

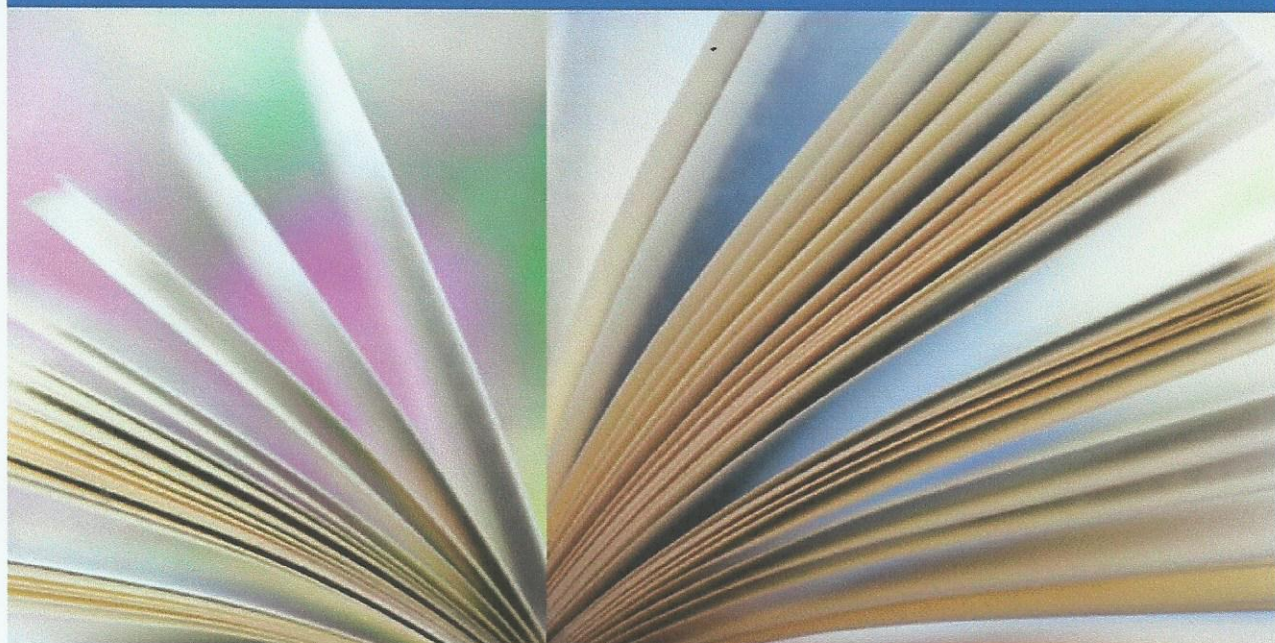
# asean

## curriculum sourcebook

a teaching resource for primary and secondary

schools to foster an outward-looking, stable,

peaceful and prosperous asean community



# asean

## curriculum sourcebook



**USAID**  
FROM THE AMERICAN PEOPLE

The ASEAN Curriculum Sourcebook is made possible by the support of the American people through the United States Agency for International Development (USAID). Its contents are the sole responsibility of the

---

# asean

---

## curriculum sourcebook

---

a teaching resource for primary and secondary schools

---

-) !), -ž+fl( ) . -OfIž' &) %\$ " ~ , -fl & ~ \* žfl ž! . &fl(ž

---

prosperous asean community

---

The ASEAN Curriculum Sourcebook was prepared in the course of the USAID Regional Development Mission Asia Contract No. 486-I-00-007-00008-00,  
Task Order 01, ASEAN-US Technical Assistance and Training Facility, Phase II under the ADVANCE Program,  
with major contributions from the East-West Center and Nathan Associates Inc.

Copyright © 2012 ASEAN

The ASEAN Curriculum Sourcebook is owned and produced by the Association of Southeast Asian Nations (ASEAN) and its content may not be reproduced, downloaded, disseminated, published, or transferred in any form or by any means, except with the prior written permission of ASEAN and with express attribution to ASEAN, or as indicated below.

Ministries of Education of ASEAN Member States may reproduce this publication in its entirety or in part to be incorporated into their respective national curricula. Officials of ASEAN Member States as well as classroom teachers and other teaching professionals may also reproduce any part of this publication for personal or academic use, consistent with the goals and intended purpose of the ASEAN Curriculum Sourcebook. However, no part of such content may be reproduced or published to be sold or otherwise dealt with in the course of trade.

This publication also contains certain images and data separately copyrighted by others. All rights in those materials are reserved by those copyright owners.

ISBN: 978-0-9859803-0-6

Cover design and book layout and design by Very Memorable, Inc.

# Table of Contents

|            |                                                                |            |                                                         |
|------------|----------------------------------------------------------------|------------|---------------------------------------------------------|
| <i>vi</i>  | Foreword                                                       | <i>135</i> | Chapter Three: Connecting Global and Local              |
| <i>vii</i> | Acknowledgments                                                | <i>137</i> | Curriculum Framework Chart for Chapter Three            |
| <i>1</i>   | A Call to Action                                               | <i>146</i> | Sample Lesson Plans for Chapter Three                   |
| <i>4</i>   | ASEAN Curriculum Sourcebook: A Design for Realizing the Vision | <i>185</i> | Chapter Four: Promoting Equity and Justice              |
| <i>8</i>   | Curriculum Framework Chart                                     | <i>186</i> | Curriculum Framework Chart for Chapter Four             |
| <i>10</i>  | Additional Notes for Teachers                                  | <i>195</i> | Sample Lesson Plans for Chapter Four                    |
| <i>13</i>  | Chapter One: Knowing ASEAN                                     | <i>255</i> | Chapter Five: Working Together for a Sustainable Future |
| <i>14</i>  | Curriculum Framework Chart for Chapter One                     | <i>256</i> | Curriculum Framework Chart for Chapter Five             |
| <i>20</i>  | Sample Lesson Plans for Chapter One                            | <i>265</i> | Sample Lesson Plans for Chapter Five                    |
| <i>79</i>  | Chapter Two: Valuing Identity and Diversity                    | <i>318</i> | ASEAN Member State Information and Statistics           |
| <i>80</i>  | Curriculum Framework Chart for Chapter Two                     | <i>319</i> | Credits                                                 |
| <i>88</i>  | Sample Lesson Plans for Chapter Two                            |            |                                                         |

---

## Foreword

SEAMEO recognizes that quality education is the key that keeps Southeast Asia at pace with the changing world while maintaining a stronghold of its regional identity. This recognition fuels SEAMEO's commitment to continuously encourage unity of purpose among its Member Countries and enhance regional understanding and cooperation.

This shared value for closer international collaboration in education is what has brought SEAMEO and ASEAN together. With faithful commitment to a shared goal of changing mindsets and transforming behaviors of Asian youths towards greater awareness of their heritage and identity, SEAMEO and ASEAN jointly embarks on developing this ASEAN Curriculum Sourcebook.

The ASEAN Curriculum Sourcebook serves as SEAMEO and ASEAN's call for the adoption of appropriate basic education pedagogy, content, and assessment through the integration of cultural identity awareness principles, values and practices in appropriate learning areas and processes. Through this Sourcebook, we hope to engage teachers and students, in variety of teaching-learning strategies, to explore the means to which ASEAN peoples live and adapt to present realities and opportunities amidst different cultures, languages and religions. This Sourcebook shall be the tool for SEAMEO and ASEAN to encourage Asian peoples to reclaim, revalue and sustain Asian cultural heritage.

I thank our authors, curriculum experts from the ASEAN Member States and collaborators for sharing their knowledge, experiences and resources in the development of this Sourcebook. Indeed, this initiative is the best manifestation of a true regional cooperation.



Witaya Jeradechakul

Director, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat

---

## Acknowledgments

The ASEAN Secretariat expresses its appreciation to the ASEAN Member States and their Senior Officials Meeting on Education (SOM-ED) for their valuable inputs and support in the development of the ASEAN Curriculum Sourcebook for reference by schools.

We would like to thank the U.S. Agency for International Development (USAID) and the U.S. Department of State-funded ASEAN-US Technical Assistance and Training Facility (TATF) under the ADVANCE program for their technical assistance in the development and production of this Sourcebook. The ASEAN Secretariat would also like to acknowledge the key collaborative roles played by Nathan Associates Inc., the lead TATF contractor, and the East-West Center, the lead TATF subcontractor, in the development of this Sourcebook, and the contributions made by the participants of the ASEAN Curriculum Sourcebook Review Workshop (January 16, 2012, Bangkok) and the Final ASEAN Curriculum Sourcebook Review Workshop (May 30-31, 2012, Phnom Penh).

On a final note, the ASEAN Secretariat would like to record its sincere appreciation to the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and the two Regional Centers, namely SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH) and SEAMEO Regional Open Learning Centre (SEAMOLEC), for their generous contributions to the Sourcebook and fostering closer cooperation between ASEAN and SEAMEO.

The ASEAN Curriculum Sourcebook was prepared under the direction and overall coordination of the Education, Youth & Training Division of the ASEAN Secretariat.

## A Call to Action

Today, new technologies as well as a burgeoning population have heightened people's interactions, both with one another and with the environment, so much so that "globalization" and "connectivity" have become defining features of our age.

The Association of Southeast Asian Nations (ASEAN) embodies global connections and recognizes the interdependence shared by nations by supporting and advancing the mutual interests of its ten Member States: Brunei Darussalam, the Kingdom of Cambodia, the Republic of Indonesia, the Lao People's Democratic Republic, Malaysia, the Union of Myanmar, the Republic of the Philippines, the Republic of Singapore, the Kingdom of Thailand, and the Socialist Republic of Viet Nam. Together, these countries span an area of 4.4 million square kilometers (2.8 million square miles) with a combined population of nearly 600 million people (close to nine percent of the world population), whose combined economic activities generate a total GDP of nearly US\$1.8 trillion annually.



Education is a key way for the ASEAN's citizenry to become aware of the many connections that bind them, and to endow them with the skills they need to effectively build a better future across the region. For this purpose, ASEAN calls on Member States to come together to ensure that their young citizens in the classrooms learn about the interconnectedness among cultures, peoples, economies, governments, and ecosystems, and how these are linked to their own lives.

It further urges Member States to also build students' 21st century knowledge and skills, such as problem-solving, critical thinking, innovation, cross-cultural communication, collaboration, and media as well as IT literacy.

Education must empower young people so that they can not only adapt and respond to their fast-changing world, but also participate actively in shaping a better future for themselves, their families and communities, and for the ASEAN region as a whole. Toward this goal, ASEAN supports a more concerted approach toward regional coordination of ASEAN-related education among its members at the primary and secondary levels to help the region realize its broad goal of a people-centered, socially responsible, unified, and harmonious ASEAN.

- Central to this work is the development of educational materials aimed at promoting greater awareness of ASEAN and building a common ASEAN identity, as articulated in the characteristics and elements of the "ASEAN Socio-Cultural Community (ASCC)

Blueprint:"

- Building a caring and sharing society, which is inclusive and harmonious and where the wellbeing, livelihood and welfare of the peoples are enhanced.

- Building a strong foundation for greater understanding, good neighborliness, and shared sense of responsibility.

- Promoting human and social development, respect for fundamental freedoms, gender equality, the promotion and protection of human rights, and the promotion of social justice.

- Promoting respect for different cultures, languages, religions of the people of ASEAN and emphasizing their common values in the spirit of unity in diversity and adapting them to present realities, opportunities, and challenges.

- Envisaging human development, social welfare and protection, and social justice and rights, and environmental sustainability.

---

This ASEAN Curriculum Sourcebook is both a direct response to, as well as a crucial step toward, fulfilling ASEAN's call to action. It seeks to help teachers and students explore ASEAN across subject areas and through grade levels, so that they discover it as both a place and an entity of which they, their families, neighbors, and country are all an integral part as they strive for a brighter future. As such, I would like to encourage ASEAN Member States to consider the Sourcebook as an essential resource, one that can be utilized as a key reference document when national curricula are being revised in the future.



Dr. Surin Pitsuwan

Secretary-General of ASEAN

---

# ASEAN Curriculum Sourcebook: A Design for Realizing the Vision

The ASEAN Curriculum Sourcebook is a resource that teachers throughout ASEAN can use to help learners explore their many connections to one another and to conceive of themselves both as individuals, and as engaged members in their community, country, their region, and the world. As they do so, they will understand the complex ways in which peoples and lands across ASEAN are connected, be able to exchange and appreciate diverse perspectives, and envision new ways in which they can work together to realize common goals and a brighter future.

To this end, the Sourcebook presents strategies for teaching various ASEAN concepts and is designed to enhance and complement the current curricula of ASEAN member countries. The design and approaches suggested in this Sourcebook were conceptualized after an extensive review and analysis of curricula, along with textbooks

and other materials on ASEAN used in schools across the region. This survey, conducted during 2008-2010, examined the ways in which ASEAN content progresses through grades and across subject areas in each member country, and identified where the content is strong. It also highlighted possibilities for curricular enrichment and regional coordination on education about ASEAN. Importantly, it illuminated ways of teaching and learning that transcend a survey of customs, costumes, and cultures, and instead truly strengthen not only knowledge of the nations, peoples, and cultures of the region, but also the understandings between them. In particular, the survey revealed new opportunities to explore commonalities and differences; the links between communities, the region, and the globe; the interests of collectives and individuals in upholding principles; and the many ways the peoples of ASEAN can collaborate in all fields and levels of society to strengthen their communities, nations, and the region as a whole.

Ultimately, the aim of the Sourcebook is to engender multi-layered inter-group connections, international perspectives, innovation, meaningful collaboration, and a spirit of shared enterprise among peoples and nations of ASEAN and, in so doing, advance the broader goals of ASEAN. Bonds between people, whether cultural, historical, geographic, economic, or political, are sometimes cooperative and sometimes contentious. Yet, it is through active exploration of these ties that a curriculum can foster shared ownership and mutual pride in the multiplicity of ASEAN, and help today's students, who will be tomorrow's leaders, workers, and citizens, define and value their own unique place within ASEAN, and recognize how it shapes their own experiences, and life in their community, country, region, and the world.

## THEMES

The following five Themes emerged from the curriculum survey, and these constitute the five chapters of the Sourcebook:

1. *Knowing ASEAN*: Learning about ASEAN (its structure, membership, purpose, and approach) and exploring ASEAN's significance, accomplishments, and future challenges.

2. *Valuing Identity and Diversity*: Exploring the complex connections and influences that shape culture and beliefs, and recognizing and appreciating the strengths embodied in the commonalities of people (whether individuals or groups) as well as in their distinctive characteristics.

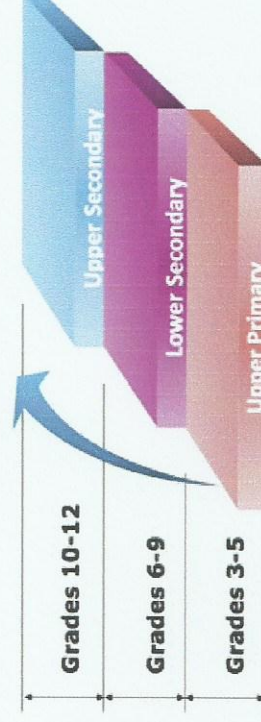
3. *Connecting Global and Local*: Investigating how local issues are shaped by global developments and trends, and how local events in ASEAN influence global realities.

4. *Promoting Equity and Justice*: Fostering principles of fairness and equality, and providing learners with tools and references (scientific and political, as well as philosophical) for analyzing complex situations and responding appropriately.

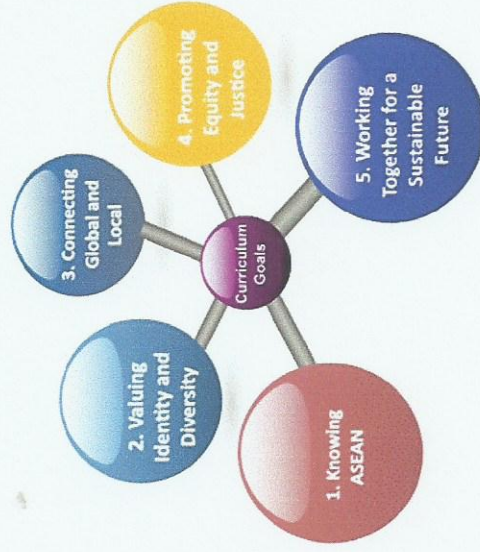
5. *Working Together for a Sustainable Future*: Recognizing the pressures brought on by limited resources and growing populations, and the implications for sustainability, while inspiring learners to work together within their communities and beyond so they might build a prosperous, peaceful, and sustainable future for ASEAN.

## LEARNING LEVELS AND SUBJECT AREAS

Each Theme is organized into three educational levels: upper primary, lower secondary, and upper secondary. However, since ASEAN member countries do not have uniform terminology for “primary,” “lower secondary,” and “upper secondary” schools, nor do they have identical grade groupings, the educational levels that are suggested are intended to guide teachers in selecting appropriate lessons. As such, they should choose lessons that suit their country’s grade groupings and the needs of their curriculum, and feel free to make adaptations as they see fit.



Within these three educational levels, the content is further divided into seven broad subject areas: History and Social Studies; Science and Mathematics; Civic and Moral Education; Languages and Literature; the Arts; Health and Physical Education; and Technology Education.



Each Thematic chapter is prefaced with an overview, which includes two or three “Enduring Concepts.” These were agreed upon through consensus of ASEAN Member States and reflect the goals of the ASEAN community, support the purpose of the curriculum, and help teachers keep sight of essential points for learners to know, understand, and be able to act upon. In addition, the Themes align content with the goals articulated in the ASEAN Socio-Cultural Community (ASCC) Blueprint and supported by the Roadmap for an ASEAN Community (2009-2015), thus enabling learners to explore ASEAN’s mission and goals through the windows of various subject areas and approaches appropriate for primary and secondary school education.

Since each ASEAN member country has its own curriculum, the Sample Lesson Plans that are provided do not match exactly with any one country's curriculum or subject clusters. However, the lessons are both specific enough to support existing curricula and flexible enough to adapt to the range of approaches used in schools across ASEAN.

## **PATHWAYS**

Woven into the design of the Sourcebook are four interconnected

Pathways:

- *People*: Individuals, ethnic groups, cultural heritage, governments and citizens, health, security, and gender roles as well as generational roles within families and in larger cultures.
- *Places*: Physical features, spatial patterns, ecosystems, climates, and dynamic and interactive natural forces.
- *Materials*: Tangible objects including manufactured goods, natural resources, arts and craft, and archaeological artifacts.
- *Ideas*: Religions, belief systems, philosophies, values, worldviews, forms of governance, technologies, adoptions, and adaptations.

These four Pathways serve as avenues through which learners can explore content and analyze complex issues through multiple perspectives, while providing continuity of articulation between grades. The Pathways are intentionally concrete, but they intersect and interact with one another so that when talking about Places and People, for instance, students can explore the influence of geography and climate on culture. They can also study how ecosystems and physical features (Place) determine the availability of natural resources (Materials), which, in turn, can influence generational or gender roles in terms of labor (People).

Similarly, when examining the topic of migrations, students can see how a location's spatial patterns (Place) can influence the spread and exchange of religious beliefs (Ideas). Moreover, since "People, Places, Materials, and Ideas" are concepts that are fundamental to human experience, these Pathways can forge a web of connections across ASEAN, fostering mutual bonds among learners of all ages.

The curriculum framework overview chart that follows broadly illustrates how the four Pathways are manifest through the five Themes.

## Curriculum Framework Overview

| Themes / Pathways | Knowing ASEAN                                                                                                                                                                        | Valuing Identity and Diversity                                                                                                                                                                                   | Connecting Global and Local                                                                                                                                                                               | Promoting Equity and Justice                                                                                                                                                                                | Working Together for a Sustainable Future                                                                                                                                                                        |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>People</b>     | Perceiving that the peoples of ASEAN share commonalities in their past, and in their destiny, and that they can work together to achieve peace and mutual prosperity.                | Appreciating the commonalities of people (individuals and groups) as well as their distinctive characteristics and how these inform shared as well as individual identities.                                     | Understanding the extent to which one's own culture, community, and nation have been influenced by others, and vice versa.                                                                                | Endowing a sense of duty to assess equity and justice, the consequences of actions or choices on other people, and the mutual responsibilities between individuals and groups.                              | Recognizing the importance of working with others to overcome immediate challenges and ensure long-term sustainability of various systems, including social, political, and environmental.                       |
| <b>Places</b>     | Seeing how the countries of ASEAN face many of the same challenges and opportunities, and that ASEAN provides mechanisms and policies to bring the region together.                  | Recognizing that differences in geography and local resources are likely to produce different perspectives and ways of life.                                                                                     | Understanding different ways places are connected or isolated and how this has influenced history as well as people's lives today in various ways.                                                        | Recognizing the interdependence of urban and rural places as well as the strengths and vulnerabilities of different locales.                                                                                | Recognizing that individual and group interactions with their surroundings can have important consequences or benefits for people elsewhere and that helping others in times of need builds regional resilience. |
| <b>Materials</b>  | Understanding that ASEAN's regional policies regarding the exchange of technology, energy, and health-related assistance bring widespread economic, cultural, and physical benefits. | Recognizing that all cultures attempt to provide for the same basic human needs and that available resources vary from place to place.                                                                           | Gaining awareness of the many ways resources, goods, money, and services are transferred from one place to another; how this has changed through time; and the ways in which these affect people's lives. | Appreciating how access to materials, resources, technology, and services affects the education, health, and wellbeing of individual citizens as well as the political and social stability of communities. | Understanding how economic and resource policies and practices affect the wellbeing of other people, and that these should be assessed on both their short- and long-term benefits and drawbacks.                |
| <b>Ideas</b>      | Grasping that the exchange of ideas across ASEAN promotes the well-being of nations and individuals.                                                                                 | Recognizing that human groups are continually creating new ideas for doing things and new ways of expressing themselves, while at the same time preserving and handing down cultures, traditions, and histories. | Gaining awareness of the many ways in which the exchange of ideologies, technologies, information, practices, and aesthetics affect daily life in different communities.                                  | Understanding how equity and justice have been defined by different groups at different times and how this may influence the ways in which people think about and practice justice and equity today.        | Becoming aware that in dealing with complex issues, seeking out new ideas and viewpoints can promote stable and sustainable outcomes.                                                                            |