southeast Asia.</p> <p>Also, it examines world heritage sites in Southeast Asia and the influence of “ancient civilization” on the formation and development of the Kingdom of Thailand and Thai society as a whole.</p> <p>The founding of ASEAN and its goal of regional cooperation is also discussed.</p>	<p>Describe the evolution of societies, economies, and early kingdoms in Southeast Asia and their impact on Thailand today.</p> <p>Understand the role of ASEAN in ensuring regional cooperation and development.</p>
UPPER SECONDARY (GRADES 10-12)			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
CAMBODIA	Year 10 History	<p>In the unit on the history of the Asian region and the Middle East, students learn about the following aspects of Myanmar:</p> <ul style="list-style-type: none"> • The creation of the Myanmar state • The restoration of Independence and solidarity (the sixteenth-eighteenth centuries) • Myanmar under English colonial rule/protectorate, including political, population and economic changes. 	<p>Explain the main events in Myanmar's history before and during the twentieth century.</p>

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
CAMBODIA continued	Year 11 History	<p>The unit on the history of the Asia Pacific region covers specific aspects of other ASEAN countries:</p> <ol style="list-style-type: none"> 1. Indonesia: <ul style="list-style-type: none"> • Society and politics in Indonesia • Indonesian youth and democracy • Sukarno and nationalism • Indonesia during World War II • Indonesia after World War II • Economic situation in Indonesia's agriculture industry 2. Malaysia <ul style="list-style-type: none"> • Social situation during World War II • Social situation after World War II • Government and unity/solidarity • Economics and politics 3. Singapore <ul style="list-style-type: none"> • The founding of Singapore • Political situation • Education • Economic situation • Agriculture sector • Energy and industry sector • Tourism sector • Trade sector 4. The Philippines <ul style="list-style-type: none"> • The Philippines before the Spanish Protectorate • Economic situation of the Philippines in Spain's Protectorate • The economic situation of the Philippines during the rule of the United States and Japan • The situation of the Philippines after independence • Ferdinand Marcos' regime • Post Ferdinand Marcos' regime 	<p>Describe the socio-economic and political history of Indonesia; Compare the political situation of Indonesia during and after World War II; Know about the development of Indonesia.</p> <p>Describe the socio-economic and political situation of Malaysia; Evaluate the economic and political situation of Malaysia; Gain an appreciation of the Malaysian leadership.</p> <p>Describe the location and founding of Singapore; Describe the political and economic situation of Singapore; Compare and contrast Singapore and Cambodia's development; Gain an appreciation of Singapore's leadership.</p> <p>Describe the socio-economic situation of the Philippines during the rule of Spain, the United States and Japan; Analyze the rule of Spain, the United States and Japan.</p>

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
CAMBODIA continued	Year 12 History	<p>Countries of the Asian Region and the Middle East</p> <p>1. Vietnam</p> <ul style="list-style-type: none"> • The struggle for independence • The war against the United States • Building socialism and reform (Doi Moi) <p>2. Thailand</p> <ul style="list-style-type: none"> • Strengthening the monarchy • Socio-economic evolution • Conclusion 	<p>Describe the struggle for independence by the Vietnamese people.</p> <p>Explain the stages of the war against the United States, the building of socialism and reform.</p> <p>Describe the strengthening of the monarchy.</p> <p>Illustrate the evolution of socio-economic and political change in Thailand in the 20th century.</p>
INDONESIA	Year 10 History	<p>This includes early peoples and their influence on Indonesia. It covers the migration of Proto Malays and Deutero Malays to Southeast Asia and Indonesia, as well as the cultural influences of Bacson-Hoabinh and Dongson peoples on Indonesia.</p>	<p>Analyze the cultures of early peoples that influenced Indonesia. Analyze the migrations of Proto Malays and Deutero Malays. Also, explain the influence of Bacson-Hoabinh and Dongson cultures in Indonesia.</p>

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
INDONESIA continued	Year 11 Art and Culture	This content appraises traditional performing arts in Indonesia and neighboring Malaysia.	Explain the meaning and role of traditional performing arts in a neighboring country (Malaysia) and analyze their moral message and values. Explain the vocal techniques, as well as physical and mental exercises used by performers, and the aesthetic elements inherent in traditional performing arts. Create an artwork developed from a traditional art form.
INDONESIA continued	Year 12 History	<p>This analyzes nationalism and the decolonization process in Asia and Africa.</p> <p>It also covers the development of the international economic system and Indonesia's position in the midst of international political and economic changes since World War II.</p> <p>Globalization and recent world developments, including important incidents prior to and after the end of the Cold War, are also taught.</p>	<p>Connect the decolonization of Asia and Africa with political and social transformation of various countries, including Indonesia. Describe nationalism in the Philippines and Burma.</p> <p>Analyze the development of international economic systems, focusing on political and economic changes in Indonesia.</p> <p>Also, describe the rise of regional and global relationships, especially the process of globalization after the end of the Cold War.</p>

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
INDONESIA <small>continued</small>	Secondary National History and General History	<p>This analyzes the processes of globalization and regionalization, especially in regards to ASEAN, the Islamic Conference, the EU, APEC, connections between North and South, and the growth of a new world order after the end of the Cold War.</p> <p>It also explores regional and global cooperation.</p>	<p>Analyze globalization and regionalization.</p> <p>Investigate the growth of North-South connections and the end of the Cold War. Elucidate the principles of regional and global cooperation, as well as the growth of improved understanding between countries.</p>
LAOS	Secondary Social Sciences and Biology	<p>Population education concepts are reinforced in secondary grades 7-11 with material that address population policies, population theories, demography, birth spacing and family life education, population and economic development, as well as population and quality of life indicators (health, food and nutrition, education, housing, employment, resources and environment, gender roles and responsibilities, values and beliefs, acquired immunodeficiency syndrome, adolescent fertility, etc.).</p>	<p>Integrating the content for population and development, as well as reproductive health and sexuality, sexual health and gender issues including HIV/AIDS/STDs, drug abuse, and life skills approaches into teaching learning process as well as improved understanding for prevention.</p> <p>Education about the reproductive health and sexuality is basic knowledge for the daily life of male and female.</p> <p>Integration of life skills approaches such as: inter-personal relationships and communication skills, decision making and problem solving, coping with emotion and stress as well as improved critical thinking and self awareness.</p>

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
LAOS continued	Year 11 Geography	The effects of geographical features, population, and economies on history are explored with respect to Vietnam and Thailand.	Describe physical geography and socio-economic features of Vietnam and Thailand. Preserve resources for sustainable development Be able to explain of cooperation with ASEAN countries.
LAOS continued	Year 12 History	This unit covers the histories of Asia, Africa, and Latin America after World War II, with a focus on China and its efforts to assist Laos and other countries during economic crises of the 1950's. It also explores the revolution in Vietnam and that country's nation-building efforts after 1975. With regards to Cambodia, it covers French colonization and opposition to the United States, as well as the Khmer Rouge reign and international efforts to broker peace. The histories of Indonesia, Thailand, Malaysia, Singapore, Myanmar, and the Philippines are also touched upon. The establishment of SEATO and ASEAN are covered.	Explain the reasons for poverty and low development of Asia, Africa and Latin America. Overview of situations in Southeast Asia. Understanding key historical developments of ASEAN Member States. Explain the reasons for the establishment of SEATO and ASEAN.
MALAYSIA	Year 11 History	The content discusses the establishment of ASEAN, its administrative structure, Malaysia's role and contribution in the ASEAN region, and the advantages of ASEAN cooperation to Malaysia. It underscores Malaysia's political achievements vis-à-vis ASEAN.	None specified.

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
MALAYSIA continued	Year 11 Moral Studies	The curriculum covers the terms of regional cooperation, the various plans that assist in diplomatic relations between countries, and also the terms of reference in political, socio-economic, and socio-cultural fields.	None specified.
MALAYSIA continued	Year 12 History	The curriculum covers ASEAN in greater detail, featuring its establishment, the development of foreign policy based on self-governance, and a pro-West, non-alignment policy. It highlights Malaysia's political achievements, economic cooperation, developments in other fields, and the future direction of ASEAN.	None specified.
PHILIPPINES continued	Year 10	<ol style="list-style-type: none"> 1. Geography (Physical, Cultural) <ul style="list-style-type: none"> • Ecology • Ethnography • Human development indicators • Population 2. History / Archeology <ul style="list-style-type: none"> • Ancient civilizations & empires • Religions & culture • Colonial period • Independence / Nationalism • Political systems • Educational systems 3. Economics & Social Studies <ul style="list-style-type: none"> • Cultural contribution to the world • Environmental challenges • Health issues • Urbanization & migration • Transnational crimes 4. Regional Organizations <ul style="list-style-type: none"> • ASEAN • APEC • ARF 	None specified.

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
SINGAPORE	Upper Secondary History	As part of course content on the “History of Southeast Asia, c. 1870-1967,” ASEAN is mentioned in the context of how it can be used to conceptualize and define the region of Southeast Asia.	Students deepen their understanding of the history of modern Southeast Asia and its peoples’ struggles for independence. ASEAN’s role in bringing peace and political, economic, and social stability to the region is highlighted.
SINGAPORE <small>continued</small>	Year 12 Social Studies	<p>The thematic unit titled “Managing International Relations,” explores the following issues as they relate to “Managing Peace and Security: Deterrence and Diplomacy:”</p> <ul style="list-style-type: none"> • How being part of ASEAN helps Singapore maintain its national security • Elaboration on the reasons for the formation of ASEAN, its aims, the meaning of its logo, and its Member States • Various ASEAN initiatives, including the ASEAN Free Trade Area (AFTA) and the ASEAN Regional Forum (ARF) • Singapore’s role in narrowing the economic gap among new ASEAN Member States, such as its Initiative for ASEAN Integration (IAI) and encouraging environmental collaboration 	Deepen students’ understanding of ASEAN by examining ASEAN initiatives that promote understanding and cooperation among members in the social, political, and economic arenas.
SINGAPORE <small>continued</small>	Upper Secondary Literature in English	Of approximately 100 schools offering upper secondary literature courses, schools have the option of using three Singaporean texts from the reading list, namely a collection of short stories titled <i>Island Voices</i> ; a novel <i>Heartland</i> , which depicts life in the heartlands of Singapore; and a play on mental illness titled <i>Off Centre</i> .	Develop an appreciation for the literary accomplishments of Singaporean writers and an understanding of how people in Singapore and the ASEAN region have dealt with contemporary issues.

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UPPER SECONDARY (GRADES 10-12) continued			
	GRADE LEVEL & SUBJECT	CONTENT	KNOWLEDGE/SKILLS INDICATOR
SINGAPORE continued	Pre-University Literature in English	One of the topic papers is on “Post-Colonial Literature: Asian Writing.” It features a number of works by Singaporean writers.	Develop a deeper appreciation for the experiences of people in Post-Colonial Singapore and Asia.
SINGAPORE continued	Pre-University History	As part of “A” level history course on “Modern Southeast Asia, 1900-1997,” a compulsory source-based case study of ASEAN is taught. Issues include reasons for the formation of ASEAN, contributions of the founding members, growth and development of ASEAN, areas of cooperation, role of ASEAN in maintaining peace and security in Southeast Asia, and the construction of a regional identity.	Students develop an appreciation for the efforts and struggles of Southeast Asian nations in the years following independence. Students also learn to use source-based materials and assess the effectiveness of ASEAN in meeting its responsibilities within the regional framework. They evaluate and debate the relevance of ASEAN as a regional organization.
SINGAPORE continued	Pre-University Social Studies	As part of thematic study “Managing International Relations,” ASEAN’s efforts to combat transnational terrorism through regional cooperation are highlighted. An example talks about how ASEAN countries work together to tighten border control and hold joint police and intelligence meetings.	Deepen students’ understanding of the role of ASEAN in maintaining peace and security of the region, specifically through Singapore’s efforts within ASEAN to cooperate regionally and combat transnational terrorism.

BRUNEI DARUSSALAM

Primary Geography for Brunei Darussalam (Revised edition) for Primary Year 6. Published by the Curriculum Development Department, Ministry of Education.

Secondary Geography for Brunei Darussalam 1 (Revised edition) for Lower Secondary Year 1. Published by the Curriculum Development Department, Ministry of Education.

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CAMBODIA

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**Appendix 2: A Thematic Summary of
ASEAN Studies Content of ASEAN
Member States and Pathways to Building
an ASEAN Identity (Handout)**



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ASEAN CURRICULUM ASSESSMENT PROJECT

A Thematic Summary of ASEAN Studies Content of ASEAN Member States and Pathways to Building an ASEAN Identity

The previous East-West Center document, “A Preliminary Summary of ASEAN Studies Content in Primary and Secondary School Curricula and Instructional Materials of ASEAN Member States,” organized the current ASEAN-related content according to grade, country, and subject matter. Its purpose was to facilitate a snapshot-view of what is currently covered, what is not, and to identify potential content that can be more strategically directed to build a common ASEAN identity among students.

As we work towards a more thorough, consistent, and ultimately meaningful treatment of ASEAN within the curricula of Member States, it is essential to compare country-by-country what is currently being addressed. This will show how the curriculum progresses through the grades, and reveal where the content is strong and where there are opportunities for enrichment so teachers have access to consistent information for each Member States, and so a deeper knowledge and understanding of ASEAN will be engendered in students.

For this purpose, the East-West Center has looked at the current content within each country through five thematic lenses:

- I. **Historical Knowledge and Cultural Awareness:** Use knowledge of the past to construct a meaningful understanding of ASEAN nations' diverse histories and cultural heritage and to inform their civic judgment.
- II. **Geographic Understanding:** Analyze spatial patterns, physical features, dynamic natural forces, and also cultural processes that shape environments in order to make informed decisions about development and sustainability.
- III. **Economic Perspective:** Employ knowledge of the production, distribution, and consumption of goods and services, as well as the management of resources and sustainability to participate effectively in the local, national, regional, and global economies.
- IV. **Governance and Civic Competence:** Develop understanding of governance to define students' future roles as citizens actively involved in local, regional, and international affairs and policy.
- V. **Emerging Regional Issues:** Highlight issues of current regional concern, such as public health, pandemic and natural disaster mitigation and response, energy, and security. These demonstrate how people, places, economies, and governments are inextricably related, and that events and responses have repercussions on regional as well as global scales.

Thematic Summary by Country

It is encouraging that all Member States are addressing ASEAN in some fashion. However, there are many gaps in the content, and through the grade levels. By comparing countries, we can see where content needs to be built further, where it repeats and can be eliminated, and where it can be extended to various grades (such as K-6) and subjects (literature, music, visual arts, the social and physical sciences). It is important to keep in mind that the thematic lenses look at the curricula and instructional materials on paper, not as they come to life in the classroom and there are sometimes disparities between these.

As stated in the previous document, the aim is to create new venues for teachers and students to fully explore important ideas, concepts, issues, and themes related to ASEAN, and to apply them to real-world situations. Investigating real-life situations through cross-cultural understandings and personalized connections will forge a common identity. Bonds between people, whether cultural, historic, geographic, economic, or political, are sometimes cooperative and sometimes contentious. Yet, it is through active exploration of these bonds that the curriculum can ultimately foster shared ownership and mutual pride in the multiplicity of ASEAN, and help students value their own unique place within the broader ASEAN mosaic.

BRUNEI DARUSSALAM

Historical Knowledge and Cultural Understanding

Year 8 History: When Cambodia joined ASEAN.

Geographic Understanding

Year 6 Geography: Land size and population of Member States.

Year 8 History: Names, land size, and population of Member States.

Economic Perspective

Year 6 Geography: The economic output of ASEAN countries.

Year 7 Geography: Development in ASEAN countries through case studies on urban expansion and land use in Singapore, industrialization in Thailand, agricultural schemes in Malaysia, population movement in Indonesia, and tourism in the Philippines.

Year 8 History: Economic output of other ASEAN Member States.

Governance and Civic Competence

Year 6 Geography: ASEAN in the context of Brunei's international relations and its participation in international organizations; Meaning and purpose of ASEAN and when it was formed, ASEAN's founding Members, Brunei's entry into ASEAN, other Member States and when they joined.

Year 7 Geography: "Brunei Darussalam and the ASEAN Region," teaches the meaning and purpose of ASEAN.

Year 8 History: “ASEAN Nations of Southeast Asia,” focuses on Brunei’s membership in ASEAN and its official entry date; Purpose of ASEAN.

Emerging Regional Issues

Not treated.

Analysis: Brunei Darussalam focuses ASEAN treatment in grades 6-8, and is strongest in Geographical Understanding, Economic Perspective, and Governance and Civic Competence. There is repetition within the thematic categories and a chance to build upon ideas introduced earlier. There are many opportunities to add to the curriculum in Grades K-5 and 9-12; and also to build content around the theme of Emerging Regional Issues.

CAMBODIA

I. Historical Knowledge and Cultural Understanding

Year 3 Social Studies: “World Around” introduces the features of flags from other countries in the region.

Year 5 Social Studies: “Understanding the Angkor Period” explores the characteristics and main events of Cambodian history during the Angkor Empire (9th-15th centuries).

Year 7 Social Studies: “Understanding Our Past” teaches about everyday life in China, India, Cham, and Java during the 1st through 5th centuries; “Around the World” introduces the daily lives of people in “major land areas on the globe.”

Year 8 Social Studies: “Living in the Community” covers Christianity and Islam, while “Understanding Our Past” studies the development and decline of the “Great Angkor Empire;” “Asian History” unit underscores major events in the formation of the Champa, Daiviet, Ayuthia, and Lansang states.

Year 9 History and Social Studies: Covers the main events of the European colonization of Southeast Asia, as well as the causes, effects, and outcomes of World War I and World War II.

Year 10 History: The unit on the history of the Asian region and the Middle East covers the creation of the Myanmar state, the restoration of independence and solidarity (the sixteenth-eighteenth centuries), Myanmar under English colonial rule/protectorate, including political, population and economic changes.

Year 11 History: The unit on the history of the Asia Pacific region covers specific aspects of other ASEAN countries. Indonesia: society and politics, youth and democracy, Achmed Sukarno and nationalism, Indonesia during World War II, Indonesia after World War II; Malaysia: social situation during World War II, social situation after World War II; Singapore: founding of Singapore; Philippines: before the Spanish, protectorate, after independence, Ferdinand Marcos' regime, after Ferdinand Marcos' regime.

Year 12 History: Countries of the Asian Region and the Middle East looks at Vietnam: the struggle for independence, the war against USA, building socialism and reform (DOY MEY); Thailand: strengthening the monarchy and the socio-economic evolution.

II. Geographic Understanding

Year 5 Social Studies: “Location and Land Use in Present Society” examines Cambodia’s borders, waterways, the location of provinces, and neighboring countries.

Year 6 Geography: Locates Cambodia in relation to neighboring countries and the wider Asian region; Identifies the capital cities of countries in Southeast Asia.

Year 8 Social Studies: “Asian Countries” unit compares Cambodia with the following countries in terms of population, land size, coastal zones, mountain regions and major rivers: Laos, Thailand, Indonesia, Philippines, Vietnam, and East Timor.

III. Economic Perspective

Year 9 History and Social Studies: The curriculum also compares the economic structures of Cambodia with the following Asian countries: Philippines, Singapore, Malaysia, Brunei, and Myanmar.

Year 11 History: The unit on the history of the Asia Pacific region covers specific aspects of other ASEAN countries. Indonesia: economic situation focusing on agriculture and industry. Malaysia: economics and politics; Singapore: economic situation, agriculture, energy and industry, tourism, trade sector; Philippines: economic situation in Spain's Protectorate, economic situation during the rule of the USA and Japan.

IV. Governance and Civic Competence

Year 8 Social Studies: “Asian Countries” unit compares Cambodia with the following countries in terms of population and political systems: Laos, Thailand, Indonesia, Philippines, Vietnam, and East Timor.

Year 9 History and Social Studies: The curriculum also compares the economic structures of Cambodia with the following Asian countries: Philippines, Singapore, Malaysia, Brunei, and Myanmar.

Year 9: The thematic unit “International Organization” covers the formation of the ASEAN organization and its members, the aims and objectives of the ASEAN organization.

Year 11 History: Malaysia: government and unity vs. solidarity; Singapore: political situation, education.

V. Emerging Regional Issues

Year 8 Social Studies: “Developing Countries” evaluates the living conditions of people in a developing country, comparing them with those in a developed country in terms of typical foods, healthcare, education, and law enforcement; Role of developed countries in assisting developing countries is also discussed.

Analysis: Cambodia has relatively broad coverage of ASEAN and at least touches on all the themes. The curriculum mentions all the other Member States, though there is potential to treat them more uniformly in the different themes. With the ASEAN-related curriculum stretching from Grades 3-12, Cambodia has one of the most extensive treatments of ASEAN on paper. There is an opportunity to explore more fully the arts and cultural traditions of Member States.

INDONESIA

I. Historical Knowledge and Cultural Understanding

Year 6 Social Studies: Diverse cultures found in Indonesia and in neighboring countries, specifically Malaysia, Singapore, and Brunei.

Year 9 Geography, History, and Economics: Background and formation of ASEAN, including the Bangkok Declaration, founding ministers, and the history of high-level conferences.

Year 10 History: Early peoples and their influence on Indonesia, including the migration of Proto Malays and Deutero Malays to Southeast Asia and Indonesia, as well as the cultural influences of Bacson-Hoabinh and Dongson peoples on Indonesia.

Year 11 Art and Culture: Traditional performing arts in Indonesia and neighboring Malaysia, including meaning and role of traditional performing arts in a neighboring country (Malaysia), their moral message and values, vocal techniques, as well as physical and mental exercises used by performers, and the aesthetic elements inherent in traditional performing arts.

Year 12 History: Nationalism and the decolonization process in Asia and Africa; Development of the international economic system and Indonesia's position in the midst of international political and economic changes since World War II; Globalization and recent world developments, including important incidents prior to and after the end of the Cold War.

Secondary National History and General History: Processes of globalization and regionalization, especially in regards to ASEAN, the Islamic Conference, the EU, APEC, connections between North and South, and the growth of a new world order after the end of the Cold War.

II. Geographic Understanding

Year 6 Social Studies: Geographic aspects, including physical location, boundaries, as well as climatic and natural phenomena that have occurred in Indonesia and the region in past decades, including volcanic eruptions, earthquakes, tsunami, and floods; Geographic features that promote interaction and have unified the Southeast Asian region.

Year 9 Geography, History, and Economics: Natural and demographic features of each ASEAN country, as well as forms of cooperation between Indonesia and other countries.

III. Economic Perspective

Year 6 Social Studies: Economic interaction between Indonesia and neighbors, highlighting examples of exports and imports; Economic status of Indonesia and its neighbors; Structure of ASEAN and its two forms of cooperation: economic and social-cultural.

Year 7 History: Indonesia's trade relations with other countries in Southeast Asia, including trade patterns, networks, goods, and other related activities; Assessments call

for students to describe patterns and networks of international trade centers in Indonesia and Southeast Asia and how they were formed.

Year 9 Geography, History, and Economics: Economic features of each ASEAN country.

Secondary National History and General History: Processes of globalization and regionalization, especially in regards to ASEAN, the Islamic Conference, the EU, APEC, connections between North and South, and the growth of a new world order after the end of the Cold War.

IV. Governance and Civic Competence

Year 6 Social Studies: Forms of government of Indonesia and its neighbors; ASEAN as an organization helping to unify the region. Structure of ASEAN and its two forms of cooperation: economic and social-cultural.

Year 9 Geography, History, and Economics: International relations features of each ASEAN country; International cooperative institutions, such as ASEAN, AFTA, NAFTA, ADB, EFTA, APEC, EU, UN agencies, and monetary funds are also covered.

Year 12 History: Development of the international economic system.

V. Emerging Regional Issues

Secondary National History and General History: Regional and global cooperation.

Analysis: Indonesia covers ASEAN within all of the themes to some extent, examining the history, arts, geography, economics, and governance of its neighbors, while touching briefly on Emerging Regional Issues in the context of cooperation. Concepts build through the grades and Indonesia looks at how the Member States are connected in various ways. There are opportunities to introduce ASEAN into the curriculum earlier, and to explore more fully the arts and traditions of more Member States.

LAOS

I. Historical Knowledge and Cultural Understanding

Year 6-7 Lao Language and Literature: “Foreign Literature” with a focus on the literary works of Thailand, Myanmar and Vietnam; The effects of Laos’ relationship with its neighbors on culture, tradition, literature, morality, and religion.

Year 9 Social Science: The history of Asian countries from 1945-70, including how China’s relationship with Laos and other countries helped China gain international status; The colonization and struggles for independence in Vietnam, Cambodia, and Indonesia.

Year 9 History: Brief the political histories of China, Vietnam, Cambodia, and Indonesia from the end of World War II to 1975.

Year 12 History: Histories of Asia, Africa, and Latin America after World War II, with a focus on China and its efforts to assist Laos and other countries during economic crises of the 1950’s; Revolution in Vietnam and that country’s nation-building efforts after 1975; French colonization of Cambodia and opposition to the United States, as well as the

Khmer Rouge reign and international efforts to broker peace; Histories of Indonesia, Thailand, Malaysia, Singapore, Myanmar, and the Philippines are also touched upon.

II. Geographic Understanding

Year 5 World Geography: “The World Around Us” explores neighboring countries such as Vietnam, Cambodia, Thailand, and Myanmar as well as China; Geography, economics, politics, society, and the nature of the country’s relationship with Laos are discussed.

Year 6-7 Lao Language and Literature: Population and area of Member States is listed.

Year 9 Social Science: Various Asian countries (Japan, India, China, Vietnam, Thailand, Cambodia, and Myanmar) and their geography, with some economics, and population. The relative placement of Laos is covered, along with the borders with neighboring countries.

Year 9 Geography: Continental- and island-Asia’s location, boundaries, area and relative sizes, as well as major geographical and climatic features; Natural resources.

Year 11 Geography: Effects of geographical features, population, and economies on history are explored with respect to Vietnam and Thailand.

III. Economic Perspective

Year 9 Social Science: Southeast Asia’s economic advantages such as abundance of natural resources, conditions of production, size of labor supply, and potential market; Foreign investment, as well as progress in technical, scientific, and academic fields; Present economic conditions including agricultural expansion of rice-producing as well as rubber-producing countries, and industrialization.

IV. Governance and Civic Competence

Year 6-7 Lao Language and Literature: This touches on the countries in Asia and mentions ASEAN’s establishment and purpose.

Year 12 History: Establishment of SEATO and ASEAN.

V. Emerging Regional Issues

Year 9 Geography: Potential natural disasters such as active volcanoes and earthquakes; Population of Asia, including treatment of Asia as home to both half the world’s population and a broad diversity of ethnic groups; Effects of history, nature, tradition, culture, and economics on population density; Negative effects of population booms, as well as case studies of countries that have managed to maintain strong economies under growing populations.

Secondary Social Sciences and Biology: Population education concepts are reinforced in secondary grades 7-11 with material that address population policies, population theories, demography, birth spacing and family life education, population and economic development, as well as population and quality of life indicators (health, food and nutrition, education, housing, employment, resources and environment, gender roles and responsibilities, values and beliefs, HIV-AIDS, adolescent fertility, etc.).

Analysis: The Lao curriculum emphasizes connections between itself and other ASEAN Member States as well as China. Secondary Social Sciences and Biology underscore life-skills approaches, and critical thinking and self awareness. Many of the topics covered have an “Emerging Issues” angle, and there is also a great deal of connection between the themes. Drawing relationships across themes as well as between past and present is an example of a way in which to build a larger ASEAN-related curriculum.

MALAYSIA

I. Historical Knowledge and Cultural Understanding

Year 11 Moral Studies: Socio-cultural fields.

II. Geographic Understanding

Year 8 Geography: The geography of the ASEAN region, including physical features, population density, and activities.

III. Economic Perspective

Year 8 Geography: Malaysia’s economy and its regional development, such as social and economic cooperation with other countries in the region.

Year 11 Moral Studies: Socio-economic fields.

IV. Governance and Civic Competence

Year 11 History: The establishment of ASEAN, its administrative structure, Malaysia’s role and contribution in the ASEAN region, and the advantages of ASEAN cooperation to Malaysia; Underscores Malaysia’s political achievements vis-à-vis ASEAN.

Year 11 Moral Studies: Terms of reference in political fields.

V. Emerging Regional Issues

Year 11 Moral Studies: Terms of regional cooperation and the various plans that assist in diplomatic relations between countries.

Analysis: Malaysia has the potential to more fully explore its own as well as other Member States’ culture and history, geography, economy, governance and regional issues in many grade levels. Its Grade 11 course on Moral Studies demonstrates how one topic can effectively cross and make connections across themes.

PHILIPPINES

I. Historical Knowledge and Cultural Understanding

Years 1-6 Social Studies: Introduces aspects of Filipino culture, in particular music and the arts, which are integrated in Civics and Culture studies. Concepts may be introduced across grade levels, but the complexity of the material increases.

II. Geographic Understanding

Not treated.

III. Economic Perspective

Not treated.

IV. Governance and Civic Competence

Not treated.

V. Emerging Regional Issues

Not treated.

Analysis: The Philippines has much potential to explore its relationship to other Member States and ASEAN. We welcome the Ministry's input if there are materials that we have not consulted in this listing.

SINGAPORE

I. Historical Knowledge and Cultural Understanding

Years 1-2 Art and Music: Select art and music forms of various cultures in ASEAN Member States.

Years 3-6 Art and Music: Artworks, media, processes, and techniques related to select Asian cultures in ASEAN Member States.

Years 1-3 English Language: (New curriculum, to be introduced nationally in 2010) ASEAN Member States, including articles and photographs depicting life on the Mekong River in Vietnam.

Year 8 Social Studies: "Living in Peace and Harmony" and "Defending Our Nation" study the history of ASEAN Member States, such as Indonesia (Majapahit and Srivijaya), Vietnam (Funan), and Malaysia (Melaka).

Lower Secondary Art: Artworks, media, processes, and techniques related to select cultures in ASEAN Member States. These come in the form of themes for discrete chapters (e.g., "Memories on Cloth and Tradition") as well as sample artworks or media (e.g., fabric arts, calligraphy, and masks).

Lower Secondary History: "Merger and Separation" explores the history of Singapore from Settlement to Nation, pre-1819 to 1971.

Lower Secondary Music: Music from various cultures, and the features and origins of the Malay *Hadrah* dance and *kompang* drum in particular. Traditional musical instruments and characteristics of beats and interlocking rhythms are also illustrated.

Upper Secondary History: "History of Southeast Asia, c. 1870-1967" mentions ASEAN in the context of how it can be used to conceptualize and define the region of Southeast Asia.

Upper Secondary Literature in English: Of approximately 100 schools offering upper secondary literature courses, schools have the option of using three Singaporean texts from the reading list, namely a collection of short stories titled *Island Voices*; a novel *Heartland*, which depicts life in the heartlands of Singapore; and a play on mental illness titled *Off Centre*.

Pre-University Literature in English: One of the topic papers is on “Post-Colonial Literature: Asian Writing.” It features a number of works by Singaporean writers.

II. Geographic Understanding

Not treated.

III. Economic Perspective

Years 5- 6 Social Studies: Role of the ASEAN Free Trade Agreement (AFTA) in promoting trade and economic cooperation among Member States.

Lower Secondary History: Nature of economic cooperation among members of ASEAN; Malaysia and Singapore are members of the ASEAN Free Trade Area.

Year 12 Social Studies: “Managing International Relations” examines various ASEAN initiatives, including the ASEAN Free Trade Area (AFTA) and the ASEAN Regional Forum (ARF); Singapore’s role in narrowing the economic gap among new ASEAN Member States, such as its Initiative for ASEAN Integration (IAI) and encouraging environmental collaboration.

IV. Governance and Civic Competence

Years 5- 6 Social Studies: “Building the Nation” and “Our Links to Southeast Asia and the World” cover: Singapore’s effort to be recognized as a new nation by being part of ASEAN; founding of ASEAN, its purpose, founding Member States, and a timeline showing ASEAN’s expansion; ASEAN Charter, ASEAN Day, and symbolism of ASEAN logo; ASEAN’s relations with the world: e.g., the ASEAN Regional Forum and ASEAN Plus 3.

Lower Secondary History: Also examines the reasons for the formation of ASEAN, the founding members.

Year 12 Social Studies: “Managing International Relations” elaborates on the reasons for the formation of ASEAN, its aims, the meaning of its logo, and its Member States.

Pre-University History: As part of “A” level history course on “Modern Southeast Asia, 1900-1997,” a compulsory source-based case study of ASEAN is taught. Issues include reasons for the formation of ASEAN, contributions of the founding members, growth and development of ASEAN.

V. Emerging Regional Issues

Years 5- 6 Social Studies: Cooperation among ASEAN countries in conservation efforts, disaster relief, and humanitarian assistance; cultural exchanges, educational and professional training and exchanges among ASEAN Member States.

Year 8 Social Studies: Explore in greater depth ASEAN’s goals and areas of cooperation, as well as Singapore’s policy of diplomacy as a member of ASEAN.

Lower Secondary Literature in English: Literary works, written by Singaporean authors and focusing on Singapore as well as neighboring ASEAN countries and the pertinent issues they face.

Year 12 Social Studies: “Managing International Relations” explores “Managing Peace and Security: Deterrence and Diplomacy,” how being part of ASEAN helps Singapore maintain its national security.

Pre-University History: As part of “A” level history course on “Modern Southeast Asia, 1900-1997,” a compulsory source-based case study of ASEAN is taught. Issues include areas of cooperation, role of ASEAN in maintaining peace and security in Southeast Asia, and the construction of a regional identity.

Pre-University Social Studies: As part of thematic study “Managing International Relations,” ASEAN’s efforts to combat transnational terrorism through regional cooperation are highlighted. An example talks about how ASEAN countries work together to tighten border control and hold joint-police and intelligence meetings.

Analysis: Singapore’s extension of ASEAN-related content to the lower grades builds in complexity to sophisticated courses in the upper grades. The integration of art and music in elementary school and of literature in upper secondary level courses is notable, as is the attention to Emerging Regional Issues. The content can be expanded in Geographic Understanding. Also, there is the potential to include more consistent information on each ASEAN country.

THAILAND

I. Historical Knowledge and Cultural Understanding

Year 5 Social Studies: The coming of Indian and Chinese civilizations to Thailand and other countries in Southeast Asia and their influence in regards to religion and beliefs, language, clothing, and food.

Year 7 Social Science, Religion, and Culture: Examines world heritage sites in Southeast Asia and the influence of “ancient civilization” on the formation and development of the Kingdom of Thailand and Thai society as a whole.

II. Geographic Understanding

Year 7 Social Science, Religion, and Culture: Geography and its impact on history as well as current social, economic, and political developments of countries in Southeast Asia.

III. Economic Perspective

Not treated.

IV. Governance and Civic Competence

Year 5 Social Studies: The origin and current role of ASEAN, as well as its Member States.

Year 7 Social Science, Religion, and Culture: The founding of ASEAN and its goal of regional cooperation is also discussed.

V. Emerging Regional Issues

Year 5 Social Studies: The influence of various waves of foreign civilization on Thai society at present is discussed; Current social, economic, and political aspects of

Thailand and neighboring countries, as well as Thailand’s historic and current relations with other ASEAN Member States.

Analysis: Thailand focuses on ASEAN-related curriculum in the Lower Secondary Grades. While there are many areas where the ASEAN-related content can be added and expanded to other grades and within the thematic lenses, Thailand’s current treatment of the content draws connections between cultures (the influence of Indian and Chinese civilizations and contemporary foreign influences on Thailand today), and across subject matter (such as the geographic impact upon social, economic, and political developments).

VIETNAM

I. Historical Knowledge and Cultural Understanding

Years 1-3 Interdisciplinary Natural and Social Sciences, and Fine Arts: Fine arts education covers art, music, and handicraft of Vietnam.

II. Geographic Understanding

Years 1-3 Interdisciplinary Natural and Social Sciences, and Fine Arts: Nature and society in Vietnam as part of the units “Life Skills” and “Understanding the Environment.”

Years 4-5 Interdisciplinary Nature, Science, and Social Studies: The geography and history of Vietnam is taught within the context of the history of the Asian region and the world.

III. Economic Perspective

Not treated.

IV. Governance and Civic Competence

Years 1-3 Interdisciplinary Natural and Social Sciences, and Fine Arts: Concepts of citizenship education.

V. Emerging Regional Issues

Years 4-5 Interdisciplinary Nature, Science, and Social Studies: Citizenship, environment, population, and children’s rights education are covered as integrated subjects.

Analysis: Although there are many opportunities to expand the ASEAN-related content, Vietnam has some strong examples of introducing concepts related to Emerging Regional Issues in the younger grades. Moreover, the other subjects such Interdisciplinary Nature, Science, and Social Studies exemplify how ASEAN-related subject matter can be adapted and integrated into various disciplines.

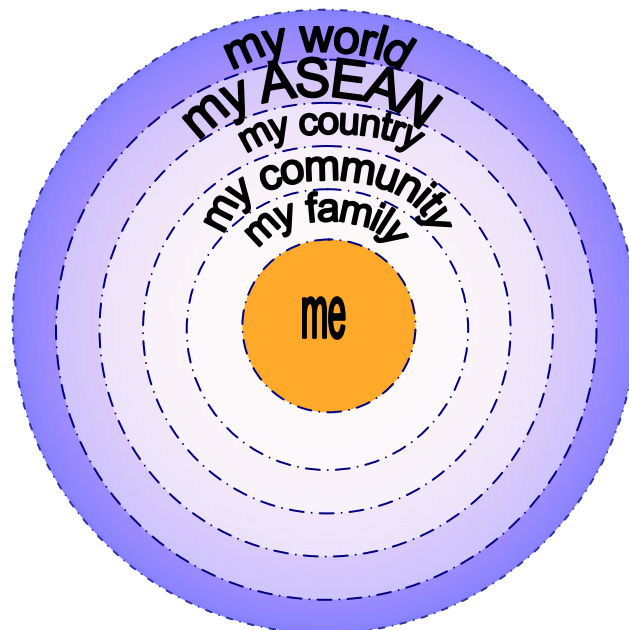
Building an ASEAN Identity

While the organization above is a useful tool, the project goal is to forge a common ASEAN identity. What will this identity look like? One description was given by ASEAN Secretary-General Surin Pitsuwan, who aspires to, “An ASEAN community conscious of its ties of history, aware of its cultural heritage and bound by a common regional identity while respecting national as well as cultural identities of individuals and local communities...”

How can curriculum forge this type of identity? First, a resource book, modeled on the “Know Your ASEAN” publication would help ground students and teachers in the drafting and adoption of the ASEAN Charter, the establishment of the ASEAN Community and the concomitant ASEAN Security Community, ASEAN Economic Community, and ASEAN Socio-Cultural Community, as well as the passage of major ASEAN agreements and declarations, and ratification of key international covenants.

Such a reference would lessen repetition from one grade level to the next, and create opportunities for teachers and students to fully explore important ideas, concepts, and issues related to ASEAN, and to apply them to real-world situations. A deeper, more pervasive association with ASEAN will be built through connections at various levels and from different viewpoints, allowing students to internalize ASEAN in their many facets of self-hood.

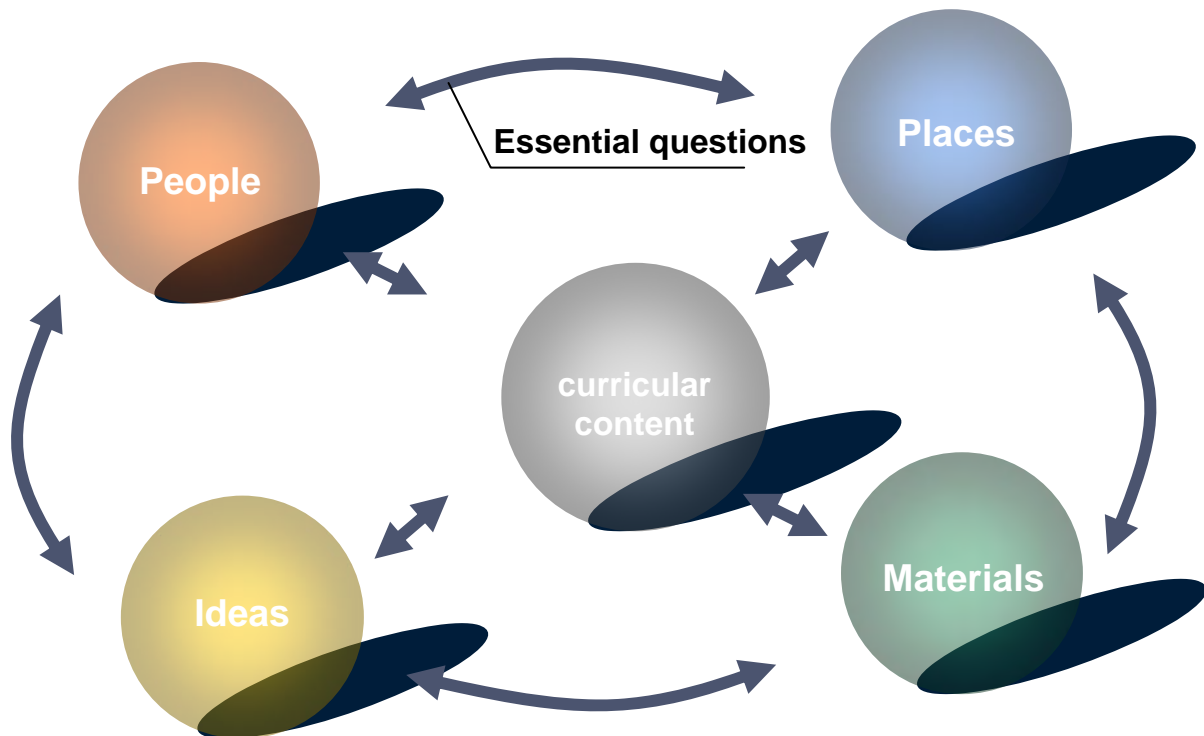
Identity is complex and multifaceted, as well as dynamic, but one way to look at identity is through a person’s placement within the larger world. In this scheme, the ASEAN identity most readily sits within the last two concentric circles progressing from the basic denominator of the individual person, to family, community, country, and world.



In order to effectively connect the ASEAN-content with students' sense of identity, we have created four pathways. These pathways are flexible, meaning they can be applied across subjects such as history, economics, sciences, and the arts. They are scalable, and pertain equally to matters personal or global. Lastly, they are fundamental to the human experience and are relevant to all ages and grade levels. The four pathways are:

1. **People** (individuals, ethnic groups, cultural heritage, governments and citizens, health, security, roles of women, generational roles within families and in larger cultures)
2. **Places** (spatial patterns, physical features, ecosystems, climates, dynamic and interactive natural forces)
3. **Materials** (tangible and physical objects, such as raw materials and commodities, resources, inventions, handicrafts, fine arts, and archaeological artifacts)
4. **Ideas** (belief systems, religions, and philosophies, values, forms of governance, world views, technologies, adoptions and adaptations)

Students' explorations of these pathways will be guided by Essential Questions. Essential Questions define how the pathways interact with the subject matter and also engage students' own ideas and perspectives. The content becomes animated as students apply their critical thinking, analytic, and problem-solving skills.



Moreover, People, Places, Materials, and Ideas are paths via which to foster shared ownership and mutual pride in the variety and diversity within ASEAN. Just as ecosystems and economic systems do not “tolerate” diversity, but instead *thrive* because of it, examining subject matter through People, Places, Materials, and Ideas demonstrate how ASEAN’s health and vigor are derived through multiplicity. For this reason, the EWC recommends creating some overarching Essential Questions for ASEAN-related content, such as:

- How can individual ASEAN nations work together to promote harmony, good governance, economic sustainability, civic responsibility, and equity within each nation, the region as a whole, and the world at large?
- Taking into account the many historic and cultural traditions, the geographic positioning of each ASEAN Member State, various resources and assets, as well as the broad range of world views across ASEAN, how can leaders and citizens work together to promote harmony, good governance, economic sustainability, civic responsibility, equity, and a regional identity (MY ASEAN) that transcends national borders, and promotes global partnerships?

A sampling of Essential Questions linking the various pathways would be:

People and Places

- How have natural features and climates influenced culture in various Member States?
- How have natural disasters prompted regional cooperation?
- How has relative geographic placement determined the livelihood, ongoing development, and economic security of people within each Member State?

Places and Materials

- How does the geography of the region determine the availability and distribution of natural resources?
- How has the growth of capitalism helped to develop resources and markets for ASEAN member states (locally, regionally, and globally)?

Materials and Ideas

- How has the exchange of goods influenced traditional values within and among ASEAN countries in the past and today?
- When do traditional values help economic development, and when do they hinder it?

Ideas and People

- How do political, religious, and ethnic leaders promote national and cultural identities while also fostering cooperation and mutual respect within and among ASEAN Member States?
- How has the changing role of women (in the community, in the work force, in the family) influenced the traditional family life style and values?

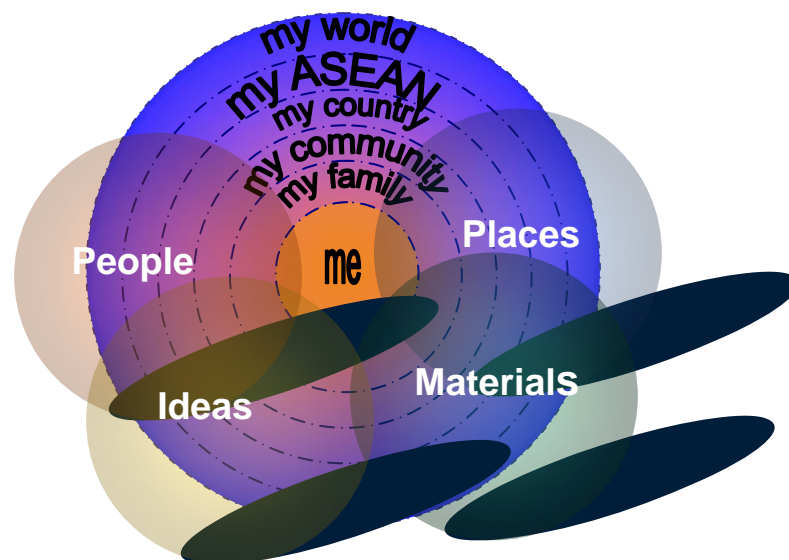
- What ideological tensions exist among the ASEAN states that could potentially cause conflict among the members, and what are the systems for dealing with these fairly?

Ideas and Place

- How have major philosophies and religions been transmitted across the ASEAN region historically and today?
- How have changing ideas of the environment affected people's interaction with their surroundings?

While the examples above are more suited to the upper grades, Essential Questions can easily be formulated for younger students. For instance, how does climate (place) affects dress, cooking, or transport (peoples) in various ASEAN countries?

Since they transcend subject matter, the four pathways form a dense web of connections across ASEAN. A student learning about People may examine and compare the roles of women in communities in Singapore and Laos. When learning about Place she can investigate what trade advantages, as well as environmental challenges are shared by ASEAN coastal communities. An exploration of Materials may teach what her own community produces and how it is valuable elsewhere, and what is imported from neighboring nations. Through Ideas, she will appreciate which values are commonly held across the ASEAN region, and which are distinct to various communities, in the end weaving an intricate pattern of understanding and relationships throughout her own concentric spheres of identity.



Moreover, this strategy will establish crucial elements for regional and global citizenship, such as: an understanding of social justice and equity, global interdependence, and sustainable development; problem-solving skills to address global issues; values that respect and appreciate the diversity of people and perspectives; and, finally, cross-cultural skills to collaborate and cooperate across the ASEAN region and internationally.

ASEAN CURRICULUM ASSESSMENT PROJECT

A Preliminary Summary of ASEAN Studies Content in Primary and Secondary School Curricula and Instructional Materials of ASEAN Member States

This document, compiled by the East-West Center's AsiaPacificEd Program, presents a preliminary summary of ASEAN-related content found in primary and secondary school curricula and instructional materials of the 10 ASEAN Member States. Its purpose is to survey the current state of ASEAN-related studies at the pre-collegiate level in ASEAN countries, and as such to serve as a first-step toward developing a common curriculum framework that will promote greater awareness of ASEAN as well as strengthen the ASEAN regional identity among schoolchildren and youth in Member States.

The curriculum data, frameworks, standards, textbooks, and other materials referenced in this study were identified and gathered from the Ministries of Education in ASEAN Member States (see bibliography for a complete list of sources to-date). We expect to receive additional materials from various Ministries of Education, including Myanmar, soon, and will incorporate these once they arrive.

The materials have been translated, summarized, and organized into the chart on the following pages. Since most schools adhere to "primary," "lower-secondary," and "upper-secondary" divisions, these form the chief partitions for the study. Within these, materials are classified by country and identified by grade-level and subject matter. The content of the curriculum is described, as are the knowledge and skills indicators that measure the students' mastery of the material. In part, the framework was a natural response to the way in which many of the materials were already systematized. Yet, by maintaining this scaffold, we hope that all the parties of this process can clearly assess where the content is lacking, where it is redundant, and, even more importantly, look for innovative means to integrate ASEAN in cross-curricula and trans-national ways in order to truly capture students' imagination and forge a common ASEAN identity.

It is encouraging to see Member States' present efforts to teach about ASEAN and the other countries in the region, and this overview brings to light certain possibilities for a more concerted approach toward regional coordination of ASEAN-related education at the primary and secondary levels. Initial examination of the chart reveals interesting common curricular patterns as well as cross-national variation. Moreover, it is apparent that content that is not specifically ASEAN-related can be harnessed to further awareness of the common heritage as well as diverse characteristics of Member States. This study finds that presently the ASEAN-related content resides chiefly in the social studies and history curricula, though there are instances where it has been alluded to or integrated into art, music, economics, and the natural sciences, indicating further potential for engaging students.

Certainly, on a concrete level, producing a consistent treatment of milestones of ASEAN development is imperative. Yet, the need to create new venues for teachers and students to fully exploring important ideas, concepts, issues, and themes related to ASEAN, and to apply them to real-world situations, is equally pressing. For instance, in the primary grades, language arts and fine arts curricula can draw upon literature, music, and visual arts that highlight the shared cultural traditions and heritage among ASEAN Member States. Social science and physical science courses at the upper elementary and secondary levels can explore the broader ASEAN context and its role in dealing with global issues like health, the environment and sustainable development, peace and conflict, as well as social justice and equity.

Some countries are reaching for ASEAN-content that ultimately goes beyond economic and political connections to demonstrate how the destinies of Member States and their peoples are linked through shared experiences and common challenges. Ultimately, it is such investigations of real-life situations through cross-cultural understandings and personalized connections that will forge a common identity.

Practically, this means not only inserting ASEAN-content across a broad spectrum of subject matters, but constructing themes around which to organize the content. This strategy will establish the following crucial elements for cultivating regional and global citizenship: knowledge and understanding related to social justice and equity, diversity, global interdependence, and sustainable development; the application of analytic and problem-solving skills to address global issues and concerns; the promotion of attitudes and values that respect and appreciate the diversity of people and places, as well as multiple views and perspectives; and, finally, cross-cultural skills to collaborate and cooperate across the ASEAN region and internationally.

We hope that by sharing this preliminary document, the various Ministries of Education will offer their input on the current state of the curriculum as organized in the chart, pointing us to resources we may have missed, advising us on what ought to be strengthened, omitted, or added, as well as identifying prospects for further merging ASEAN-content into other areas of the curriculum to enhance cross-cultural learning and consolidate a shared ASEAN identity.

**Appendix 3: Presentation to the
ASEAN Senior Officials Meeting on
Education (SOM-ED), April 2009**




ASEAN Curriculum Assessment Project

East-West Center



Current ASEAN Content


A Summary of ASEAN Studies Content in Primary and Secondary School Curricula and Instructional Materials of Member States

- Organized current content according to grade, country, and subject.
 - Surveyed the current state of K–12 ASEAN–related studies.
 - Served as a first–step toward strengthening the ASEAN identity among school children and youth in Member States.
- 



Current ASEAN Content

A Thematic Summary of ASEAN Studies Content of Member States and Building an ASEAN Identity

- Shows country-by-country what content is in the curriculum and how it progresses through the grades.
 - Reveals where the content is strong and where there are gaps.
- 

Current ASEAN Content



Brunei Darussalam

Current Content Through Thematic Lenses

Historical Knowledge and Cultural Awareness

Year 8 History: When Cambodia joined ASEAN.

Geographic Understanding

Year 6 Geography: Land size and population of Member States.

Year 8 History: Names, land size, and population of Member States.





Brunei Darussalam

Thematic Lens Analysis

The curriculum focuses on ASEAN in grades 6–8, and is strongest in Geographical Understanding, Economic Perspective, Governance and Civic Competence. There is repetition within the thematic categories and a chance to build upon ideas introduced earlier and also to build content around Emerging Regional Issues.



Building an ASEAN Identity

“An ASEAN community conscious of its ties of history, aware of its cultural heritage and bound by a common regional identity while respecting national as well as cultural identities of individuals and local communities...”

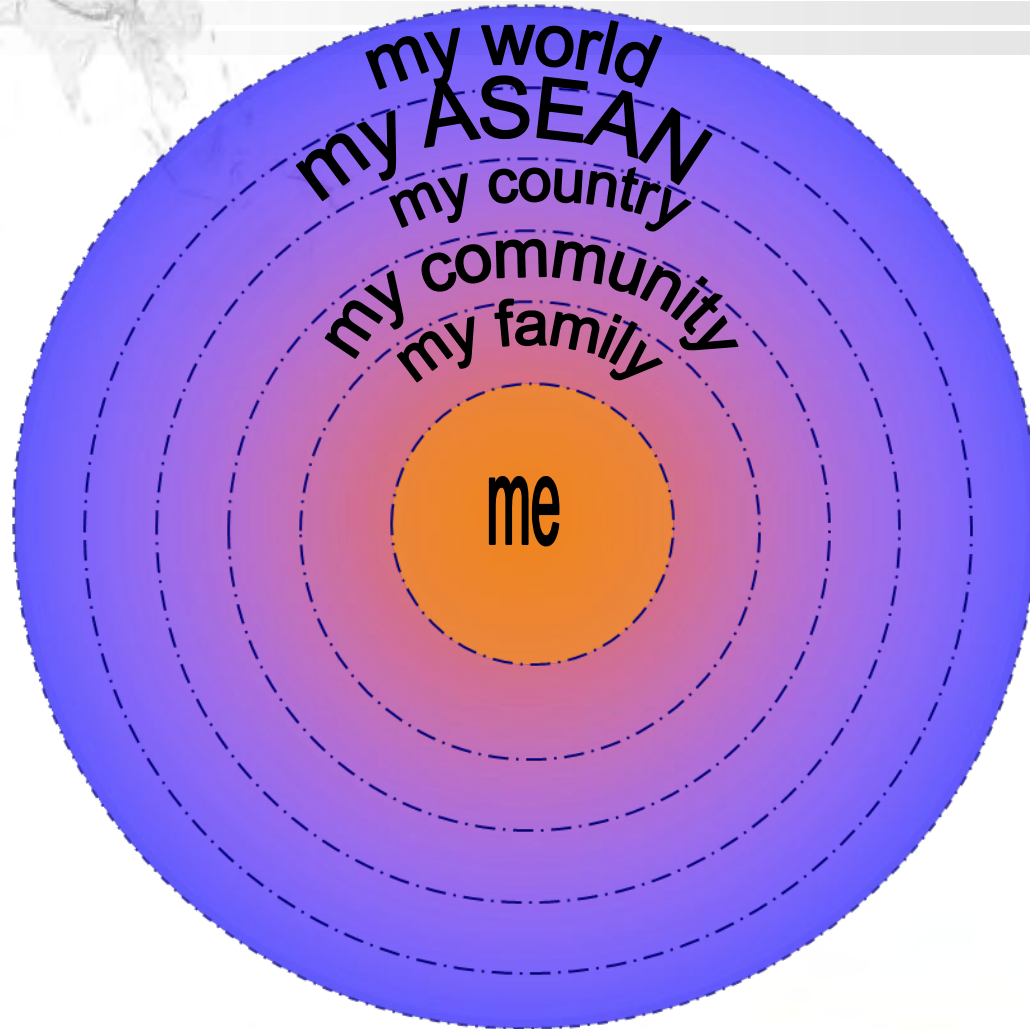
Dr. Surin Pitsuwan (ASEAN Secretary-General)



Building an ASEAN Identity

How Can Curriculum Forge An ASEAN Identity?

- Create an ASEAN Fact book to promote consistent and frequent treatment of ASEAN throughout the K-12 curricula.
- Connect ASEAN to the content at various levels and from different viewpoints so students internalize ASEAN in their sense of self-hood.





Building an ASEAN Identity

Connecting ASEAN Content to Identity

- Pathways must be flexible: they apply to different subjects such as history, economics, sciences, and the arts.
- They are scalable: they pertain equally to matters personal or global.
- They are fundamental to the human experience: they are relevant to all ages and grade levels.

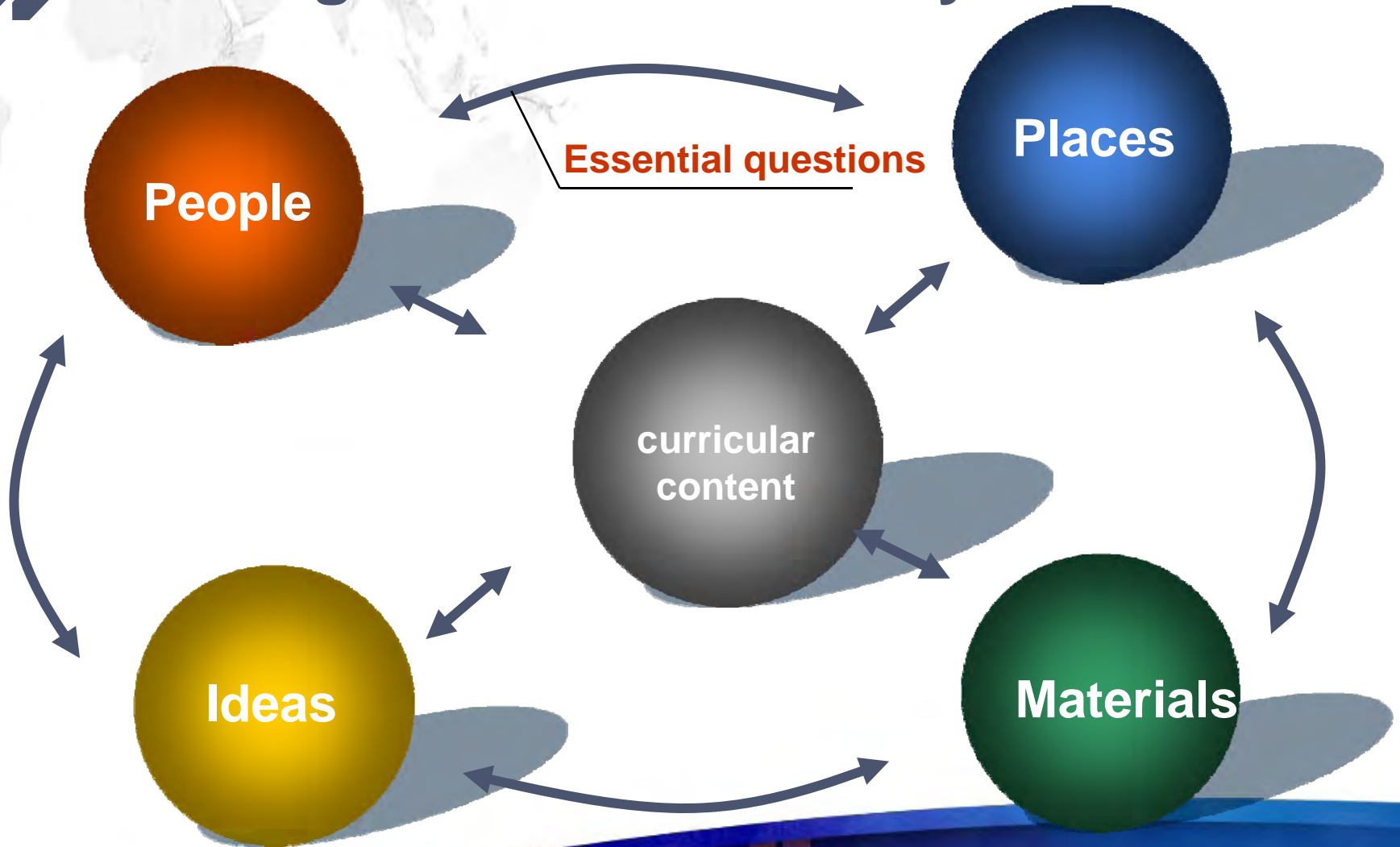


Building an ASEAN Identity

Four Pathways Connecting ASEAN to Students

1. **People** (individuals, ethnic groups, cultures, governments and citizens, health, security, gender roles and generational change)
2. **Places** (spatial patterns, physical features, ecosystems, climates, dynamic and interactive natural forces)
3. **Materials** (tangible and physical objects, commodities, resources, inventions, handicrafts, fine arts, and artifacts)
4. **Ideas** (belief systems, religions, philosophies, forms of governance, world views, technologies and adaptations)

Building an ASEAN Identity





Building an ASEAN Identity

Essential Questions

People and Places: How have natural disasters prompted regional cooperation?

Places and Materials: How does geography determine the availability and distribution of natural resources?

Materials and Ideas: How has the exchange of goods influenced traditional values in ASEAN countries in the past and today?

Ideas and Place: How have changing ideas of the environment affected people's interactions with their surroundings?

