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ATTITUDES AND AWARENESS TOWARDS ASEAN



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Report No. 2

ATTITUDES AND AWARENESS
TOWARDS ASEAN
Findings of a Ten-Nation Survey

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INTRODUCTION

ASEAN's Heads of State and Government have envisioned a community of cohesive, equitable and harmonious societies as their goal for an ASEAN Socio-Cultural Community (ASCC). Inherent in this vision is the belief that ASEAN's peoples would be "bound together in solidarity for deeper understanding and cooperation." The ASCC places importance on ASEAN citizens being able to interact together in a community that is conscious of its cultural heritage and the historical ties that bind people together in a common regional identity. This much was stated in the Vientiane Action Programme's section on the ASCC, adopted by the Tenth ASEAN Summit in 2004.

Promotion of ASEAN awareness and an ASEAN regional identity are thus the main goals for strengthening regional integration. ASEAN is still on the road to achieving this. It seems an uphill task, as the notion of a regional citizenry is still nebulous, and knowledge of ASEAN is at best uneven in the different countries. Sceptics of ASEAN have often criticized the Association and its activities of being a talk shop: long on words but short on action.

In 2007, Dr Eric C. Thompson of the National University of Singapore and Dr Chulanee Thianthai of Chulalongkorn University embarked on a project to gauge a collective starting point for promoting regional awareness and identity to future generations. They examined ASEAN from a different angle, focusing on the cultural logics underpinning ASEAN regionalism. Building on the findings of an earlier research project on Southeast Asian regional

identities,¹ they continued to examine university students' knowledge of ASEAN and their sense of identification with it.

Under the aegis of the ASEAN Foundation, and with funding support from the Government of the Republic of Korea, the authors undertook a ten-nation ASEAN Awareness Survey. Conducted as an on-campus survey in September–November 2007 among more than 2,000 students in key universities of ASEAN Member Countries,² the survey measured the students' *attitudes* towards ASEAN as a whole, *knowledge* about the region and the Association, *orientation* towards the region and the countries in it, *sources* of information about the region, and *aspirations* for regional integration and cooperation. It included questions such as:

- Do youth today consider themselves to be citizens of ASEAN?
- Are the region's youth enthusiastic or sceptical about ASEAN?
- How well do the region's youth know ASEAN and its members?
- What are their concerns for the Association and the region?

In their report on the survey's findings, Dr Thompson and Dr Chulanee Thianthai share interesting insights on how ASEAN is perceived by young, educated ASEAN nationals — some of the first to come of age in the twenty-first century. Responses from the survey suggest that students across the region have relatively good knowledge of ASEAN. They consider themselves ASEAN “citizens” and demonstrate generally positive attitudes towards the Association.

Students' attitudes towards ASEAN range from the very enthusiastic and positive, to the ambivalent and sceptical, although that scepticism comes mainly from students in Myanmar, and even then, only from one particular segment of the respondents

there. Overall, Myanmar students retain a positive attitude towards ASEAN. Ambivalence is more widespread, and appears mostly in the ASEAN countries which have been members of the Association longest — most notably in Singapore. Philippine students are among those least knowledgeable about ASEAN but they demonstrate a keen desire to learn more about the region. Enthusiasm ranks the highest in Cambodia, Laos and Vietnam.

The students agree on many points, including the importance of economic cooperation, addressing poverty and development needs, a shared orientation shaped by common aspirations, and a desire to know or learn more about the region. Most importantly, Dr Thompson and Dr Chulanee Thianthai point out that the responses indicate a perhaps embryonic but nonetheless perceptible sense of ownership in ASEAN, as citizens of the region. The survey, however, also indicates some clear differences in knowledge and opinions or even ambivalence on certain matters, which deserve further attention and study if ASEAN is to achieve some semblance of regional identity and of being a regional entity.

The survey findings provide useful input for ASEAN policy makers involved in the business of promoting regional awareness and identity, and suggest where interventions can be most effective in engendering a shared sense of ASEAN-ness among the 567 million people in ASEAN, who will one day be part of the ASEAN community-building endeavour.

Notes

1. Conducted in 2003–06, and funded by FASS NUS Faculty Research Grants R-111-000-066-112, R-111-000-058-112, and R-111-000-047-112.
2. Due to circumstances in Myanmar (the closure of the universities) at the time of the survey, distance education students were approached.

1

OVERVIEW

The Association of Southeast Asian Nations (ASEAN) has become one of the most sustained regional organizations of the postcolonial world. Forged in 1967 out of the security concerns of its original five member states in the context of a global Cold War environment, in which Southeast Asia was considered one of the hottest zones of ideological conflict, ASEAN has now long outlived the Cold War and has successfully built a broadly embracing coalition of ten nations.

Fueled by widespread, rapid economic growth over several decades through much of the region (even taking into account setbacks such as the 1997–98 Asian financial crisis), ASEAN now aspires to be something far more than an elite diplomatic talk shop. On the world stage, the Association has positioned itself as a focal forum for Asia-wide international diplomacy (in the form of the ASEAN+3 and East Asia Summit meetings). Locally, that is to say, within the region itself, ASEAN now strives to be an organization — or even more optimistically, an affective entity — upon which a sense of “one sharing, caring community” of Southeast Asians can be envisioned and enacted.

In mid-2007, we were tasked and supported by the ASEAN Foundation to undertake a base line survey of university students throughout the region, with the objective of gauging their awareness of and attitudes towards ASEAN as a whole and towards

its individual member nations. The survey was designed to measure several dimensions of students' knowledge about and orientation towards ASEAN. By targeting university students, we were not attempting to determine the common opinions of the general population of each nation (though our results almost certainly reflect those to some degree). Rather, we were taking a measure of the ideas and feelings of the most highly educated members of the next generation of ASEAN citizens. These young people's average age was twenty at the time of the survey, and thus they would have been approximately ten years old at the time that ASEAN expanded to its current ten-member status. They have come of age along with the organization itself. As the most successful products of the modern educational systems and media environments of each nation, their ideas reflect those sources on which they draw to think about the region they live in. The results from the survey indicate the sorts of orientation and aspirations they have in relationship to ASEAN.

In the report that follows, we first describe the methods used to collect the data and the characteristics of the respondents from each nation where the survey was conducted. We then turn to the substantive findings of the report, organized into five themes: ATTITUDES towards ASEAN as a whole, KNOWLEDGE about the region and the Association, ORIENTATION towards the region and individual countries, SOURCES of information about the region, and ASPIRATIONS for integration and action. The key findings are summarized at the outset, followed by more detailed explanations of each theme. We conclude the report by summarizing the findings on a nation-by-nation basis, followed by a general summary of region-wide trends and what they suggest for the prospects of intra-regional relations in the coming generation and the future development of ASEAN as a regional grouping.

2

SUMMARY OF KEY FINDINGS

The key findings of our survey of 2,170 university students from ten ASEAN member nations are summarized below under five general categories: *attitudes* towards the region and the Association; *knowledge* about the Association; *orientation* towards countries within the region; *sources* of information about the region and the Association; and *aspirations* for the region and the Association.

ATTITUDES

Students around the region are largely positive in their attitudes towards ASEAN. Over 75 per cent agreed that they felt themselves to be citizens of ASEAN. Nearly 90 per cent felt that membership in ASEAN was beneficial to their nation and nearly 70 per cent felt that it was beneficial to them personally. Their responses ranged from being enthusiastic and positive, through ambivalent and sceptical. Students from Cambodia, Laos and Vietnam registered the most enthusiastic attitudes towards ASEAN. Students from Thailand, Indonesia, Malaysia, Brunei and the Philippines exhibited largely positive attitudes. Results from Singapore suggested a perspective which was not negative, but that could best be described as somewhat ambivalent. Responses from Myanmar were bimodal, with a distinct split between one group who was

positive towards ASEAN and a smaller, but substantial minority who were strong ASEAN sceptics. With regard to opinions on similarities and differences between ASEAN countries, the findings indicate that students saw ASEAN members as politically and economically diverse, but culturally similar. As this belief implies shared concerns and destiny, it may provide the basis for building a community of caring societies within ASEAN.

KNOWLEDGE

Overall, students had strong — or at least stronger than expected — knowledge about the region and the Association. Awareness and knowledge of ASEAN was strongest in Vietnam, Laos, Brunei and Indonesia, and weakest in Singapore, the Philippines and Myanmar. Overall, Thailand, Malaysia and Cambodia fell in between, but they showed considerable variation across different domains of knowledge. While students in the Philippines and Myanmar were least knowledgeable about ASEAN, this is not to say that they were unknowledgeable; only less so than their peers elsewhere.

Students in Laos and Vietnam displayed the greatest sense of familiarity with ASEAN (over 80 per cent). In seven of the ten ASEAN nations, 80 per cent or more of students correctly identified the ASEAN flag/logo. Students were less able to identify the year of ASEAN's founding (nearly 50 per cent). The most number of correct answers were given in Laos, Indonesia and Vietnam. Students in Thailand and Myanmar were among the least able to identify the year of ASEAN's founding.

Students across the region fared better in listing the ASEAN Member Countries and identifying them on a map of Southeast Asia. Overall, they could list nine out of the ten ASEAN countries, and identify seven on a map.

ORIENTATION

In addition to the students' responses on knowledge about ASEAN members, we analysed the orientation of students towards different countries within the region. We measured both the salience of and their familiarity with countries in the region. Salience is an implicit measure based on how readily countries come to mind for the students. Familiarity is based on explicitly asking students which countries they are most familiar with.

There is a general division between mainland (Cambodia, Laos, Myanmar, Thailand and Vietnam) and maritime nations (Brunei, Indonesia, Malaysia, the Philippines and Singapore) in ASEAN. In general, students from each of these sub-regions were more cognizant of and familiar with countries in their own sub-region, although in some cases students in mainland nations expressed greater familiarity with certain maritime countries such as Singapore, than with their mainland neighbours.

Deviating from this general trend, Brunei had relatively low salience and Thailand had relatively high salience for students from maritime nations. Singapore and Malaysia had relatively high salience and Myanmar relatively low salience for students from mainland nations.

Across the entire ASEAN region, Malaysia and Thailand were the most generally salient countries. Singapore and Thailand were the most generally familiar.

ASEAN students shared a fairly strong consensus on the countries in the region which were desirable destinations for them to visit. These destinations differed from those of international (Western or other) tourists visiting the region. The top three most desirable destinations were Singapore, Thailand and Malaysia, with Vietnam coming in fourth. While the exact

frequencies varied considerably, students from Brunei, Cambodia, Indonesia, Myanmar, the Philippines and Vietnam all listed those three countries in that relative order. Lao students listed Malaysia slightly more frequently than Singapore.

The students also identified Singapore as the most desirable destination when they were asked where they would prefer to work (outside of their own country). Malaysia, Brunei and Thailand came a distant second, third and fourth in the results for most countries.

Students across the region were interested in learning more about their ASEAN neighbours. This enthusiasm was most evident in Cambodia, Laos and Vietnam. In almost all other countries, general agreement ranged from nearly 85 per cent to 90 per cent and above. There was again some evidence of scepticism among students from Myanmar. Still, a larger number of the students in Myanmar showed a generally positive inclination towards learning more about other ASEAN countries than those who showed no interest.

SOURCES

Students were provided with a list of fourteen possible sources of information and asked to indicate their most common sources of information on ASEAN.

- Television, School, Newspapers and Books were the most common (or primary) sources of information among all students from all countries. Television ranked the highest. School was the second most cited source, followed by Newspapers and Books.
- Secondary sources of information included the Internet and Radio. Overall, students rated the Internet as a less important

source of information (at least with respect to ASEAN) than more traditional media such as Television and Newspapers. Radio was especially important in Cambodia, Laos and Vietnam, but not so elsewhere.

- Sports, Advertising and Friends ranked in the middle.

Other possible sources of information — Family, Travel, Movies, Music and Work — generally ranked low among students from all countries. Only Singapore and Thai students placed Travel relatively high. Movies and Music also ranked low among the cited sources of information. The low ranking of Music indicates that it does not transcend national borders, despite its widespread availability through various media.

ASPIRATIONS

There was a strong positive attitude across all nations when the students were asked to indicate agreement or disagreement with the following eight aspects of integration and cooperation: Cultural Exchanges, Economic Cooperation, Development Assistance, Educational Exchanges, Security and Military Cooperation, Political Cooperation, Sports Competitions, and Tourism.

- Economic Cooperation, Tourism, and Development Assistance were rated as the most important areas for integration and cooperation. These were ranked among the top four of the eight items considered (with the minor exceptions of Thailand and Myanmar, where Tourism ranked fifth).
- Educational Exchanges were rated highly in Myanmar, the Philippines and Thailand, but relatively low in Malaysia and Singapore.

- The importance attributed to Security and Military Cooperation varied considerably across nations, being very high in Brunei, Malaysia and Singapore, but very low nearly everywhere else.
- The importance of intra-ASEAN Sports Competitions likewise varied across different countries.
- Cultural Exchanges and Political Cooperation ranked uniformly low relative to other issues.

The range of results suggests that students view people-to-people interactions through Economic Cooperation, Tourism and Educational Exchanges as key areas of integration and cooperation. The survey showed that the students placed greater emphasis on ASEAN as a forum for economic and social community building than as one for political and security cooperation. This emphasis was illustrated even more vividly when students were asked to rank issues crucial to cooperation and awareness.

- Poverty reduction, educational exchanges, and science and technology development were rated as the most important issues for cooperation and awareness. Poverty reduction ranked highly almost everywhere. Educational exchanges ranked somewhat low only in Malaysia and Brunei. Science and technology development ranked very low in Singapore but moderate to very high elsewhere.
- The attitudes on health and disease control showed the greatest variability: they were most commonly cited by students in Brunei and Malaysia, ranked second in importance in Singapore, and were the least important issue in Cambodia and Vietnam.

- Disaster prevention and relief and regional identity and solidarity also varied considerably across the region.
- Cultural preservation and promotion was uniformly rated less important. Natural resource and environmental management appeared to be of moderate importance to students across the region.

While the respective national frames of reference evidently had a strong influence on students' attitudes to the questions in this section, the concern with poverty reduction and natural resource and environmental management transcended national boundaries and interests.

3

SUBJECTS AND METHODS

The survey targeted undergraduate university students from leading universities in the ten member nations of ASEAN. Logistically, it was impossible (given the time and resources involved) to consider a general survey of all citizens in all nations or even a survey of all youth. Likewise, it would have been a substantial logistical challenge to sample students from across multiple universities in every country (not to mention the further issue of comparability, given that some larger nations have complex, broad networks of universities, while some smaller nations have only one or two comparable, full-scale universities). Therefore, our samples were drawn from one leading, public university in each nation.

Country project managers supervised a number of research assistants at each university, who collected responses to the questionnaire. The infrastructure necessary for a true random sample was not available to us (in the sense used in statistically-oriented survey research, requiring — among other things — access to a complete census of the population and an equal-chances means of accessing all the members of that population). Therefore, we resorted to a simple convenience sample of students in public spaces on the universities' campuses. The general procedure employed at each site was to engage students one-to-

one (research assistants approaching individual students) in public spaces on campus and request that they complete the questionnaire (which we estimate took about five minutes on average to complete). The students were given ballpoint pens as tokens of appreciation for their assistance. While this may be less than satisfactory to some statistical, methodological purists in academia, it represents the best approximation of a statistically random sample possible under the constraints imposed by local conditions, logistics and available resources.

A quota-sampling technique was employed to ensure that samples were balanced by gender and subject of study. In Singapore and Malaysia, we also included a stratified quota system based on ethnicity, to get a sample that reflected the specific ethnic diversity of those nations (which accounts for their larger sample sizes, compared to other countries). A slight, unintended over-sampling of women occurred in Singapore (due to multiple research assistants being engaged in data collection at the same time), but given that there is little to indicate that the over-sampling of women significantly affected the results, all the responses from Singapore have been included. For the samples from each university, approximately half of the respondents were from the humanities and social sciences and the other half from other fields — in most cases, the sciences or engineering. Although we did not make it a specific requirement, the respondents were also spread reasonably evenly over several years, from first to fourth year students (and including fifth year students in cases where a fifth year was part of the undergraduate structure). See Tables A, C and D in Appendix 2 for details.

The resulting sample had a total of 2,170 respondents, with between 197 and 272 respondents from each university (most of the samples from each university had between 200 and 220

respondents). Two versions of the questionnaire were administered at each university. The versions were identical in all respects, except for the second substantive question, which used two methods for eliciting respondents' knowledge about ASEAN: one version simply asked students to list the names of the ten ASEAN countries; the other asked them to identify the ten ASEAN countries on a map. The balanced sample quota frames outlined above were applied to the samples of students answering each version of the questionnaire. In general, the effective N (number of respondents per university) for all findings discussed in this report was approximately 200 to 220 (or higher for Malaysia and Singapore), with the exception of the list/map question where the N was approximately 100 to 110 for each university.

The average age of the respondents was just over 20 years old. The respondents ranged from individuals as young as 14 to those as old as 39 years of age, but the vast majority of respondents (97.6 per cent) were between 17 and 25 years old.

The only two locations where important variations to the above methods and approach occurred were Brunei and Myanmar. In Brunei, due to the small size of the university, the local research team took a more aggressive approach to recruiting students, with a banner advertisement and by soliciting for respondents via SMS. We do not have reason to believe that this had a significant influence on the results obtained, except with respect to question three (Q3) — identifying the ASEAN flag. This is because the ASEAN symbol displayed on the flag was used in the recruitment process (i.e. on the banner). Thus, the high recognition rate for that item in Brunei may have been an artificial effect.

In Myanmar, it was not possible to conduct an on-campus survey, due to circumstances (the closure of the universities) at the time the research was carried out (September–November

2007). In order to obtain a sample comparable to those in other nations, the local research team recruited distance education students from around Yangon as respondents. Because of the particular conditions of tertiary education in Myanmar, it is a common practice for university students to be enrolled in distance education programmes (with courses and tutorials held off-campus) rather than in residential on-campus programmes.

At each university, the questionnaire was administered in the main language of instruction at that university, as follows:

<i>Nation</i>	<i>University</i>	<i>Language</i>
Brunei	University Brunei Darussalam	Bahasa Melayu
Cambodia	Royal University of Phnom Penh	Khmer
Indonesia	University of Indonesia	Bahasa Indonesia
Laos	National University of Laos	Lao
Malaysia	University of Malaya	Bahasa Malaysia
Myanmar	Distance education students	Burmese
Philippines	University of the Philippines	English
Singapore	National University of Singapore	English
Thailand	Chulalongkorn University	Thai
Vietnam	Vietnam National University (Hanoi)	Vietnamese

Total Sample Size:	2,170
Average Age (in years):	20
Number of Male Respondents:	1,064 (49%)
Number of Female Respondents:	1,106 (51%)

Questionnaires were translated from the standard English language version into the various languages by members of the research team. Whenever possible, a back-translation or verification of the text was undertaken by a separate translator in order to obtain the closest possible similarity in meaning across all languages.

OUR RESPONDENTS IN CONTEXT

On average, most of the respondents were born in 1987. By the time they entered secondary school, around the turn of the century, the Cold War had been over for nearly a decade, European colonialism had long been relegated to the dustbin of history, and the era of globalization was well underway.

When they were entering secondary school, ASEAN had already expanded to its current ten-nation membership. The long decades of international and regional conflict in Indochina had been put to rest more than ten years before. The battlefields of mainland Southeast Asia were rapidly transforming into marketplaces. In maritime Southeast Asia, Konfrontasi was to be found only in the history books. Threats of military invasion by larger nations against smaller nations had long been replaced by other challenges, such as large-scale international migration within the region. Economically, the region was slowly beginning to recover from the 1997–98 Asian financial crisis.

The responses reported here reflect the attitudes, knowledge, and aspirations of the first generation of Southeast Asians to come of age in the twenty-first century. The sample does not allow for comprehensive, statistical generalizability to each nation's population as a whole (though there is little to suggest that the students surveyed exhibit attitudes far outside the mainstream). Rather, we believe we have captured a set of indicators of how the up and coming generation of Southeast Asia's most highly educated citizens relate to a maturing sense of ASEAN regionalism.

4

FINDINGS

ATTITUDES TOWARDS ASEAN AS A WHOLE

Students around the region are overwhelmingly positive in their orientation towards ASEAN. Everywhere, we find evidence for an attitude that we call “ASEAN enthusiasm” among substantial numbers of the students we interviewed. At the same time, however, this “ASEAN enthusiasm” is not evenly spread across the region. It is strongest among students in the newest and least affluent of the ASEAN member nations (specifically Cambodia, Laos and Vietnam) and weakest — though not altogether absent — among students in the most affluent nations of the region (Singapore and Brunei). Responses from Myanmar produced a unique bimodal distribution, suggesting that there is a distinct split between ASEAN enthusiasts and others whom we might call strong ASEAN sceptics.

“I feel I am a citizen of ASEAN”

Response to the statement “I feel I am a citizen of ASEAN” was overwhelmingly in the affirmative, to a degree that even we found surprising. In Cambodia, Laos and Vietnam, over 90 per cent of our respondents agreed with this statement. Two-thirds of students in Cambodia, nearly half in Laos and over 40 per cent in Vietnam strongly agreed. Over 80 per cent agreed in Brunei and Malaysia

and over two-thirds in Indonesia, the Philippines and Thailand. In Singapore, where we found the weakest agreement with this statement, students were evenly split between those who agreed and disagreed, though the skew towards those who strongly disagreed (14.7 per cent) was substantial. In Myanmar, while nearly 60 per cent agreed with the statement, a very substantial minority — nearly 30 per cent — strongly disagreed.

TABLE 4.1
I FEEL THAT I AM A CITIZEN OF ASEAN
Percentage of Students' Responses by Nation

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	26.4	55.8	13.7	4.1	82.2	17.8
Cambodia	66.4	26.3	6.9	0.5	92.7	7.4
Indonesia	22.5	50.5	18.8	8.3	73.0	27.1
Laos	48.5	47.5	4.0	0.0	96.0	4.0
Malaysia	36.0	50.8	11.6	1.7	86.8	13.3
Myanmar	28.0	31.5	11.0	29.5	59.5	40.5
Philippines	19.1	50.5	25.9	4.5	69.6	30.4
Singapore	8.1	41.2	36.0	14.7	49.3	50.7
Thailand	19.5	47.5	23.5	9.5	67.0	33.0
Vietnam	45.1	46.6	6.4	2.0	91.7	8.4
Average	32.0	44.8	15.8	7.5	76.8	23.3

What does it mean to be a citizen of ASEAN, that is, of a region rather than in the more conventional sense of being a citizen of a nation? And what did students in fact mean in their agreement to this question? We will return to these questions in the conclusion.

“Membership in ASEAN is beneficial to my country”

The positive affiliation with ASEAN expressed in the question about citizenship and the trends across nations was also reflected in two questions about the benefits of ASEAN membership. Responding to the statement “Membership in ASEAN is beneficial to my country”, students overwhelmingly agreed — in most countries, over 90 per cent. Agreement was as high as 99 per cent in Laos. And, in every nation other than Myanmar, well over four-fifths of students agreed. Strong agreement with this statement was also most marked in Vietnam and Laos (over 70 per cent of all responses) and in Cambodia (where almost 60 per cent strongly agreed with the statement). While well over half of students in Myanmar agreed that ASEAN membership was beneficial to their country, nearly 25 per cent strongly disagreed. By way of contrast,

TABLE 4.2
MEMBERSHIP IN ASEAN IS BENEFICIAL TO MY COUNTRY
Percentage of Students’ Responses by Nation

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	23.4	61.9	12.7	2.0	85.3	14.7
Cambodia	58.5	37.8	2.8	0.9	96.3	3.7
Indonesia	24.3	59.2	12.8	3.7	83.5	16.5
Laos	73.0	26.0	0.5	0.5	99.0	1.0
Malaysia	22.3	68.6	7.0	2.1	90.9	9.1
Myanmar	24.1	34.2	17.6	24.1	58.3	41.7
Philippines	33.6	60.5	5.5	0.5	94.1	6.0
Singapore	28.7	63.2	7.7	0.4	91.9	8.1
Thailand	30.0	59.5	8.5	2.0	89.5	10.5
Vietnam	78.9	17.2	1.5	2.5	96.1	4.0
Average	39.7	48.8	7.7	3.9	88.5	11.5

nowhere else did even 4 per cent of students strongly disagree that ASEAN membership had benefited their country.

“My country’s membership in ASEAN is beneficial to me personally”

When the benefits of ASEAN were framed at a personal level — “My country’s membership in ASEAN is beneficial to me personally” — agreement was, as we might expect, somewhat less than agreement to ASEAN’s general benefits to the country. Yet agreement that the students themselves personally benefited from ASEAN membership remained remarkably strong. General agreement remained at over 90 per cent in both Vietnam and Laos and were held by two-thirds or more of the respondents in all other nations except for Indonesia, where students were close to evenly split, and Myanmar, where students overwhelmingly disagreed — with nearly 60 per cent strongly disagreeing — with

TABLE 4.3
MY COUNTRY’S MEMBERSHIP IN ASEAN IS
BENEFICIAL TO ME PERSONALLY
Percentage of Students’ Responses by Nation

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	11.2	61.4	23.4	4.1	72.6	27.5
Cambodia	27.2	52.1	16.1	4.6	79.3	20.7
Indonesia	7.8	40.8	39.0	12.4	48.6	51.4
Laos	31.5	61.0	6.5	1.0	92.5	7.5
Malaysia	12.9	53.5	28.2	5.4	66.4	33.6
Myanmar	5.5	20.5	15.0	59.0	26.0	74.0
Philippines	9.1	58.2	27.3	5.5	67.3	32.8
Singapore	5.9	60.4	27.4	6.3	66.3	33.7
Thailand	20.5	54.0	23.5	2.0	74.5	25.5
Vietnam	56.4	37.7	3.4	2.5	94.1	5.9
Average	18.8	50.0	21.0	10.3	68.8	31.3

the proposition that they benefited personally from their country's membership in ASEAN. Again the strongest agreement came from Vietnam, Laos and Cambodia. Here, Vietnamese students stood out, with well over 50 per cent strongly agreeing that they benefited personally from Vietnam's membership in ASEAN.

Similarities among ASEAN Countries

We asked students about their perception of the commonalities and differences among ASEAN countries, with questions on three dimensions of similarity and difference: cultural, economic and political. These dimensions were chosen because they had appeared as the most important criteria in organizing the relationships among countries in ASEAN in previous research among university students.

These results mirror those on citizenship and the benefits of ASEAN, with students from less affluent and newer members of ASEAN (aside from Myanmar) perceiving the greatest similarity among the member nations and those from the most affluent members registering the greatest sense of difference. Students from Singapore and Brunei, followed by those from Myanmar and Malaysia, registered the most general disagreement with the statements given. Singaporean and Myanmar students in particular recorded the highest numbers of strong disagreement — over 40 per cent in the case of both economic and political similarity for Singapore and only slightly over 50 per cent for economic similarity in Myanmar, but well over two-thirds with regard to political similarity. Filipino and Thai students were close to evenly split between overall agreement and disagreement on the commonalities among ASEAN countries. Students from Cambodia, Indonesia, Laos and Vietnam generally perceived ASEAN countries to be similar, at a rate of about 60 per cent agreement, when the responses across all three dimensions were combined.

Among the three dimensions, students agreed most with the proposition that ASEAN countries are similar culturally. Over 80 per cent of students in Cambodia, Indonesia and Laos considered ASEAN countries to be similar culturally, and over 70 per cent in the Philippines and Thailand did so. In Malaysia, Myanmar and Singapore, students' responses were evenly split between those who agreed and those who disagreed. Disagreement was only slightly favoured in Brunei. Here again, a very substantial minority (one-third) of Myanmar students registered strong disagreement with this statement (almost twice that of Singaporeans and three times the number from any other nation).

Across all nations, students mostly disagreed with claims that ASEAN nations are economically or politically similar, following a familiar pattern in which rejection of similarity was strongest in Singapore and Brunei and a bimodal distribution featuring some agreement mixed with strong disagreement appeared in Myanmar. Further evidence appears for the most positive attitudes generally to be found in the newer, less affluent nations of ASEAN. We also see a number of individual national trends in the data. Cambodians decidedly do not see ASEAN countries as economically similar, but are close to evenly split with regard to political similarity. Students from Indonesia and Laos are close to evenly split in their judgment of both economic and political similarities. Malaysian students are close to evenly split in their perception of economic similarities, but decidedly disagree as to political similarity. Students in the Philippines and Thailand do not perceive ASEAN countries to be either economically or politically similar, though not quite as strongly as students in Singapore, Myanmar and Brunei do. Only Vietnamese students registered general agreement across all three dimensions of culture, economics and politics, though their responses on the latter two were close to being evenly split.

TABLE 4.4
ASEAN COUNTRIES ARE SIMILAR CULTURALLY
Percentage of Students' Responses by Nation

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	3.6	41.8	44.9	9.7	45.4	54.6
Cambodia	7.9	76.4	13.0	2.8	84.3	15.8
Indonesia	16.5	67.4	12.4	3.7	83.9	16.1
Laos	6.0	74.9	18.6	0.5	80.9	19.1
Malaysia	3.3	46.9	40.7	9.1	50.2	49.8
Myanmar	6.5	43.7	16.6	33.2	50.2	49.8
Philippines	9.1	68.9	17.8	4.1	78.0	21.9
Singapore	0.4	48.9	33.5	17.3	49.3	50.8
Thailand	7.0	66.5	24.0	2.5	73.5	26.5
Vietnam	9.9	68.5	12.8	8.9	78.4	21.7
Average	7.0	60.4	23.4	9.2	67.4	32.6

TABLE 4.5
ASEAN COUNTRIES ARE SIMILAR ECONOMICALLY
Percentage of Students' Responses by Nation

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	2.0	27.4	55.3	15.2	29.4	70.5
Cambodia	5.1	34.6	47.0	13.4	39.7	60.4
Indonesia	5.5	41.3	43.1	10.1	46.8	53.2
Laos	8.0	41.5	47.5	3.0	49.5	50.5
Malaysia	6.2	40.1	45.0	8.7	46.3	53.7
Myanmar	4.0	36.4	22.7	36.9	40.4	59.6
Philippines	3.2	30.9	41.8	24.1	34.1	65.9
Singapore	0.7	11.1	44.3	43.9	11.8	88.2
Thailand	3.5	41.0	50.0	5.5	44.5	55.5
Vietnam	2.9	51.5	28.9	16.7	54.4	45.6
Average	4.1	35.6	42.6	17.8	39.7	60.3

TABLE 4.6
ASEAN COUNTRIES ARE SIMILAR POLITICALLY
Percentage of Students' Responses by Nation

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	2.0	21.4	52.0	24.5	23.4	76.5
Cambodia	6.5	44.2	37.3	12.0	50.7	49.3
Indonesia	2.8	46.8	42.2	8.3	49.6	50.5
Laos	8.5	35.7	50.3	5.5	44.2	55.8
Malaysia	2.5	26.6	54.8	16.2	29.1	71.0
Myanmar	5.0	23.1	18.6	53.3	28.1	71.9
Philippines	3.2	28.2	50.0	18.6	31.4	68.6
Singapore	1.5	11.8	43.0	43.8	13.3	86.8
Thailand	2.0	23.5	61.5	13.0	25.5	74.5
Vietnam	13.7	40.2	30.9	15.2	53.9	46.1
Average	4.8	30.2	44.1	21.0	34.9	65.1

Note: We asked one further question with regard to attitudes towards ASEAN, "If ASEAN did not exist, it would make no difference to my life." The results do not follow any distinctive pattern and our best interpretation of these scattered results is that the question was not a good one. Due to the double-negative construction, we received some reports from research assistants collecting responses that students at times found the statement difficult to interpret. Moreover, after undergoing translation, it is not clear that double-negative constructions carry the same meaning across all languages. We do not believe, therefore, that the responses are of much value and feel they do not add to a useful understanding of students' attitudes towards ASEAN.

Summary of Attitudes towards ASEAN

Overall, students from around the region are positive about ASEAN. It is hard to place in easy categories the responses from the students of various nations. The many distinctive patterns in students' responses from each nation must be kept in mind; a point we will return to in the conclusion. However, in general, we can characterize the responses as ranging from enthusiastic and

positive at one end, to ambivalent, to firmly sceptical at the other. The greatest “ASEAN enthusiasm” can be found in Vietnam, Cambodia and Laos. In a general way — to summarize the great complexity we see — students from Thailand, Indonesia, Malaysia, Brunei, and the Philippines all exhibit a largely positive attitude towards ASEAN. Results from Singapore suggest a perspective which is not negative, but that can best be described as somewhat ambivalent towards the region. Only in Myanmar do we find evidence for substantial “ASEAN scepticism”. Moreover, the results very strongly suggest a distinctive divergence of opinion within Myanmar. A substantial minority of respondents appears to be confirmed ASEAN sceptics, but a slightly larger plurality tends towards the positive outlook common in the rest of the region.

Students’ opinions on the commonalities — similarities and dissimilarities — among countries around the region further suggest evidence for, at the very least, an inchoate sense of community. Although scholars and writers about Southeast Asia often emphasize the cultural diversity of the region, it does not appear to be perceived that way by the students we surveyed. Rather they are inclined, by a two-to-one margin, to see ASEAN countries as being culturally similar. Conversely, with regard to economic and political similarity among ASEAN countries, students largely do not consider ASEAN countries to be similar to each other in these respects (though with the local variations in perceptions noted above).

This belief in cultural commonality — whether true or not in any objective sense — is an important basis for the possibility of future action in line with the Association’s stated goals of building a caring community. What the students might mean, or think they mean, by cultural commonality is an important open question deserving of further investigation. However, the underlying

sentiment is perhaps just as important as any explicit content. The belief in a shared culture can in itself be a strong basis for mutual cooperation, concern and caring. It implies shared concerns and, potentially, a sense of shared destiny.

Political and economic divergences, on the other hand, can be seen as challenges to be overcome. They are not necessarily dimensions of difference that irrevocably separate member nations of ASEAN from one another. In the case of political differences, as additional parts of the survey suggest (to be discussed in detail subsequently), it is clear that the students we surveyed do not generally see these as being especially important. The students, of course, come from nations with remarkably disparate political systems, and any generalization made must be extremely tentative here. However, given both their age (remembering that we are talking about young adults in university, for most of whom politics or international relations are likely not the most important of concerns in their lives) and given the negative valiance of “politics” in many, if not most, of the nations of ASEAN, we can say that students do not see politics as a realm of prime significance or one where commonality is particularly necessary for successful interaction.

Economic disparities, by contrast, are a more important concern. However, given the general ideology of developmentalism and modernization — that over time nations become more developed and modern — prevalent everywhere in the region, economic inequality is a realm for action rather than one of irrevocable difference (in the way that cultural difference is often taken to be). Furthermore, elsewhere in the survey, students across the region, in both more and less affluent nations, have signalled that economic cooperation, poverty reduction and other similar economic issues are key concerns for the Association to address.

KNOWLEDGE ABOUT THE REGION AND ASEAN

We used a number of questions to assess students' awareness of ASEAN: their objective knowledge about ASEAN and the individual member states of ASEAN, and the cognitive salience of those members. While we did not attempt to subject the students to an intensive, rigorous examination about ASEAN, and its structures, objectives and history, the set of questions we asked have provided us with useful insights into students' awareness of this regional Association as well as the differences between nations — in other words, how that knowledge is distributed around the region.

Overall, the students displayed what we considered to be a remarkably high cognizance of the countries that make up ASEAN and, in most cases, they readily recognized ASEAN's primary symbolic marker: the ten bound stalks of rice. They were somewhat less capable in identifying the year in which ASEAN was founded. Analysis of these questions suggests that awareness or knowledge of ASEAN is strongest in Vietnam, Laos, Brunei and Indonesia, and weakest in Singapore, the Philippines and Myanmar. Thailand, Malaysia and Cambodia fell in between overall, but with considerable variation across different domains of knowledge.

“In general, how familiar are you with ASEAN?”

When asked to assess their own knowledge of ASEAN, most students in most nations rated themselves as very familiar or somewhat familiar with ASEAN in general. Well over four-fifths of students in both Vietnam and Laos placed themselves in one of these two categories, with over 40 per cent of Vietnamese students considering themselves to be “very familiar” with ASEAN. Elsewhere, the percentage of students claiming to be very or somewhat familiar with ASEAN ranged from about two-thirds

(Indonesia, Thailand and Malaysia) to about half (Brunei and Singapore). The extreme outlier among these responses came from Myanmar. There, 90 per cent of students considered themselves to be only a little familiar or not at all familiar with ASEAN. Over 40 per cent of Myanmar students put themselves in the latter category.

TABLE 4.7
IN GENERAL, HOW FAMILIAR ARE YOU WITH ASEAN?
Percentage of Students' Responses by Nation

	<i>Very Familiar</i>	<i>Somewhat Familiar</i>	<i>A Little Familiar</i>	<i>Not at All Familiar</i>	<i>Very or Somewhat</i>	<i>Little or Not at All</i>
Brunei	1.0	52.8	46.1	0.0	53.8	46.1
Cambodia	2.3	56.5	40.3	0.9	58.8	41.2
Indonesia	5.0	63.3	31.2	0.5	68.3	31.7
Laos	13.0	71.5	15.0	0.5	84.5	15.5
Malaysia	6.6	59.3	32.8	1.2	65.9	34.0
Myanmar	2.1	7.5	48.1	42.2	9.6	90.3
Philippines	6.4	53.2	36.8	3.6	59.6	40.1
Singapore	2.6	47.7	42.5	7.1	50.3	49.7
Thailand	8.0	60.0	30.0	2.0	68.0	32.0
Vietnam	43.8	44.8	10.8	0.5	88.6	11.3
Average	9.1	51.7	33.7	5.9	60.7	39.2

Indicators of Knowledge about ASEAN

A set of objective questions — identifying the ASEAN flag, the year of its founding, and its member states — was used to measure the students' knowledge about the Association.

In seven of the ten nations, 80 per cent or more of students correctly identified the flag of ASEAN, with its rice-stalk symbol,

TABLE 4.8
INDICATORS OF KNOWLEDGE ABOUT ASEAN

	<i>Correct Identification of ASEAN Flag</i>	<i>Correct Identification of Year of Founding</i>	<i>Number of Countries Listed without Map (Avg.)</i>	<i>Number of Countries Listed with Map (Avg.)</i>	<i>Number of Countries Identified on Map (Avg.)</i>
Brunei	98.5%	44.3%	9.6	9.8	8.5
Cambodia	63.1%	36.6%	9.0	9.0	5.0
Indonesia	92.2%	65.6%	9.6	9.9	7.4
Laos	87.5%	68.4%	9.5	9.8	8.0
Malaysia	80.9%	53.0%	8.8	9.6	7.9
Myanmar	85.0%	32.5%	8.5	5.6	4.0
Philippines	38.6%	37.8%	7.8	8.1	5.7
Singapore	81.5%	47.8%	8.4	7.6	6.0
Thailand	38.5%	27.5%	9.3	9.3	8.9
Vietnam	81.3%	64.7%	9.6	9.2	6.3
Average	74.7%	47.8%	9.0	8.8	6.8

from among six possible flags presented to them. Notably, despite their avowed unfamiliarity with ASEAN, 85 per cent of Myanmar students were able to correctly identify the ASEAN flag. Among Cambodian students, slightly over 60 per cent were able to identify the ASEAN flag. The two nations where the rice-stalk flag and symbol of ASEAN appears to be the least recognized were Thailand and the Philippines. Less than 40 per cent of students in each of these nations were able to readily identify it.

When given a choice of six dates (1947, 1957, 1967, 1977, 1987 or 1997), students were less able to identify the year of ASEAN's founding as compared to their recognition of the ASEAN flag, although they still fared well in most countries. The most number of correct answers were given in Laos, Indonesia and Vietnam, with close to two-thirds answering correctly. Thai and

Filipino students again were among the least able to identify the correct date. Along with Cambodian and Myanmar students, their ability to identify the year ranged from 27 (in Thailand) to 37 per cent (in the Philippines). Among students in Brunei, Singapore and Malaysia, the rate of correct identification fell between 45 and 55 per cent. While we are not surprised that students are less conversant with such “boring” historical facts as the year of ASEAN’s founding, as compared to the symbolically significant flag, it is still notable that everywhere the correct answer was given at a rate that would imply more than mere guess work on their part.

Listing and Mapping ASEAN Member States

Students across the region performed far better than we had expected when asked to list the members of ASEAN and to identify the ASEAN countries on a map of Southeast Asia. In the survey, we asked half of the respondents simply to list the names of the ten ASEAN countries. For the other half, we asked them to name the countries and identify their locations on a blank map of Southeast Asia.

When asked simply to list the names of the ASEAN countries, students in Vietnam, Brunei, Indonesia, Laos, Thailand and Cambodia could list nine or more of the ten countries on average. Students in Malaysia, Myanmar and Singapore averaged more than eight countries. The average for Filipino students was notably lower than elsewhere, yet they still averaged almost eight of the ten countries.

The students did roughly as well at naming countries when asked to locate them on a map of Southeast Asia. When the results from Myanmar are excluded, their average for the total number of ASEAN countries they correctly identified was in fact

slightly higher for the map exercise. However, the difference does not appear to be significant (at the time of writing, formal tests of statistical significance have yet to be done) and the trend was variable, with students in some countries doing slightly better overall when provided with a map and some slightly worse. It does not appear that the map either helped or hindered their ability to recall the names of the ASEAN countries. The exception to these trends was Myanmar. The number of countries listed dropped substantially from eight and a half on average to five and a half on average when the map was introduced. Apart from Myanmar, only in Singapore did the map appear to have any substantial negative effect on the recall task and only in the Philippines and Malaysia does it appear that the map may have been an aid to memory, but in all these cases the effect was marginal at best (all this pending formal tests of statistical significance between the results).

The gap between students' abilities to name the countries of ASEAN and their ability to identify them on a map varied considerably from nation to nation. Thai students performed best on the mapping exercise, with only a very marginal drop in the difference between their ability to list the countries of ASEAN and to correctly identify them on the map. This difference was relatively small in Malaysia, Brunei and Laos, moderate in the Philippines, Indonesia and Singapore, and highest in Vietnam, Cambodia and Myanmar.

The distribution of students' cartographic knowledge, in terms of the countries they were able to correctly identify on the map, closely followed the conventional division made between mainland (Cambodia, Laos, Myanmar, Thailand and Vietnam) and maritime (Brunei, Indonesia, Malaysia, Philippines and Singapore) nations. Students from mainland nations were generally best at identifying

TABLE 4.9
IDENTIFICATION OF ASEAN COUNTRIES ON MAP

Percentage of Students' Responses by Nation

(Maritime countries and respondents in upper left; Mainland in lower right)

(Underline indicates own country; **Bold** indicates the 5 most recognizable; *Italics* indicates notable trends)

<i>Responses from:</i>	<i>Brunei</i>	<i>Indonesia</i>	<i>Philippines</i>	<i>Singapore</i>	<i>Malaysia</i>	<i>Thailand</i>	<i>Myanmar</i>	<i>Vietnam</i>	<i>Laos</i>	<i>Cambodia</i>
Brunei	<u>99.0</u>	94.9	98.0	98.0	99.0	<i>92.9</i>	71.7	69.7	59.6	66.7
Indonesia	98.2	<u>97.3</u>	91.8	97.3	98.2	69.1	56.4	45.5	50.9	43.6
Philippines	58.2	76.4	<u>97.3</u>	60.9	69.1	40.9	35.5	54.5	40.9	40.9
Singapore	67.4	76.1	64.5	<u>94.2</u>	94.9	76.1	40.6	<i>26.8</i>	<i>23.2</i>	<i>30.4</i>
Malaysia	95.8	90.8	93.3	97.5	<u>97.5</u>	<i>85.8</i>	60.8	58.3	57.5	48.3
Thailand	75.0	75.0	84.0	89.0	97.0	<u>99.0</u>	98.0	90.0	94.0	91.0
Myanmar	17.0	23.0	21.0	26.0	34.0	71.0	<u>96.0</u>	29.0	50.0	28.0
Vietnam	35.6	56.4	55.4	42.6	45.5	79.2	62.4	<u>93.1</u>	82.2	81.2
Laos	53.0	62.0	68.0	66.0	78.0	97.0	91.0	95.0	98.0	97.0
Cambodia	31.3	23.2	30.4	35.7	32.1	70.5	50.9	71.4	69.6	83.9
Average	63.6	68.1	70.6	71.7	75.3	77.7	64.8	61.8	60.9	59.7

the other mainland countries and students from maritime nations, the maritime countries. Exceptions included Singapore students, who correctly identified Thailand more often than the Philippines, and Thai and Myanmar students, who correctly identified Malaysia more often than Vietnam and Cambodia, respectively. Also noteworthy was how the frequency with which Brunei and Malaysian students correctly identified Thailand was closer to the (high) frequency with which they correctly identified neighbouring maritime countries than the lower frequency with which they identified more distant mainland countries.

When considering the students who fared the worst in mapping ASEAN members — those from Cambodia and Myanmar — in the case of Cambodia, this appears to be the result of a generally low rate of cartographic literacy relative to other countries (Cambodian students were not particularly good at identifying any countries on the map, including their own). Whereas for Myanmar, it was a case of being able to identify their own country and Thailand fairly readily, but there was substantially less cartographic literacy with respect to the rest of ASEAN. Close analysis of the table also points to some specific gaps in cartographic knowledge among various students, such as the particularly low scores among Singapore students for Laos, Vietnam and Cambodia, relative to their ability to identify other ASEAN members.

Summary Regarding General Knowledge

The strong showing of students in Vietnam and Laos with regard to their knowledge about ASEAN once again reinforces the sense of “ASEAN enthusiasm” registered in those nations. Cambodian students, while ASEAN enthusiasts, fared less well on some of these objective measures of knowledge about ASEAN (although

they were still able to name, on average, nine out of the ten ASEAN members).

Despite some notable variation across the different measures, students from Brunei, Indonesia, Malaysia, Singapore and Thailand, like their peers in Cambodia, all demonstrated substantial knowledge about ASEAN in at least some respects regarding its members, history and symbols.

Students in the Philippines and Myanmar displayed the least knowledge about ASEAN, although this is not to say that they were unknowledgeable; only less so relative to their peers elsewhere.

Further on in this report, we will discuss the sources of information that the students drew on for their knowledge about ASEAN, which have undoubtedly shaped these measures of objective knowledge about the region and the Association.

ORIENTATION TOWARDS THE REGION AND INDIVIDUAL COUNTRIES IN ASEAN

A further set of insights that can be gleaned from the questions dealing with knowledge about other ASEAN member nations concerns the varying orientations that students from different nations have towards the region. By analysing the results of the listing and mapping exercises, we are able to see which ASEAN neighbours are most and least culturally (or cognitively) salient to students in each nation. By cultural salience, we mean the relative importance or prominence of countries — which countries come to mind most readily — among students from the universities where we conducted the survey.

The main procedure for determining this cultural salience (or relative prominence in the students' minds) is to use a salience index to measure the answers that students gave when asked to

list the names of the ASEAN countries. The salience index gives a score of between one and zero to each country listed based on frequency (how often a country is listed) and priority (how close to the top of each list a country appears). A score of 1.0 would mean that the country was listed first on every list by every student. As the score approaches zero, it indicates that the country was only listed by a few or just one student and that it came to mind last of all.

Salience of and Familiarity with Other Countries within ASEAN

In Appendix 3, the results of this analysis of salience are displayed visually in salience graphs and numerically in salience tables. The salience graphs visually illustrate the structure of the students' knowledge about the region, with regard to which countries are most culturally salient to them (based on the general listing of ASEAN countries that they gave) and which they believe themselves to know the most about. The graphs are organized with the results from the maritime nations in the first graph and those from the mainland nations in the second.

From a visual analysis of these graphs (comparing the "general listing" graphs with the "familiar countries" graphs), we can note that there is generally a strong correspondence between the general cultural salience of countries, measured in the open free listing, and countries with which students consider themselves to be the most familiar, with a few notable exceptions. For example, among Thai students, Cambodia and Vietnam scored fairly high in terms of general cultural salience, but considerably lower (relative to some other countries, particularly Singapore) with regard to familiarity. In other words, these countries come to mind when the students think about the

ASEAN region, but they do not feel they know very much about Cambodia or Vietnam. Likewise, among Cambodian students, Laos and, to a lesser extent, Myanmar scored fairly high in terms of general cultural salience, but low in terms of familiarity. In Laos, we also see that Thailand scored higher in salience, while Vietnam scored higher in terms of familiarity. Overall, these trends indicate that, among mainland nations in particular, students are aware of but do not consider themselves to be familiar with their neighbouring countries. Instead, they feel they are more familiar with certain maritime countries, namely Singapore and Malaysia and, to a lesser extent, Indonesia.

We also find further evidence here to reinforce the conclusion (observed in prior research as well) that Philippine students are among the least cognizant of ASEAN as a regional grouping. In the results from the Philippines, we observe a fairly small gap between the least salient countries in ASEAN (Brunei and Myanmar) and the most frequently listed non-ASEAN countries (Japan and China). We also see that when asked to list the three countries in ASEAN with which they are most familiar, other non-ASEAN countries in general were listed more frequently than the five members of ASEAN located near the Philippines. Coupled with the relatively low number of ASEAN countries that Philippine students were able to accurately list, these results indicate that students in the Philippines have the weakest domain knowledge of ASEAN in general (however, we would also like to note that, in previous research, we conducted a general free list exercise among students from a university in the People's Republic of China, and students in the Philippines exhibited considerably more ASEAN awareness by that measure than did students in the PRC). The results from Myanmar also exhibit some of these characteristics, suggesting relatively weak domain knowledge (there was little gap between Brunei and China among

the listed “ASEAN Countries” and common inclusion of other non-ASEAN countries in the familiarity question).

Conversely, contrasting results from elsewhere with those from the Philippines and, to a lesser extent, Myanmar highlights the fact that students in other nations do have a distinctive knowledge and sense of ASEAN, as indicated by the graphically displayed gap in the results between ASEAN and non-ASEAN countries. This is even more apparent when comparing the frequencies and percentages between listed ASEAN and non-ASEAN countries, as shown in the salience tables, which includes results from the Philippines and Myanmar (due to the statistical methods employed, the gap between ASEAN and non-ASEAN countries is far greater when comparing frequency than when using the more sensitive Smith’s Salience Index).

The exercise involving the listing of ASEAN countries reiterates the general division between mainland and maritime countries as well, with students from each of these sub-regions being generally more cognizant of and familiar with other countries from within their own sub-region.

Exceptions here include the relatively low salience of Brunei and relatively high salience of Thailand among students from the maritime nations. Among students from the mainland nations, Singapore and Malaysia tended to have relatively high salience for maritime countries and Myanmar relatively low salience for a mainland one. However, this general trend is not as consistent as the low and high salience for Brunei and Thailand, respectively, among students from the maritime nations. The variation in the trends among students from the mainland nations is also visually apparent in the salience graphs.

Malaysia and Thailand appear to be the most generally salient countries — based on the listing exercise — when results across

the entire region are compared, which is not surprising in the light of their geographic centrality as well as relatively high economic prominence. Singapore and Thailand are the most generally familiar to the respondents (appearing among the four most familiar countries in results from all nations).

Destinations for Travel, Work and Interest in ASEAN

Three further questions in the survey provide insights into the students' orientation towards countries in the ASEAN region. We asked the respondents to complete the sentences "If I could travel to another country in ASEAN, I would most like to travel to..." and "If I could work in another country in ASEAN, I would most like to work in...". In addition, using the agree/disagree format, we asked them to respond to the sentence "I would like to know more about other ASEAN countries."

With regard to travel, the first, second and third most desirable destinations appear to be Singapore, Thailand and Malaysia. While the exact frequencies vary considerably, students from Brunei, Cambodia, Indonesia, Myanmar, the Philippines and Vietnam all listed those three countries in that order.

Students from every nation (outside of Singapore) most frequently listed Singapore as the destination to which they would most like to travel, with the exception of students from Laos. Lao students listed Malaysia slightly more frequently than Singapore, which still rated a close second as the destination to which the students from Laos would most like to travel to. Notably, students from Laos rarely listed neighbouring and culturally similar Thailand as a desirable destination. This appears to be specific to Thai-Lao relations and is not generally representative of a desire to travel especially far, given that they

did list Vietnam with some frequency and that the same effect is not seen with regard to culturally and geographically close nations elsewhere (e.g. Brunei, Indonesia and Malaysia). Malaysian investments in Laos, especially the landmark hotel towering over Vientiane, are likely the source of its prominence as a desirable destination in the minds of Lao students.

Malaysian students follow the trend seen in the majority of nations, listing Singapore and Thailand as the most desirable destinations, followed by Indonesia and Brunei. Some mutual interest in sub-regional travel among these three Malay-Muslim countries is seen in the results (with the exception of the relative lack of interest in Indonesia among students from Brunei), yet Singapore and Thailand remain the destinations of greatest interest in all three predominantly Malay-Muslim nations.

Singapore and Thai students further reinforce the general dominant trend in the responses by listing each other's country first. In both cases, Vietnam was the second most desirable destination, with Malaysia a close third in Singapore and fourth in Thailand. While not as popular generally as Singapore, Thailand or Malaysia, Vietnam does come across as a clear fourth (or better) choice in many instances, though with considerable variation (e.g. it received almost no interest among students from Indonesia and Myanmar). Among Thai students, the relatively strong showing of Laos (listed by more than 10 per cent of the respondents) highlights an interesting asymmetrical relationship in Thai and Lao perceptions of each other. Here, as well as in the results for the question on which is the most desirable destination for work, Thai students show far more affinity for Laos than Lao students do for Thailand.

These results highlight two important points. First, although there are some important variations and even sub-regional trends,

TABLE 4.10
IF I COULD TRAVEL TO ANOTHER COUNTRY IN ASEAN, I WOULD MOST LIKE TO TRAVEL TO
Percentage of Students' Responses by Nation
 (Underline or "x" refers to Own Country; **Bold > 10%**)

<i>Respondents from:</i>	<i>Brunei</i>	<i>Cambodia</i>	<i>Indonesia</i>	<i>Laos</i>	<i>Malaysia</i>	<i>Myanmar</i>	<i>Philippines</i>	<i>Singapore</i>	<i>Thailand</i>	<i>Vietnam</i>	<i>Non-ASEAN countries</i>
Brunei	×	1.5	5.6	1.0	19.4	0.0	3.6	32.1	28.1	8.7	0.0
Cambodia	6.9	×	4.6	3.2	10.6	2.8	2.3	44.7	14.7	2.8	7.4
Indonesia	11.1	1.8	×	0.9	13.8	2.8	2.3	39.6	26.3	0.9	0.5
Laos	2.5	2.0	2.5	×	41.0	0.0	2.0	36.5	2.0	7.5	4.0
Malaysia	10.8	3.3	14.1	2.1	<u>0.8</u>	0.4	8.3	25.7	24.5	6.2	3.7
Myanmar	1.1	2.2	2.7	1.1	8.2	<u>0.5</u>	0.0	67.4	9.8	0.5	6.5
Philippines	1.9	4.6	3.7	0.5	13.9	1.4	×	35.6	25.5	3.7	9.3
Singapore	3.0	9.1	4.2	1.1	12.9	3.4	3.4	×	45.5	13.6	3.8
Thailand	4.5	4.5	5.0	13.5	9.0	2.5	2.0	36.0	<u>0.5</u>	15.0	7.5
Vietnam	1.0	1.0	2.5	3.4	3.9	0.0	1.0	65.2	21.1	×	1.0
Average	4.6	3.1	4.7	2.8	13.9	1.5	2.8	35.0	20.9	6.5	4.1

TABLE 4.11
IF I COULD WORK IN ANOTHER COUNTRY IN ASEAN, I WOULD MOST LIKE TO WORK IN
Percentage of Students' Responses by Nation
(Italic refers to Own Country; Bold > 10%)

<i>Respondents from:</i>	<i>Brunei</i>	<i>Cambodia</i>	<i>Indonesia</i>	<i>Laos</i>	<i>Malaysia</i>	<i>Myanmar</i>	<i>Philippines</i>	<i>Singapore</i>	<i>Thailand</i>	<i>Vietnam</i>	<i>Non-ASEAN countries</i>
Brunei	6.2	0.0	1.5	0.5	19.1	0.0	1.0	67.5	2.1	1.5	0.5
Cambodia	8.8	<i>2.3</i>	2.3	0.9	6.0	0.9	2.8	51.2	11.1	3.2	10.6
Indonesia	22.3	0.5	<i>1.9</i>	0.9	7.4	0.5	1.4	60.9	2.8	1.4	0.0
Laos	5.0	0.0	3.5	<i>1.0</i>	19.0	0.0	3.5	47.0	2.0	15.0	4.0
Malaysia	16.4	0.8	2.5	0.0	3.8	0.8	5.0	60.1	3.4	2.9	4.2
Myanmar	2.3	0.6	0.0	0.0	9.0	1.1	0.6	77.4	2.3	0.6	6.2
Philippines	3.7	0.0	1.9	0.0	7.9	0.0	<i>0.9</i>	66.4	7.5	1.4	10.3
Singapore	12.8	1.8	6.2	0.0	33.5	0.9	2.2	<i>1.8</i>	25.6	9.7	5.7
Thailand	4.0	0.0	2.0	6.0	5.0	3.0	1.0	58.5	<i>5.0</i>	7.5	8.0
Vietnam	1.5	0.5	2.9	2.0	2.9	0.0	2.0	77.5	9.3	<i>0.5</i>	1.0
Average	8.3	0.4	2.5	1.1	11.2	0.7	2.1	54.3	7.1	4.7	4.9

ASEAN students on the whole share a fairly strong consensus on the countries in the region which are desirable destinations for them to visit. Second, these choices may be rather different from those of international (Western or other) tourists. Notably, some of the most famous and “exotic” tourist destinations internationally (e.g. Cambodia and Indonesia) rate relatively low among ASEAN students. While the students may be interested to some degree in some sort of “cultural” tourism (i.e. to travel to countries very different from their own), the selection of Singapore, Thailand and Malaysia as the top three choices suggest that, in general, ASEAN’s most “modern” and “developed” countries hold the most appeal.

Singapore was even more definitively the most desirable destination when students were asked where they would prefer to work (outside of their own country). Malaysia, Brunei and Thailand usually came a very distant second, third and fourth in the results for most countries.

Given the level of commitment implied in working in rather than merely travelling to another country, the students (not surprisingly) were likely in response to this question to list their own country (even when the question explicitly asked them to choose “another country in ASEAN”): 5 per cent or more did so in both Brunei and Thailand. Some students went so far as to write comments by the side of their answer, indicating that they would not want to work in any country other than their own.

Perhaps of greater significance, students were somewhat more inclined to list non-ASEAN countries in response to the work question than the travel question. This, combined with the singular focus on Singapore as a desirable destination for work, indicates that there is not a strong basis at present among these

students for conceiving of a broad intra-ASEAN labour market. It is very likely that the results could be different among other sectors of society in every country; our sample is from among the young and most highly educated sector of each nation. Poor or working-class respondents might have a very different view. However, in terms of concerns about the “brain” drain — and thinking regionally as opposed to only nationally — this is an area which might be usefully addressed. While Singapore is a singularly dominant destination with respect to work, there are small nods in the direction of Malaysia, Thailand, Brunei and even Vietnam. Fostering ideas or programmes to encourage talented ASEAN youth to consider developing their careers in neighbouring countries (as opposed to leaving the region altogether) is worth further consideration. The results here suggest that the situation is not hopeless, but that much could or would potentially need to be done to foster such an orientation.

Responses to the next question (“I would like to know more about other ASEAN countries.”) indicate that students across the region are overwhelmingly interested in learning more about their ASEAN neighbours. Once again “ASEAN enthusiasm” was especially evident in Vietnam, Cambodia and Laos, where nearly 80 per cent to over 90 per cent of respondents “Strongly Agreed”. In almost all other countries, general agreement ranged from nearly 85 per cent to 90 per cent and above. The “ASEAN scepticism” among some students from Myanmar was evident again, with 15 per cent “Strongly Disagreeing” — many times the frequency of any other country. But again, in Myanmar a much larger number of students showed a generally positive inclination towards learning about other ASEAN countries than those who showed no interest.

TABLE 4.12
I WOULD LIKE TO KNOW MORE ABOUT
OTHER ASEAN COUNTRIES
Percentage of Students' Responses by Nation

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	20.8	66.0	12.7	0.5	86.8	13.2
Cambodia	83.9	15.7	0.0	0.5	99.6	0.5
Indonesia	39.9	50.9	7.8	1.4	90.8	9.2
Laos	79.5	20.5	0.0	0.0	100.0	0.0
Malaysia	32.6	60.3	7.0	0.0	92.9	7.0
Myanmar	37.4	40.4	7.1	15.2	77.8	22.3
Philippines	59.8	37.4	2.7	0.0	97.2	2.7
Singapore	18.8	65.4	14.7	1.1	84.2	15.8
Thailand	33.7	53.8	10.6	2.0	87.5	12.6
Vietnam	91.1	7.4	1.0	0.5	98.5	1.5
Average	50.8	41.0	7.2	0.9	91.8	8.1

SOURCES OF INFORMATION ABOUT THE REGION

We provided students with a list of fourteen possible sources of information about the region and asked them to circle all those which applied (in addition, we provided space for responses of "Other: _____" or "None of the above". However, as the rate that these options were selected was negligible, we will not discuss them here). The most frequently (as well as least frequently) indicated sources of information cited by students were fairly stable across the region. The absolute frequencies with which students indicated particular sources of information varied considerably from nation to nation. However, when the sources

are compared based on a ranking of their relative importance within each nation, there is remarkably little variation from nation to nation.

Television, School, Newspapers and Books (by which we expect that the students were thinking of school textbooks) were clearly the most common sources of information about ASEAN among all students from all countries. Television was identified as one of the sources by about two-thirds to 90 per cent of students from all countries, and School by between 60 and 80 per cent. Only in Myanmar was School indicated with noticeably lower frequency (less than 40 per cent), but even then, it was the fourth most important source of information overall. Newspapers in Cambodia and books in Laos and Singapore appeared to be somewhat less important.

Secondary sources of information included the Internet and Radio. While the Internet is often popularly considered to be of special importance among the current generation of youth, who have come of age along with the emergence of the medium, it is notable that everywhere — including Singapore, which is arguably the most “wired” ASEAN nation — students rate the Internet as a less important source of information (at least with respect to ASEAN) than more traditional media such as Television and Newspapers. Another notable trend with respect to the importance of the Internet is that it does not track (as one might guess) with the relative wealth or poverty of the respondents’ nations, but rather with the linguistic characteristics of the nations involved: highest in English-fluent nations or those with languages using Roman script, and is lowest where non-Roman scripts are the norm (a point corresponding to various critical writings on the linguistic biases of the Internet). A partial

exception is Vietnam, though it must be noted that Vietnamese script is well supported on the Internet (as compared to Burmese, Khmer, Lao or even Thai).

The uneven distribution of responses citing the Radio as a source of information is also notable, particularly its relatively high importance in Cambodia (where it rates far above Newspapers), as well as in Laos and Vietnam. These differences with respect to “electronic” media (especially Radio and the Internet) are an important reminder that the media-scapes of different nations continue to be quite different and those interested in communicating information or ideas (in this case about ASEAN) would do well to keep this in mind. In particular, it is important to avoid the common instinct to utilize the Internet as the primary means of communication, especially by those in central (urban or affluent) locations where Internet access is the most readily available. In some cases, “older” technologies, such as Radio, may be more appropriate.

Sports, Advertising and Friends rated in the middle of the possible sources of information provided in the question. Sports ranked especially high among students from Vietnam. We strongly suspect that this was related to the high profile of and extensive reporting on Southeast Asian international sports events in Vietnam over the last several years (including the Southeast Asian Games in 2003, when Vietnam was the host; as it happened, the survey was conducted a few months before the 2007 Southeast Asian Games were to be held in Nakhon Ratchasima (Korat), Thailand). Sports did not register particularly highly outside of Vietnam, though everywhere it was rated as a moderate medium for information about ASEAN. Advertising and Friends rated somewhat lower than Sports in most places.

TABLE 4.13
IN WHAT WAYS HAVE YOU LEARNED ABOUT ASEAN?
(CIRCLE ALL THAT APPLY)
Percentage of Students' Responses by Nation
 (Four most important sources of information in **bold**)

	<i>Advertising</i>	<i>Books</i>	<i>TV</i>	<i>Radio</i>	<i>Newspaper</i>	<i>Internet</i>	<i>Movies</i>
Brunei	46.2	62.9	86.3	53.3	80.7	59.4	15.7
Cambodia	26.3	73.7	89.4	71.4	41.5	35.9	8.8
Indonesia	20.6	85.3	66.1	22.0	70.2	51.8	6.9
Laos	45.5	48.0	77.5	54.5	71.0	31.5	3.0
Malaysia	37.6	70.2	78.9	37.2	78.1	58.3	21.1
Myanmar	16.5	47.0	69.5	33.0	50.0	29.0	9.5
Philippines	39.3	65.3	83.1	26.9	81.3	64.4	8.7
Singapore	14.7	41.5	64.3	18.8	76.5	46.3	5.1
Thailand	16.0	69.5	67.0	11.5	50.5	32.5	6.0
Vietnam	38.2	68.6	92.6	67.2	86.3	68.6	33.3
Average	31.6	65.0	78.4	40.3	70.7	49.9	12.1

	<i>Music</i>	<i>Sports</i>	<i>Family</i>	<i>Friends</i>	<i>School</i>	<i>Traveling</i>	<i>Work</i>
Brunei	18.3	49.2	22.8	29.9	76.1	10.7	6.1
Cambodia	6.9	28.1	10.6	33.6	75.1	11.5	8.8
Indonesia	8.7	35.3	20.6	30.7	77.5	9.2	2.3
Laos	13.0	31.0	23.5	27.5	67.0	12.0	8.0
Malaysia	9.9	35.1	22.3	28.1	74.0	5.0	3.7
Myanmar	9.0	37.0	10.5	19.5	38.0	7.0	5.0
Philippines	2.3	22.4	21.9	32.9	87.2	15.5	5.5
Singapore	4.0	12.1	12.5	21.7	73.9	15.9	5.9
Thailand	2.5	22.5	8.5	13.0	57.5	15.0	4.5
Vietnam	17.6	71.6	21.1	30.9	72.1	25.0	9.8
Average	9.2	34.1	18.2	27.6	73.4	13.3	6.1

TABLE 4.14
SOURCES OF INFORMATION, RANKED BY IMPORTANCE
(Based on percentage circled in each nation)

<i>Sources</i>	<i>Brunei</i>	<i>Cambodia</i>	<i>Indonesia</i>	<i>Laos</i>	<i>Malaysia</i>	<i>Myanmar</i>	<i>Philippines</i>	<i>Singapore</i>	<i>Thailand</i>	<i>Vietnam</i>	<i>Average</i>
Television	1	1	4	1	1	1	2	3	2	1	1.7
School	3	2	2	3	3	4	1	2	3	3	2.6
Newspaper	2	5	3	2	2	2	3	1	4	2	2.6
Books	4	3	1	5	4	3	4	5	1	5	3.5
Internet	5	6	5	7	5	7	5	4	5	5	5.4
Radio	6	4	8	4	8	6	8	7	10	7	6.8
Sports	7	8	6	8	9	5	9	11	6	4	7.3
Advertising	8	9	9	6	7	9	6	9	7	8	7.8
Friends	9	7	7	9	10	8	7	6	9	10	8.2
Family	10	11	9	10	11	10	10	10	11	12	10.4
Traveling	13	10	11	12	14	13	11	8	8	11	11.1
Movies	12	12	13	14	12	11	12	13	12	9	12
Music	11	14	12	11	13	12	14	14	13	13	12.7
Work Exp.	14	12	14	13	14	14	13	12	13	14	13.3

Other possible sources of information provided as options to choose from — Family, Travel, Movies, Music and Work — all generally rated low among students from all countries. Only Singapore and Thai students placed travel relatively high, which corresponds both to the geographically central location of those nations and the relative affluence of their populations, which would allow for students to travel; however, it can be noted that the same conditions did not lead students from Malaysia or Brunei to rate travel highly. Vietnamese and Filipino students also cited travel as often as or more often than those from Singapore and Thailand, but then the former two tended to cite all sources of information relatively more frequently than respondents elsewhere; thus, travel was still ranked eleventh out of the fourteen sources in both the Philippines and Vietnam.

Movies and Music also ranked low among the possible sources of information. Given the dominance of centres of film production (especially Hollywood, but also Bollywood and Hong Kong) outside the region and the relatively weak film industries within the region, this is not surprising. The low ranking of Music everywhere indicates that music produced within Southeast Asia — at least at present — does not transcend national borders, even considering the widespread availability of affordable CDs and cassette tapes, as well as the availability of MTV Asia in many places with its regional music fare (featuring, for example, Thai and Malay pop music).

ASPIRATIONS FOR INTEGRATION AND ACTION

The final substantive findings of the survey relate to students' aspirations for the region and for ASEAN. These aspirations are reflected in two questions: one which used the agree/disagree format to ask the students' opinion on the importance (or not) of eight aspects of integration and cooperation, and a second which asked the students to select the issues, from among eight choices,

that they felt were most crucial for ASEAN to tackle to enhance cooperation and awareness. The students were also given the option to indicate “Other _____” responses. However, again, selection of the “Other” option was minimal and we will not discuss it here.

Aspects of Integration and Cooperation

We asked the respondents to indicate their agreement or disagreement with the following eight aspects of integration and cooperation: Cultural Exchanges, Economic Cooperation, Development Assistance, Educational Exchanges, Security and Military Cooperation, Political Cooperation, Sports Competitions, and Tourism.

The first striking result in the responses from the students, as to whether they agreed or disagreed with the importance of the eight forms of integration and cooperation suggested in the questionnaire, was the strong positive attitude across all nations. Vietnam stood out in their very high levels of “Strong Agreement”, but elsewhere, “Strong Agreement” was also very common. Almost everywhere, general agreement (averaged over all the different aspects considered) was nearly or well over 90 per cent. Mirroring other trends in the results, students from Myanmar showed a split tendency between positive and sceptical attitudes. In the latter regard, their propensity to “Strongly Disagree” with the importance of various aspects of integration and cooperation was many times that of students from any other nation.

Only in rare instances, outside of Myanmar, did a significant number (more than 10 per cent) of respondents disagree (somewhat and/or strongly) with the importance of any item:

TABLE 4.15
ATTITUDES TOWARDS ASPECTS OF INTEGRATION
AND COOPERATION
Percentage of Students' Responses by Nation
(Averaged over Eight Aspects)

	<i>Strongly Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Strongly Disagree</i>	<i>Total Agree</i>	<i>Total Disagree</i>
Brunei	42.8	51.8	4.6	0.8	94.6	5.4
Cambodia	58.5	36.0	4.6	0.9	94.5	5.5
Indonesia	61.4	31.9	5.2	1.5	93.3	6.7
Laos	58.7	37.6	3.4	0.3	96.3	3.7
Malaysia	47.5	46.2	5.6	0.8	93.7	6.4
Myanmar	45.8	32.3	8.6	13.2	78.1	21.8
Philippines	63.3	32.8	3.6	0.3	96.1	3.9
Singapore	51.5	45.4	2.9	0.3	96.9	3.2
Thailand	49.9	39.3	9.6	1.1	89.2	10.7
Vietnam	70.8	24.1	3.2	1.9	95.9	5.1
Average	55.0	37.7	5.1	2.1	92.9	7.2

<i>Nation</i>	<i>Items Not Seen as Important (>10% General Disagreement)</i>
Brunei	Political Cooperation (11.6%)
Indonesia	Security and Military Cooperation (16.1%) Political Cooperation (13.4%)
Laos	Sports (17.7%)
Malaysia	Cultural Exchange (13.9%)
Myanmar	All items more than 10.0%
Thailand	Security and Military Cooperation (10%) Political Cooperation (14%)
Vietnam	Security and Military Cooperation (26.5%) Political Cooperation (23.5%)

Considering the history of ASEAN, established as a forum for security and political cooperation, the opinions of the students are remarkable. It is these items which they consider to be of least importance generally.

TABLE 4.16
IMPORTANCE OF EIGHT ASPECTS OF INTEGRATION AND COOPERATION
Percentage of Students' Responses by Nation

<i>Nation</i>	<i>Cultural Exchange</i>	<i>Economic Coop.</i>	<i>Dev't Assistance</i>	<i>Education Exchange</i>	<i>Security Coop.</i>	<i>Political Coop.</i>	<i>Sports</i>	<i>Tourism Average</i>		
Brunei	Strongly Agree	28.9	49.2	44.2	42.1	56.3	31.0	38.1	52.3	42.8
	Somewhat Agree	61.9	46.7	51.8	55.8	41.6	57.4	54.8	44.7	51.8
	Somewhat Disagree	8.1	3.0	3.6	1.5	2.0	9.6	5.6	3.0	4.6
	Strongly Disagree	1.0	1.0	0.5	0.5	0.0	2.0	1.5	0.0	0.8
Cambodia	Strongly Agree	47.0	69.6	60.4	69.1	50.2	43.8	52.5	75.1	58.5
	Somewhat Agree	44.7	28.1	35.0	28.1	41.0	48.4	40.1	22.6	36.0
	Somewhat Disagree	7.4	1.4	3.7	2.8	7.4	4.6	7.4	2.3	4.6
	Strongly Disagree	0.9	0.9	0.9	0.0	1.4	3.2	0.0	0.0	0.9
Indonesia	Strongly Agree	55.3	71.1	69.3	68.3	42.7	38.2	73.9	72.0	61.4
	Somewhat Agree	36.9	27.1	26.1	27.5	41.3	48.4	23.4	24.8	31.9
	Somewhat Disagree	6.5	0.9	3.7	2.3	13.3	11.1	1.8	2.3	5.2
	Strongly Disagree	1.4	0.9	0.9	1.8	2.8	2.3	0.9	0.9	1.5
Laos	Strongly Agree	58.5	77.5	76.4	77.0	44.0	31.0	51.5	53.5	58.7
	Somewhat Agree	39.0	22.0	23.6	23.0	46.0	55.0	47.5	44.5	37.6
	Somewhat Disagree	2.5	0.5	0.0	0.0	9.5	13.0	0.5	1.5	3.4
	Strongly Disagree	0.0	0.0	0.0	0.0	0.5	1.0	0.5	0.5	0.3

Malaysia	Strongly Agree	28.9	56.6	53.3	38.0	57.4	38.8	49.6	57.0	47.5
	Somewhat Agree	56.2	41.3	43.4	55.0	38.0	53.3	43.4	38.8	46.2
	Somewhat Disagree	12.8	1.2	2.9	6.2	4.5	6.6	6.6	3.7	5.6
	Strongly Disagree	2.1	0.8	0.4	0.8	0.0	1.2	0.4	0.4	0.8
Myanmar	Strongly Agree	31.5	49.5	58.0	65.0	30.0	32.5	60.0	40.0	45.8
	Somewhat Agree	40.0	33.5	26.5	23.5	33.5	31.5	27.5	42.5	32.3
	Somewhat Disagree	15.0	6.5	6.5	5.5	8.5	13.5	5.0	8.5	8.6
	Strongly Disagree	13.5	10.5	9.0	6.0	28.0	22.0	7.5	9.0	13.2
Philippines	Strongly Agree	60.3	74.9	73.5	75.0	46.4	52.5	48.2	75.5	63.3
	Somewhat Agree	37.4	24.2	24.2	23.6	44.5	39.7	45.0	24.1	32.8
	Somewhat Disagree	2.3	0.9	2.3	1.4	7.3	7.3	6.8	0.5	3.6
	Strongly Disagree	0.0	0.0	0.0	0.0	1.8	0.5	0.0	0.0	0.3
Singapore	Strongly Agree	46.0	63.6	55.1	45.4	61.3	52.8	33.6	53.9	51.5
	Somewhat Agree	52.2	34.2	43.8	49.8	36.9	43.9	59.4	42.8	45.4
	Somewhat Disagree	1.8	2.2	0.7	4.8	1.5	3.0	6.6	3.0	3.0
	Strongly Disagree	0.0	0.0	0.4	0.0	0.4	0.4	0.4	0.4	0.3
Thailand	Strongly Agree	41.5	66.5	62.5	46.0	33.5	38.0	53.0	58.5	49.9
	Somewhat Agree	50.5	31.5	33.5	44.5	40.0	38.5	39.0	37.0	39.3
	Somewhat Disagree	8.0	1.5	3.5	8.0	24.0	21.0	6.5	4.5	9.6
	Strongly Disagree	0.0	0.5	0.5	1.5	2.5	2.5	1.5	0.0	1.1
Vietnam	Strongly Agree	70.6	85.3	89.2	67.6	72.1	56.9	39.7	85.3	70.8
	Somewhat Agree	25.0	12.7	10.3	28.9	25.5	35.3	42.6	12.7	24.1
	Somewhat Disagree	2.5	0.5	0.0	2.5	2.5	5.4	10.3	1.5	3.2
	Strongly Disagree	2.0	1.5	0.5	1.0	0.0	2.5	7.4	0.5	1.9

TABLE 4.17
ASPECTS OF INTEGRATION AND COOPERATION, RANKED BY IMPORTANCE
(Based on percentage of who “Strongly Agreed” in each nation)

<i>Aspects</i>	<i>Brunei</i>	<i>Cambodia</i>	<i>Indonesia</i>	<i>Laos</i>	<i>Malaysia</i>	<i>Myanmar</i>	<i>Philippines</i>	<i>Singapore</i>	<i>Thailand</i>	<i>Vietnam</i>	<i>Average</i>
Economic Cooperation	3	2	3	2	3	4	3	1	1	1	2.3
Tourism	2	1	2	3	2	5	1	4	5	3	2.8
Development Assistance	4	4	4	1	4	3	4	3	3	2	3.2
Educational Exchange	5	3	5	6	7	1	2	7	2	5	4.3
Security Cooperation	1	6	7	4	1	8	8	2	7	8	5.2
Sports	6	5	1	8	5	2	7	8	6	4	5.2
Cultural Exchange	8	7	6	5	8	7	5	6	4	6	6.2
Political Cooperation	7	8	8	7	6	6	6	5	8	7	6.8

The students rated Economic Cooperation, Tourism, and Development Assistance as the most important areas for integration and cooperation. Everywhere, these ranked among the top four of the eight aspects to be considered (with the minor exceptions of Thailand and Myanmar, where Tourism ranked fifth). The students also rated Educational Exchanges highly, though there was more variation here across nations; this item rated very high in Myanmar, the Philippines and Thailand, but relatively low in Malaysia and Singapore. The importance attributed to Security and Military Cooperation was also highly variable across nations; it rated very high in Brunei, Malaysia and Singapore, but very low nearly everywhere else. Both of these suggest important asymmetries in national perceptions of the region, regarding specifically the threat of intra-regional instability in the latter case and relative opportunities for study abroad in the former. The importance of intra-ASEAN Sports Competitions was likewise rated of variable importance across different countries.

Cultural Exchanges and Political Cooperation ranked uniformly low relative to other issues in the opinion of the students. Among the many other results of the survey, it would be of some interest to probe further as to students' opinions on these matters. With regard to Cultural Exchanges, we expect that the relative (though not absolute) disinterest stems from students' perception of Cultural Exchanges having to do with fossilized "traditional arts" (for instance, traditional shadow puppet performances) as opposed to contemporary popular music, film or the like. Recall that elsewhere in the results, students' interest in travel reflected a desire for destinations (e.g. Singapore) with a "modern" rather than "traditional" appeal. However, also, the low ranking of movies and music with regard to how they acquired their knowledge of other countries in ASEAN may suggest that across the board —

whether it involves modern or traditional arts — the students do not see their ASEAN neighbours as having much to offer culturally.

Similarly, with regard to the relative lack of importance attached to Political Cooperation, there are several possible interpretations. One is that, in general, participatory politics is not highly valued across ASEAN (though that is far from uniformly the case) or, more accurately, that across all countries university students are not especially oriented towards politics as an important field of activity. On the other hand, the results might reflect an inculcation of the ASEAN doctrine of non-interference. Another way to put this is the recognition that ASEAN members have a range of very different political systems and (at least as importantly) are sensitive to issues of national sovereignty. In this sense, if Political Cooperation is read as political alignment (for example, the top-down insistence placed on the local adoption of particular forms of democracy across European Union countries), then the relatively low emphasis on Political Cooperation could be equated with non-interference. Which of these two interpretations (or possibly others) reflects the respondents' views on the matter would require further research.

What the range of results does suggest, however, is that students favour areas of integration and cooperation that emphasize various forms of “community”, whether through economic concerns or through the people-to-people interactions implied in such things as Tourism and Educational Exchanges. These seem more important to most students than the more abstract realms of Security or Political Cooperation. There is clear evidence here that the students surveyed seem inclined to see ASEAN as much as an economic and social community as a state-to-state forum for political and security matters.

Issues Crucial to Cooperation and Awareness

With respect to the range of issues presented to students as crucial to enhancing cooperation and awareness, there was substantial variation across nations, though some general trends are noticeable. Poverty reduction, educational exchanges and improvements, and science and technology development rated the highest among the issues selected by the students. The first ranked highly almost everywhere, the second somewhat low only in Malaysia and Brunei, and the third rated very low in Singapore, but moderate to very high elsewhere. Health and disease control showed some of the greatest variability; it was the most commonly cited issue of importance for students in Brunei and Malaysia, was second in Singapore, and was the issue of least importance in Cambodia and Vietnam. Disaster prevention and relief and regional identity and solidarity also showed considerable variability in relative importance across nations. Only cultural preservation and promotion was rated (again in relative terms) as uniformly of less importance. Natural resource and environmental management appeared to be of moderate importance to students across the region.

National frames of reference seem to have among the strongest effect on students' attitudes towards the questions in this section of the questionnaire (although the influence of country-specific concerns is apparent elsewhere as well). Students appeared to be responding in terms of issues that were seen to be of particular importance to their nation. Thus, for example, it was the students of nations who saw threats coming from other nations within ASEAN with regard to health and disease (e.g. bird flu) who rated it as important; much more so than students where the problem already was in evidence. Similarly, the very low ranking

TABLE 4.18
ISSUES MOST CRUCIAL FOR ASEAN TO ENHANCE COOPERATION AND AWARENESS
Percentage of Students' Responses by Nation

<i>Respondents from:</i>	<i>Health and disease control</i>	<i>Natural resource and environment</i>	<i>Disaster prevention relief, etc.</i>	<i>Educational improvement exchange</i>	<i>Reduction of poverty</i>	<i>Science and tech. development</i>	<i>Cultural preservation and promotion</i>	<i>Regional identity and solidarity</i>	<i>Others</i>
Brunei	87.8	69.0	76.6	71.1	76.6	81.7	64.0	49.7	6.1
Cambodia	52.1	70.5	53.9	77.0	67.3	63.1	59.9	53.9	5.5
Indonesia	54.1	57.8	61.5	78.9	83.5	68.3	53.7	38.1	12.8
Laos	48.5	55.0	43.5	72.0	67.5	56.8	46.5	61.0	18.0
Malaysia	80.6	70.7	78.9	64.5	78.1	78.5	58.3	63.2	6.6
Myanmar	58.0	37.0	24.0	70.5	56.0	40.5	39.0	44.0	12.0
Philippines	61.4	65.0	52.3	83.6	79.5	72.3	58.6	49.5	5.5
Singapore	67.3	51.8	64.0	53.3	74.3	30.1	33.8	34.2	4.4
Thailand	41.0	49.0	38.0	65.0	70.5	50.0	31.5	51.0	5.0
Vietnam	47.5	55.9	52.5	62.3	54.9	66.7	48.5	73.0	10.8
Average	60.3	58.3	55.3	69.4	71.2	60.3	49.2	51.3	8.5

TABLE 4.19
CRUCIAL ISSUES, RANKED BY IMPORTANCE
(Based on percentage circled in each nation)

<i>Aspects</i>	<i>Brunei</i>	<i>Cambodia</i>	<i>Indonesia</i>	<i>Laos</i>	<i>Malaysia</i>	<i>Myanmar</i>	<i>Philippines</i>	<i>Singapore</i>	<i>Thailand</i>	<i>Vietnam</i>	<i>Average</i>
Poverty											
Reduction	3	3	1	2	4	3	2	1	1	5	2.5
Education											
Exch. & Improvement	5	1	2	1	6	1	1	4	2	3	2.6
Science & Technology	2	4	3	4	3	5	3	8	4	2	3.8
Health & Disease											
Control	1	8	6	6	1	2	5	2	6	8	4.5
Natural Resource & Environment	6	2	5	5	5	7	4	5	5	4	4.8
Disaster Prevent. & Relief	3	6	4	8	2	8	7	3	7	6	5.4
Regional Identity & Solidarity	8	6	8	3	7	4	8	6	3	1	5.4
Cultural Preserv. & Promotion	7	5	7	7	8	6	6	7	8	7	6.8

of an item such as science and technology in Singapore is likely because students there did not see an ASEAN frame of reference as one in which Singapore could gain much in this field. At the same time, a uniformly high concern for poverty reduction and uniformly moderate concern for natural resource and environmental management show that there are important issues that transcend narrower national interests.

5

SUMMARIES AND CONCLUSIONS

Based on the overall responses given, the following is a general summary of the attitudes, knowledge, orientations, sources of information and aspirations of students from each national university. Based on these summaries and additional trends identified in the data, we will conclude by summarizing the more general region-wide findings of the survey and propose several general suggestions regarding steps for the future development of ASEAN that can be gleaned from the perspectives of the up and coming young generation.

NATIONAL SUMMARIES

Brunei

Students from Brunei exhibited attitudes towards ASEAN that were generally positive, such as their high inclination to consider themselves citizens of ASEAN. However, in some instances (such as when asked about indicators of commonality) their attitudes ranged towards ambivalence. They showed fairly good knowledge of the region and in other respects followed most general, region-wide trends among students elsewhere. With respect to views of Brunei from elsewhere, it remains one of the least salient and least familiar of ASEAN members, though some respondents' inclination to view it as a destination for work attest to its reputation as a centre of regional wealth.

Cambodia

Cambodian students ranked among the strongest ASEAN enthusiasts across multiple measures in the survey, although their objective knowledge of the region (such as their relatively poor cartographic literacy) was somewhat less than found elsewhere. Evidence of the varied media-scapes across ASEAN was particularly clear in the results from Cambodia, where contrary to the norm elsewhere students rated radio very highly and newspapers and the Internet relatively low as sources of information. Despite being a renowned international tourist destination, Cambodia does not come across as such for students from other ASEAN nations, with the slight exception of Singapore.

Indonesia

Indonesian students were generally positive in their attitude towards ASEAN. Their responses fell mostly in the middle range across all aspects of the survey, relative to students elsewhere. In accordance with previous research we had conducted on regional perceptions, they showed some particular affinity for their co-ethnic Malay-Muslim neighbours, Malaysia and Brunei (though not overwhelmingly so, nor to the exclusion of other regional connections).

Laos

Students from Laos, like those from Cambodia and Vietnam, registered very high “ASEAN enthusiasm”. They were also some of the most objectively knowledgeable about ASEAN among all the students in the region. One striking result in the responses from Lao students was their ambivalence towards, if not aversion to, their geographically and culturally-close neighbour, Thailand. We expect that this is very closely related to the strong sense of Thai cultural hegemony in mainland Southeast Asia, which has

been felt most keenly in Laos due to Thai influences in popular culture and in other social and economic spheres. Given the feelings of young, educated Lao citizens reflected in the survey, working to address these ambivalences is a point of special consideration, if not for ASEAN, then at least for advancing a positive bilateral relationship between Thailand and Laos.

Malaysia

Malaysian students, rather like those in neighbouring Brunei, exhibited generally positive attitudes towards ASEAN, though mixed with some signs of ambivalence (again mainly related to measures of ASEAN commonality). Overall, their responses tended to be in the middle of the range of region-wide responses. Malaysia was, in general, the second most desirable destination for work, after Singapore, and the third most desirable for travel, after Singapore and Thailand, among students from elsewhere in the region.

Myanmar

Responses from Myanmar were among the most internally complex, in that they showed a mix of positive and highly sceptical attitudes. A more extensive analysis of the results has yet to be completed, though we strongly suspect that the negative attitudes towards ASEAN all came from one set of respondents and the generally positive from another (rather than individual students having a mix of both positive and sceptical responses). Myanmar was the only nation where such strong “ASEAN scepticism” was in evidence. It is possible that these responses may have been related to the very volatile events taking place around the time that the survey was conducted. It was also a point in ASEAN’s history when a member state — Myanmar — came under some of the most intense pressure from other members in the Association,

and the responses of these “ASEAN sceptics” from Myanmar may have been a reaction to those circumstances. These results may also reflect the broader general isolation of Myanmar despite its nearly decade-long membership in the Association. It was also apparent from the results that Myanmar students are among the least objectively knowledgeable about ASEAN (but again, only relatively rather than absolutely so).

Philippines

At the other end of ASEAN from Myanmar (at least geographically), students from the Philippines also exhibited relatively weak domain knowledge of the regional Association and its members. On the other hand, their attitude towards ASEAN was generally positive and their responses tended to follow general region-wide trends.

Singapore

Students from Singapore did not exhibit the same sort of scepticism evident in the responses from Myanmar, but rather an attitude that would best be described as ambivalence. They were among the least likely to see ASEAN members as sharing similarities, least likely to consider themselves citizens of ASEAN, and their domain knowledge was average to below average. However, their responses did not display a strong aversion to ASEAN, as had appeared in the results from Myanmar. Moreover, in many instances, such as when rating the benefits of their nation’s membership in ASEAN, their responses were solidly positive. From the perspective of other nations, the survey results point to the pivotal position of Singapore within the region as an overwhelmingly desirable destination (relative to most others) for both travel and work.

Thailand

Students from Thailand were another group whose responses fell mostly in the territory of being generally positive, if not extremely enthusiastic, towards ASEAN. The responses pointed to obvious gaps and unevenness in their objective knowledge about the Association, particularly their extremely high cartographic literacy but low recognition of the Association's symbols and history. Like Singapore, the survey results showed Thailand to be a focal point in ASEAN students' imaginative geographies of travel (though less so for work).

Vietnam

Students from Vietnam paralleled their peers in neighbouring Laos with respect to their strong enthusiasm for and knowledge of ASEAN. They also displayed the strongest view of commonalities among the member nations of ASEAN. While Vietnam is still far from matching Singapore, Thailand or Malaysia, some signals in the survey reflect a view of Vietnam as an increasingly important country (i.e. as a destination for travel and work) among ASEAN members.

GENERAL SUMMARY AND CONCLUSIONS

The responses of the students surveyed suggest that there is much more to ASEAN — at the very least in potential, if not already in fact — than as a talk shop for political elites and diplomats. Students across the region demonstrate a fairly high level of knowledge about the Association and have generally positive attitudes towards it. They go so far as to generally agree when asked if they consider themselves to be “citizens” of ASEAN. Citizenship, in this case, may mean a number of different things. For one, it is clear that while there are common regional trends,

there are also several distinctive views of the region from different nations, so we would not expect that students everywhere have the same or even a largely similar perspective or understanding of their ASEAN “citizenship”. It may be as well that for many, ASEAN citizenship simply means that they are citizens of a member nation of ASEAN and therefore, by default, a “citizen” of the Association. We have no doubt that national belonging remains far more salient to people’s sense of self than regional belonging. At the same time, the responses incline us to think that the students not only are thinking in terms of a functional or technical default relationship, but to some extent are expressing a degree of “regional citizenship”, that is, an attachment to the region and, by extension, to the peoples of the region. The widespread (though not universal) inclination to attest to a cultural similarity among ASEAN members, for example, points in such a direction.

As noted throughout the findings, the attitudes towards ASEAN expressed by the students range from enthusiastic through positive, and from ambivalent to sceptical. True “ASEAN scepticism” appears to be confined largely to Myanmar, and then only to one segment of the respondents there. Ambivalence is more widespread (notably in association with results from Singapore), but positive and even enthusiastic attitudes are clearly the norm. It is not surprising that the most enthusiastic attitudes are found in the least affluent and most recent member states. From a purely rational-choice perspective they would logically seem to have the most to gain from membership in the Association. However, this effect may also well reflect the fact that the students from Cambodia, Laos and Vietnam were all coming of age at the same moment when their nations joined ASEAN, whereas elsewhere, ASEAN was already “old news” (or worse yet, “boring history”) to students now in university. The results from Myanmar,

though, show clearly that “ASEAN enthusiasm” can certainly not be taken for granted as a result of either relative poverty within the grouping or recent membership.

A finding in this survey consistent with past research we have conducted shows a trend of “association up” and “dissociation down”. That is to say, whenever one’s own nation falls in terms of socio-economic status, one associates “up” with countries that are more affluent and dissociates “down” vis-à-vis less affluent nations. Ambivalence towards ASEAN among students in more affluent nations and enthusiasm from the least affluent nations, and positive but moderate attitudes from “middle-income” nations all reflect this.

There are a number of other disconnects in the views of students from around the region that point to other potential fissures in regional unity and cooperation; all of which are worth noting as issues that those working to enhance regional interaction should be aware of. Among mainland nations, for example, there is a notable disconnect between salience (general awareness) of neighbouring countries and familiarity. While neighbouring countries are prominent in the minds of students (they are aware of these countries), at the same time, they may feel rather more familiar with some more distant ASEAN members (particularly, Singapore and Malaysia). This would be one example of an area where positive educational practices (i.e. getting to know your neighbours) might be put to good use. Another notable disconnect appears in the issues that students rate as important for action by the Association. The emphasis on security and military cooperation and on health and disease control in Brunei, Malaysia and Singapore suggests that the national attitude in those nations tends towards seeing the region as one of potential threats as much as or more so than a region of opportunities. Similar attitudes

are not found to the same degree elsewhere, where there is a much greater sense of opportunity and little, if any, sense of the region as threatening.

However, these fissures, while important, should not detract from the strong trends of commonality in the responses from around the region. There are many points on which students from all, or almost all, nations tend to agree: the importance of economic cooperation and of addressing poverty and development needs, a shared orientation shaped by a desire for “modernity”, a desire to know more about the region, and, we would suggest most importantly, a perhaps embryonic but nevertheless perceptible sense of ownership and of having a stake in ASEAN as “citizens” of the region.

APPENDICES

Appendix 1

SAMPLE QUESTIONNAIRE

The sample questionnaire on the following pages shows the standard questions asked at all the selected universities in ASEAN member nations. All of the substantive questions (Q1 through Q18) were asked in all nations. Sex, age, year in university, and main subject of study were included in all questionnaires. Other demographic questions were included to fit local conditions in each nation.

Two versions of the questionnaire, a List and a Map version were administered at each university. The only difference between the two versions was the second substantive question (Q2). Half of the respondents were given the List version of Q2 and the other half the Map version.

At each university, the questionnaire was administered in the main language of instruction at that university, as follows:

<i>Nation, University</i>	<i>Language</i>
Brunei, University Brunei Darussalam	Bahasa Melayu
Cambodia, Royal University of Phnom Penh	Khmer
Indonesia, University of Indonesia	Bahasa Indonesia
Laos, National University of Laos	Lao
Malaysia, University of Malaya	Bahasa Malaysia
Mynamar, Distance education students	Burmese
Philippines, University of the Philippines	English
Singapore, National University of Singapore	English
Thailand, Chulalongkorn University	Thai
Vietnam, Vietnam National University (Hanoi)	Vietnamese

ASEAN SURVEY

The purpose of this survey is to assess awareness and opinions about the Association of Southeast Asian Nations (ASEAN). The survey is sponsored by the ASEAN Foundation. Please ANSWER ALL of the questions. If you are not sure about an answer, please give your BEST GUESS. Thank you for your participation.

Please complete this information about yourself

Sex: 1. Male 2. Female

Age: _____

Year in University: 1. First Year
2. Second Year
3. Third Year
4. Fourth Year
5. Other: _____

Main subject of study: 1. Social Science and Humanities
2. Sciences
3. Engineering
4. Other: _____

What state/province are you from: _____

Where is your father from: _____

Where is your mother from: _____

What is your ethnicity: _____

When speaking with friends and family, what language do you use MOST OFTEN: _____

**PLEASE COMPLETE THE FOLLOWING QUESTIONS
PLEASE CIRCLE YOUR ANSWERS.
IF YOU ARE NOT SURE, GIVE YOUR BEST GUESS.**

- Q1. In general, how familiar are you with ASEAN?
- A. Very Familiar
 - B. Somewhat Familiar
 - C. A Little Familiar
 - D. Not at All Familiar

Q2(L). List the Ten Countries in the Association of Southeast Asian Nations (ASEAN).

(If you are not sure, give your BEST GUESS.)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

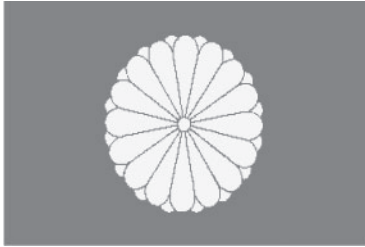
Q2(M). List the names of the ASEAN Countries according to the map below. (If you are not sure, give your BEST GUESS.)



- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____

Q3. Which of the following is the flag of ASEAN?
(Circle the letter above the correct flag; if you are not sure, give your BEST GUESS.)

A



B



C



D



E



F



Q4. What year was ASEAN founded?
(Circle your answer; if you are not sure, give your BEST GUESS.)

1947 1957 1967 1977 1987 1997

Q5. ASEAN countries are similar culturally.

- A. Strongly Agree
- B. Somewhat Agree
- C. Somewhat Disagree
- D. Strongly Disagree

Q6. ASEAN countries are similar economically.

- A. Strongly Agree
- B. Somewhat Agree
- C. Somewhat Disagree
- D. Strongly Disagree

Q7. ASEAN countries are similar politically

- A. Strongly Agree
- B. Somewhat Agree
- C. Somewhat Disagree
- D. Strongly Disagree

Q8. Membership in ASEAN is beneficial to my country.

- A. Strongly Agree
- B. Somewhat Agree
- C. Somewhat Disagree
- D. Strongly Disagree

Q9. My country's membership in ASEAN is beneficial to me personally.

- A. Strongly Agree
- B. Somewhat Agree
- C. Somewhat Disagree
- D. Strongly Disagree

Q10. In what ways have you learned about ASEAN? (Circle ALL that apply)

- | | |
|-----------------|----------------------|
| A. Advertising | B. Books |
| C. Television | D. Radio |
| E. Newspaper | F. Internet |
| G. Movies | H. Music |
| I. Sports | J. Family Members |
| K. Friends | L. School |
| M. Traveling | N. Work Experiences |
| O. Other: _____ | P. None of the Above |

Q11. Please give your opinion of the importance of the following aspects of integration and cooperation among ASEAN countries:

- a. Cultural Exchanges among ASEAN countries are important
- A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree
- b. Economic Cooperation among ASEAN countries is important
- A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree
- c. Development Assistance among ASEAN countries is important
- A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree

- d. Educational Exchanges among ASEAN countries are important
 - A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree

- e. Security and Military Cooperation among ASEAN countries is important
 - A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree

- f. Political Cooperation among ASEAN countries is important
 - A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree

- g. Sports Competitions among ASEAN countries are important
 - A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree

- h. Tourism among ASEAN countries is important
 - A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree

- Q12. I feel that I am a citizen of ASEAN.
- A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree
- Q13. If ASEAN did not exist, it would make no difference to my life.
- A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree
- Q14. Besides my own country, I am most familiar with the following three ASEAN countries (please list three countries):
- Country 1: _____
- Country 2: _____
- Country 3: _____
- Q15. If I could travel to another country in ASEAN, I would most like to travel to:
- Name of Country: _____
- Q16. If I could work in another country in ASEAN, I would most like to work in:
- Name of Country: _____
- Q17. I would like to know more about other ASEAN countries.
- A. Strongly Agree
 - B. Somewhat Agree
 - C. Somewhat Disagree
 - D. Strongly Disagree

- Q18. Please circle the issues that you feel are most crucial for ASEAN to enhance cooperation and awareness:
- A. Health maintenance and disease control
 - B. Natural resource and environmental management
 - C. Disaster prevention, relief and recovery assistance
 - D. Educational improvements and exchanges
 - E. Reduction of poverty and economic disparities
 - F. Science and technology development and applications
 - G. Cultural, literary and artistic preservation and promotion
 - H. Regional identity and solidarity enhancement
 - I. Others (please specify): _____

Appendix 2

DEMOGRAPHICS OF RESPONDENTS

TABLE A
Number of Respondents and Sex Composition

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Brunei	99	98	197
Cambodia	109	108	217
Indonesia	106	112	218
Laos	98	102	200
Malaysia	121	121	242
Myanmar	98	102	200
Philippines	110	110	220
Singapore	120	152	272
Thailand	100	100	200
Vietnam	103	101	204
Total	1,064	1,106	2,170

TABLE B
Age of Respondents (Mean, Minimum, Maximum)

	<i>Mean Age</i>	<i>Minimum Age*</i>	<i>Maximum Age*</i>
Brunei	21.1	18	30
Cambodia	21.1	18	28
Indonesia	19.6	17	24
Laos	21.1	17	39
Malaysia	21.1	18	28
Myanmar	20.4	16	30
Philippines	18.8	14	27
Singapore	20.9	18	25
Thailand	19.8	17	23
Vietnam	20.4	18	24
Total	20.4	14	39

*97.6% of all respondents were between 17 and 25 years old.

TABLE C
Respondents' Year in University

	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>	<i>Other</i>	<i>Total</i>
Brunei	28 14.2%	65 33.0%	80 40.6%	21 10.7%	3 1.5%	197 100.0%
Cambodia	11 5.1%	91 41.9%	65 30.0%	50 23.0%	0 0.0%	217 100.0%
Indonesia	51 23.4%	63 28.9%	64 29.4%	35 16.1%	5 2.3%	218 100.0%
Laos	1 0.5%	27 13.5%	84 42.0%	45 22.5%	43 21.5%	200 100.0%
Malaysia	94 39.0%	55 22.8%	64 26.6%	22 9.1%	6 2.5%	241 100.0%
Myanmar	66 33.0%	62 31.0%	53 26.5%	7 3.5%	12 6.0%	200 100.0%
Philippines	20 9.2%	62 28.4%	68 31.2%	40 18.3%	28 12.8%	218 100.0%
Singapore	106 39.1%	84 31.0%	54 19.9%	26 9.6%	1 0.4%	271 100.0%
Thailand	73 36.5%	39 19.5%	45 22.5%	42 21.0%	1 0.5%	200 100.0%
Vietnam	50 24.5%	56 27.5%	45 22.1%	53 26.0%	0 0.0%	204 100.0%
Total	500 23.1%	604 27.9%	622 28.7%	341 15.7%	99 4.6%	2,166 100.0%

TABLE D
Respondents' Major Subject of Study

	<i>Social Science and Humanities</i>	<i>Sciences</i>	<i>Engineering</i>	<i>Other</i>	<i>Total</i>
Brunei	84 42.6%	103 52.3%	6 3.0%	4 2.0%	197 100.0%
Cambodia	105 48.4%	110 50.7%	1 0.5%	1 0.5%	217 100.0%
Indonesia	108 49.5%	35 16.1%	20 9.2%	55 25.2%	218 100.0%
Laos	99 49.7%	0 0.0%	1 0.5%	99 49.7%	199 100.0%
Malaysia	123 51.0%	91 37.8%	4 1.7%	23 9.5%	241 100.0%
Myanmar	94 47.0%	86 43.0%	13 6.5%	7 3.5%	200 100.0%
Philippines	109 50.0%	27 12.4%	32 14.7%	50 22.9%	218 100.0%
Singapore	150 55.1%	57 21.0%	32 11.8%	33 12.1%	272 100.0%
Thailand	72 36.0%	40 20.0%	60 30.0%	28 14.0%	200 100.0%
Vietnam	103 50.5%	100 49.0%	1 0.5%	0 0.0%	204 100.0%
Total	1,047 48.3%	649 30.0%	170 7.8%	300 13.9%	2,166 100.0%

Appendix 3

SALIENCE GRAPHS AND TABLES

The following graphs and tables are based on the responses given to Q2 (“List the Ten Countries in the Association of Southeast Asian Nations (ASEAN)”) and Q14 (“Besides my own country, I am most familiar with the following three ASEAN countries (please list three countries):”).

Saliency Graphs

The saliency graphs provide an overview of the relative saliency of each ASEAN country among respondents from each nation. The first two graphs (Figure 1, Figure 2) are based on the listing of all ten ASEAN countries for Q2. In each case, the most salient country is the respondents’ own country (appearing on top in each column). Each column shows results from the country listed first, with countries distributed from top to bottom based on their relative saliency to the respondents. Saliency is measured using Smith’s Saliency Index (SMITHS). The saliency index gives a score of between one and zero to each country listed, based on frequency (how often a country is listed) and priority (how close to the top of each list a country appears). A score of 1.0 would mean that the country is listed first on every list by every student. As the score approaches zero, it indicates that the country is only listed by a few or just one student and that it comes to mind only after the students have thought of all the other countries. The results for China, Japan and Timor Leste (the three most commonly listed non-ASEAN countries) are shown for comparative purposes. The next two graphs (Figure 3,

Figure 4) are based on the listing of the three most familiar ASEAN countries for Q14. In these graphs, results are from the nation appearing below the bottom line of each column.

Saliency Tables

The saliency tables provide more detailed results from the survey, including those upon which the saliency graphs are based. Each table records the results from one of the ten nations where the survey was conducted. In each table, countries are listed according to Smith's Saliency Index (SMITHS). Smith's S combines the frequency with which items are listed (FREQ) and their location across all lists (AVG RANK, i.e. whether the country appears at the top or near the bottom of the lists). The percentage (PCT) of students in each nation who listed each country is also shown.

In the first table (List the 10 Countries for each nation), the results for China, Japan and Timor Leste are also given for comparative purposes, as they were the three most commonly listed non-ASEAN countries. Where there are gaps in SMITHS RANK, this indicates that, for that nation, some other countries not shown were more frequently listed than those below the gap.

In the second table (List 3 of the Most Familiar Countries for each nation), the results for non-responses (NO RESPONSE) and all non-ASEAN countries combined (OTHER) are provided for comparative purposes.

FIGURE 1
Salience Graph: Listing of 10 ASEAN Countries
(Respondents from Maritime Nations)

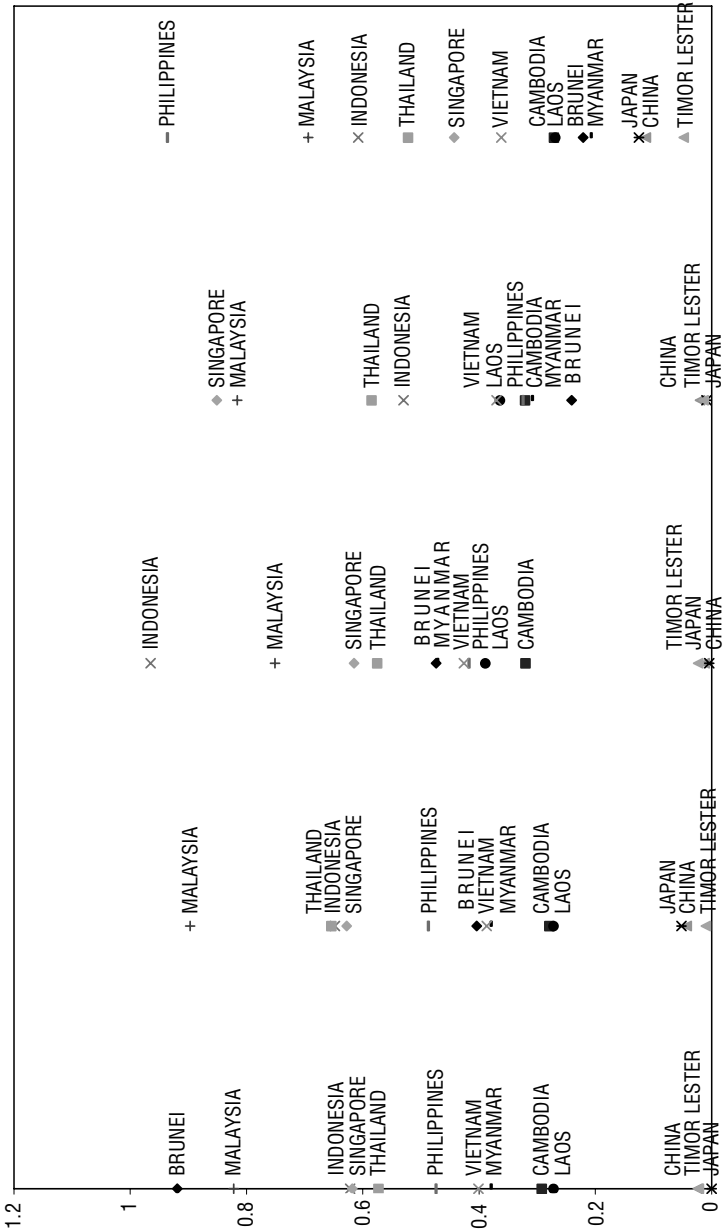


FIGURE 2
Salience Graph: Listing of 10 ASEAN Countries
(Respondents from Mainland Nations)

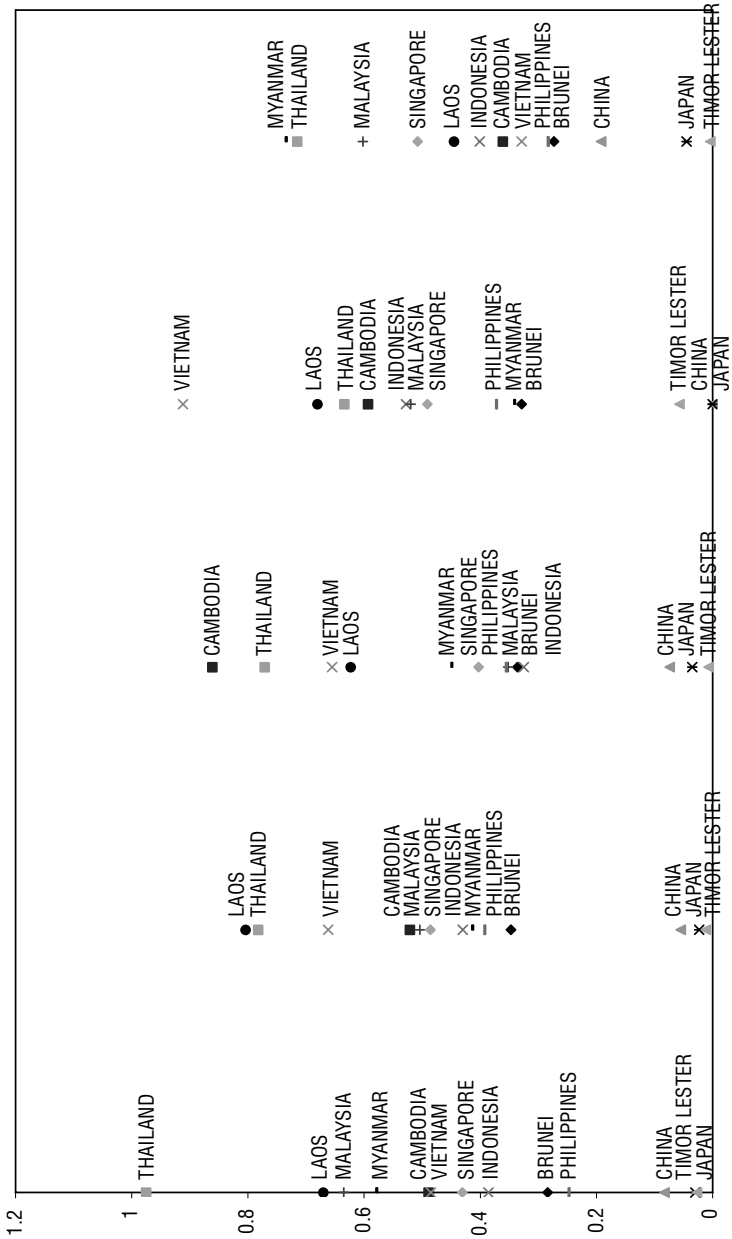


FIGURE 3
Salience Graph: Listing of the 3 Most Familiar ASEAN Countries
(Respondents from Maritime Nations)

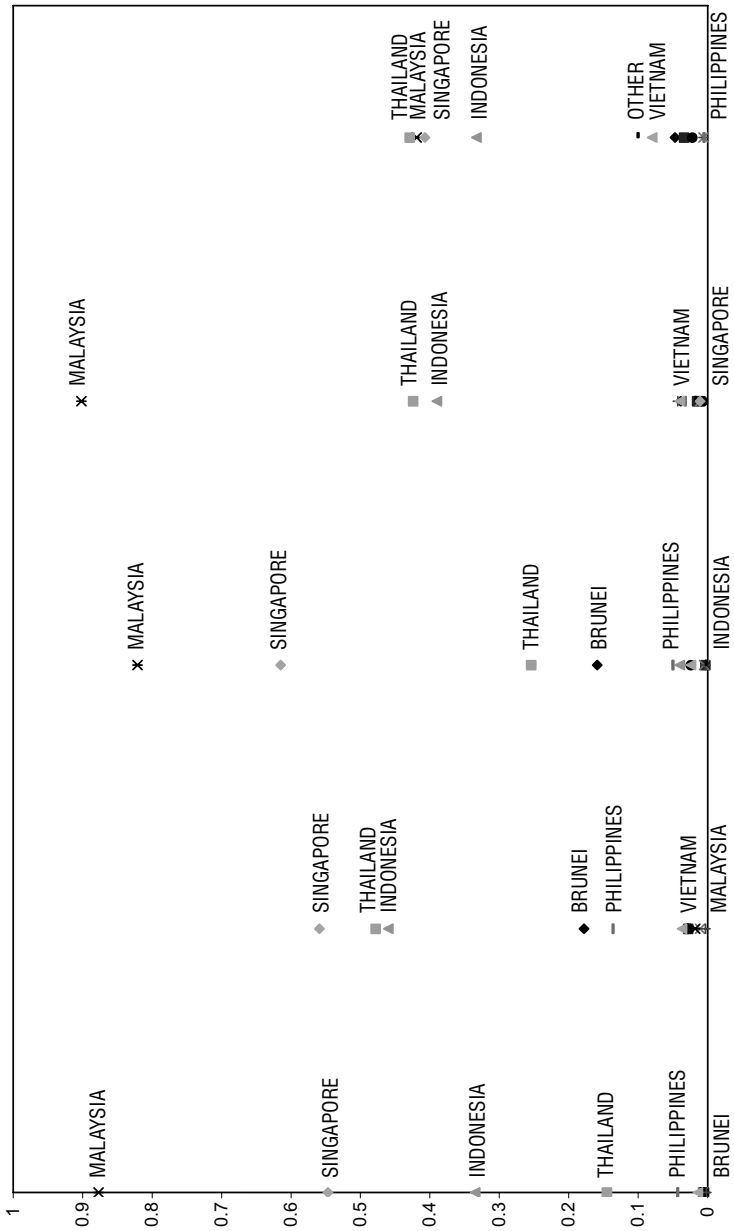


FIGURE 4
Salience Graph: Listing of the 3 Most Familiar ASEAN Countries
(Respondents from Mainland Nations)

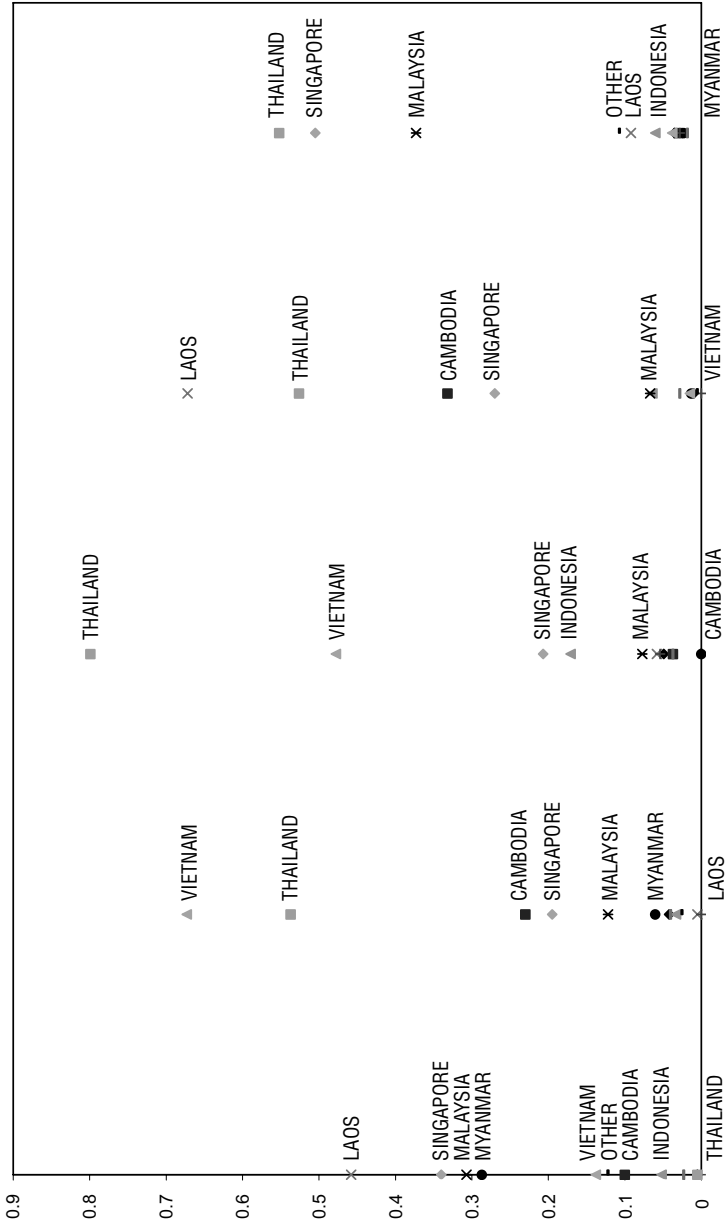


TABLE 1
BRUNEI
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	BRUNEI	99	100	1.808	0.919
2	MALAYSIA	98	99	2.684	0.822
3	INDONESIA	98	99	4.704	0.622
4	SINGAPORE	98	99	4.724	0.618
5	THAILAND	98	99	5.194	0.573
6	PHILIPPINES	98	99	6.184	0.474
7	VIETNAM	94	95	6.713	0.401
8	MYANMAR	93	94	6.925	0.379
9	CAMBODIA	86	87	7.628	0.292
10	LAOS	90	91	7.978	0.272
11	CHINA	9	9	8.333	0.024
12	TIMOR LESTE	7	7	7.857	0.022
NA	JAPAN	0	0	0	0

TABLE 2
BRUNEI
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	MALAYSIA	191	98	1.314	0.877
2	SINGAPORE	165	85	2.061	0.547
3	INDONESIA	131	67	2.504	0.335
4	THAILAND	60	31	2.583	0.145
5	PHILIPPINES	17	9	2.529	0.043
6	VIETNAM	6	3	2.667	0.014
7	BRUNEI	2	1	1.5	0.009
8	OTHER	3	2	2.333	0.009
9	LAOS	3	2	2.667	0.007
10	CAMBODIA	2	1	2.5	0.005
11	MYANMAR	3	2	3	0.005
12	NO RESPONSE	1	1	3	0.002

TABLE 3
CAMBODIA
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	CAMBODIA	105	98	2.2	0.861
2	THAILAND	103	96	2.903	0.771
3	VIETNAM	102	95	3.99	0.655
4	LAOS	101	94	4.297	0.623
5	MYANMAR	103	96	6.126	0.449
6	SINGAPORE	100	93	6.5	0.403
7	PHILIPPINES	86	80	6.465	0.355
8	MALAYSIA	88	82	6.523	0.352
9	BRUNEI	89	83	6.764	0.336
10	INDONESIA	88	82	6.841	0.325
11	CHINA	20	19	6.8	0.074
12	JAPAN	13	12	7.769	0.035
16	TIMOR LESTE	4	4	9.25	0.007

TABLE 4
CAMBODIA
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	THAILAND	200	92	1.4	0.799
2	VIETNAM	163	75	2.092	0.478
3	SINGAPORE	72	33	2.125	0.207
4	LAOS	78	36	2.577	0.171
5	MYANMAR	32	15	2.438	0.077
6	MALAYSIA	24	11	2.417	0.058
7	OTHER	21	10	2.333	0.054
8	BRUNEI	22	10	2.545	0.049
9	INDONESIA	17	8	2.588	0.037
10	PHILIPPINES	14	6	2.286	0.037
NA	CAMBODIA	0	0	0	0
NA	NO RESPONSE	0	0	0	0

TABLE 5
INDONESIA
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	INDONESIA	110	100	1.345	0.965
2	MALAYSIA	110	100	3.464	0.751
3	SINGAPORE	107	97	4.673	0.615
4	THAILAND	107	97	5.075	0.575
5	BRUNEI	107	97	6.112	0.474
6	MYANMAR	109	99	6.22	0.471
7	VIETNAM	103	94	6.427	0.426
8	PHILIPPINES	103	94	6.524	0.417
9	LAOS	106	96	6.925	0.389
10	CAMBODIA	96	87	7.313	0.32
11	TIMOR LESTE	10	9	8.6	0.023
13	CHINA	6	5	8.833	0.012
16	JAPAN	2	2	9	0.004

TABLE 6
INDONESIA
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	MALAYSIA	207	95	1.406	0.821
2	SINGAPORE	195	89	1.938	0.615
3	THAILAND	122	56	2.639	0.254
4	BRUNEI	67	31	2.448	0.159
5	PHILIPPINES	24	11	2.625	0.05
6	INDONESIA	10	5	1.4	0.04
7	MYANMAR	12	6	2.667	0.024
8	VIETNAM	12	6	2.667	0.024
9	LAOS	1	0	1	0.005
10	NO RESPONSE	1	0	2	0.003
11	CAMBODIA	2	1	3	0.003
12	OTHER	1	0	3	0.002

TABLE 7
LAOS
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	LAOS	100	100	2.93	0.804
2	THAILAND	100	100	3.15	0.782
3	VIETNAM	100	100	4.36	0.662
4	CAMBODIA	96	96	5.552	0.521
5	MALAYSIA	97	97	5.784	0.504
6	SINGAPORE	96	96	5.906	0.486
7	INDONESIA	93	93	6.323	0.43
8	MYANMAR	94	94	6.553	0.413
9	PHILIPPINES	91	91	6.681	0.392
10	BRUNEI	90	90	7.133	0.347
11	CHINA	10	10	5.4	0.055
12	JAPAN	8	8	7.75	0.023
13	TIMOR LESTE	7	7	9.143	0.012

TABLE 8
LAOS
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	VIETNAM	166	83	1.566	0.673
2	THAILAND	142	71	1.732	0.537
3	CAMBODIA	88	44	2.432	0.23
4	SINGAPORE	64	32	2.172	0.195
5	MALAYSIA	46	23	2.413	0.122
6	MYANMAR	24	12	2.5	0.06
7	BRUNEI	18	9	2.611	0.042
8	PHILIPPINES	16	8	2.5	0.04
9	INDONESIA	14	7	2.571	0.033
10	OTHER	12	6	2.75	0.025
11	LAOS	1	1	1	0.005
NA	NO RESPONSE	0	0	0	0

TABLE 9
MALAYSIA
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	MALAYSIA	123	100	1.919	0.897
2	THAILAND	120	98	4.125	0.654
3	INDONESIA	121	98	4.198	0.648
4	SINGAPORE	117	95	4.231	0.628
5	PHILIPPINES	115	93	5.548	0.487
6	BRUNEI	106	86	6.113	0.404
7	VIETNAM	105	85	6.314	0.387
8	MYANMAR	103	84	6.301	0.379
9	CAMBODIA	90	73	6.989	0.279
10	LAOS	91	74	7.143	0.272
11	JAPAN	16	13	6.25	0.052
12	CHINA	15	12	7.2	0.043
15	TIMOR LESTE	9	7	9.667	0.01

TABLE 10
MALAYSIA
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	SINGAPORE	183	76	1.781	0.559
2	THAILAND	173	71	1.994	0.478
3	INDONESIA	161	67	1.925	0.46
4	BRUNEI	74	31	2.257	0.178
5	PHILIPPINES	59	24	2.322	0.136
6	VIETNAM	16	7	2.313	0.037
7	MYANMAR	12	5	2.25	0.029
8	OTHER	13	5	2.462	0.028
9	CAMBODIA	12	5	2.333	0.028
10	MALAYSIA	5	2	1.4	0.018
11	LAOS	6	2	2.667	0.011
12	NO RESPONSE	2	1	3	0.003

TABLE 11
MYANMAR
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	MYANMAR	93	93	2.935	0.734
2	THAILAND	98	98	3.541	0.715
3	MALAYSIA	95	95	4.379	0.602
4	SINGAPORE	95	95	5.274	0.508
5	LAOS	86	86	5.663	0.445
6	INDONESIA	75	75	5.387	0.401
7	CAMBODIA	82	82	6.341	0.361
8	VIETNAM	75	75	6.307	0.329
9	PHILIPPINES	66	66	6.545	0.283
10	BRUNEI	64	64	6.5	0.273
11	CHINA	28	28	3.786	0.192
12	JAPAN	9	9	5.333	0.045
23	TIMOR LESTE	2	2	9	0.004

TABLE 12
MYANMAR
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	THAILAND	145	73	1.717	0.552
2	SINGAPORE	142	71	1.866	0.505
3	MALAYSIA	129	65	2.264	0.373
4	OTHER	35	18	2.171	0.107
5	LAOS	28	14	2.036	0.092
6	INDONESIA	23	12	2.435	0.06
7	VIETNAM	13	7	2.231	0.038
8	BRUNEI	12	6	2.25	0.035
9	CAMBODIA	10	5	2.2	0.03
10	NO RESPONSE	17	9	3	0.028
11	MYANMAR	6	3	1.667	0.023
12	PHILIPPINES	7	4	2.429	0.018

TABLE 13
PHILIPPINES
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	PHILIPPINES	110	100	1.591	0.936
2	MALAYSIA	107	97	3.654	0.694
3	INDONESIA	99	90	4	0.608
4	THAILAND	99	90	4.949	0.522
5	SINGAPORE	92	84	5.435	0.443
6	VIETNAM	85	77	6.059	0.362
7	CAMBODIA	72	65	6.681	0.271
8	LAOS	69	63	6.594	0.269
9	BRUNEI	62	56	6.806	0.221
10	MYANMAR	64	58	7.313	0.207
11	JAPAN	22	20	4.682	0.125
13	CHINA	27	25	6.222	0.113
15	TIMOR LESTE	19	17	7.947	0.048

TABLE 14
PHILIPPINES
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	THAILAND	134	63	1.955	0.429
2	MALAYSIA	133	62	1.985	0.419
3	SINGAPORE	117	55	1.778	0.407
4	INDONESIA	110	52	2.064	0.333
5	OTHER	39	18	2.359	0.1
6	VIETNAM	32	15	2.406	0.08
7	BRUNEI	18	8	2.333	0.047
8	CAMBODIA	14	7	2.429	0.034
9	MYANMAR	6	3	1.667	0.022
10	NO RESPONSE	4	2	3	0.006
11	LAOS	3	1	2.667	0.006
12	PHILIPPINES	1	0	1	0.005

TABLE 15
SINGAPORE
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	SINGAPORE	131	97	2.092	0.851
2	MALAYSIA	133	99	2.406	0.816
3	THAILAND	128	95	4.375	0.585
4	INDONESIA	131	97	4.893	0.53
5	VIETNAM	111	82	6.018	0.37
6	LAOS	111	82	6.126	0.364
7	PHILIPPINES	100	74	6.18	0.324
8	CAMBODIA	99	73	6.232	0.321
9	MYANMAR	100	74	6.35	0.308
10	BRUNEI	85	63	6.788	0.241
11	CHINA	6	4	6	0.02
13	TIMOR LESTE	7	5	8.429	0.014
16	JAPAN	4	3	6.75	0.009

TABLE 16
SINGAPORE
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	MALAYSIA	262	96	1.191	0.902
2	THAILAND	203	75	2.296	0.424
3	INDONESIA	194	71	2.361	0.39
4	NO RESPONSE	35	13	3	0.043
5	VIETNAM	25	9	2.68	0.04
6	BRUNEI	24	9	2.667	0.039
7	PHILIPPINES	18	7	2.556	0.032
8	OTHER	10	4	2.6	0.017
9	CAMBODIA	7	3	2.286	0.015
10	SINGAPORE	3	1	1	0.011
11	LAOS	7	3	2.714	0.011
12	MYANMAR	3	1	2	0.007

TABLE 17
THAILAND
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	THAILAND	100	100	1.25	0.975
2	LAOS	100	100	4.18	0.67
3	MALAYSIA	95	95	4.253	0.635
4	MYANMAR	93	93	4.72	0.578
5	CAMBODIA	92	92	5.533	0.489
6	VIETNAM	95	95	5.747	0.485
7	SINGAPORE	94	94	6.362	0.431
8	INDONESIA	90	90	6.578	0.386
9	BRUNEI	81	81	7.457	0.284
10	PHILIPPINES	78	78	7.782	0.247
11	CHINA	18	18	6.111	0.083
12	JAPAN	5	5	5	0.03
13	TIMOR LESTE	19	19	9.526	0.027

TABLE 18
THAILAND
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	LAOS	122	61	1.746	0.458
2	SINGAPORE	86	43	1.628	0.34
3	MALAYSIA	95	48	2.063	0.307
4	MYANMAR	95	48	2.189	0.287
5	VIETNAM	47	24	2.234	0.138
6	OTHER	45	23	2.378	0.122
7	CAMBODIA	39	20	2.462	0.1
8	INDONESIA	20	10	2.45	0.052
9	PHILIPPINES	9	5	2.444	0.023
10	BRUNEI	2	1	2.5	0.005
11	THAILAND	1	1	1	0.005
NA	NO RESPONSE	0	0	0	0

TABLE 19
VIETNAM
(List the 10 Countries in ASEAN)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	VIETNAM	102	99	1.794	0.912
2	LAOS	100	97	3.97	0.68
3	THAILAND	102	99	4.549	0.634
4	CAMBODIA	102	99	4.971	0.593
5	INDONESIA	103	100	5.689	0.528
6	MALAYSIA	102	99	5.706	0.52
7	SINGAPORE	99	96	5.869	0.491
8	PHILIPPINES	91	88	6.791	0.372
9	MYANMAR	95	92	7.316	0.341
10	BRUNEI	96	93	7.427	0.329
11	TIMOR LESTE	29	28	9.172	0.057
NA	CHINA	0	0	0	0
NA	JAPAN	0	0	0	0

TABLE 20
VIETNAM
(Besides my own country, I am most familiar with the following 3 ASEAN countries)

SMITHS RANK	COUNTRY	FREQ	PCT	AVG RANK	SMITHS
1	LAOS	167	82	1.539	0.672
2	THAILAND	166	81	2.06	0.526
3	CAMBODIA	119	58	2.294	0.332
4	SINGAPORE	85	42	2.059	0.27
5	MALAYSIA	28	14	2.536	0.067
6	INDONESIA	21	10	2.143	0.064
7	PHILIPPINES	11	5	2.455	0.028
8	VIETNAM	3	1	1	0.015
9	MYANMAR	5	2	2.4	0.013
10	BRUNEI	5	2	2.8	0.01
11	OTHER	2	1	2.5	0.005
NA	NO RESPONSE	0	0	0	0