



# **Attitudes and Awareness toward ASEAN: Findings of a Ten Nation Survey**

**Research conducted on behalf of the ASEAN Foundation by**

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## OVERVIEW

The Association of Southeast Asian Nations (ASEAN) has become one of the most sustained supra-national regional organizations of the postcolonial world. Forged in 1967, out of 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 successfully built a broadly embracing coalition of ten nations in the post-Cold War world.

Fueled by wide-spread, rapid economic growth over several decades through much of the region (even taking into account setbacks such as the 1997-1998 Asian financial crisis), ASEAN now aspires to be something far more than an elite diplomatic talking shop. On the world stage, the Association has positioned itself as a focal forum for Asia-wide international diplomacy (in the form of ASEAN+3 and ASEAN+6 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 on university students throughout the region, with the objective of gauging their awareness of and attitudes toward ASEAN as a whole and its member nations. The survey was designed to measure several dimensions of students’ knowledge about and orientations toward ASEAN. By targeting university students, we are 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 are taking a measure of the ideas and feelings of the most highly educate members of the next generation of ASEAN citizens. These youths’ average age was twenty at the time of the survey, and thus approximately ten years old at the time 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 orientations and aspirations they have in relationship to ASEAN.

In the report that follows, we first describe the methods used to collect data and the characteristics of the samples of students from each nation where the survey was conducted. We then turn to the substantive findings of the report organized into five themes: **ATTITUDES** toward ASEAN as a whole, **KNOWLEDGE** about the region and the Association, **ORIENTATION** toward the region and countries, **SOURCES** of information about the region, and **ASPIRATIONS** for integration and action. We conclude the report by summarizing key 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.

## **SUBJECTS AND METHODS**

The survey targeted undergraduate university students from leading universities in each of 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 youths. 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 are 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 of the university campuses. The general procedure employed at each site was to engage students one-to-one (research assistants approaching individual students) in public spaces of the campus and request that they complete the questionnaire (which we estimated took about five minutes on average to complete). The students were given ball-point 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 samples that were balanced by gender and subject of study. In Singapore and Malaysia, we also included a stratified quota-sample based on ethnicity, to get a sample that reflected the specific ethnic diversity of those nations (which accounts for the larger sample sizes compared to other countries). A slight, unintended over-sampling of women occurred in Singapore (due to multiple research assistants collecting at the same time); but given that there is little to indicate that the over-sampling of women significantly effect the results, all the responses from Singapore have been included. The samples from each university included approximately half respondents from humanities and social sciences and the other half from other fields, in most cases sciences or engineering. Although we did not make it a specific requirement, the respondents are also spread reasonably evenly over several years from first to fourth year students (or including fifth year students in cases where a fifth year is part of the undergraduate structure). [See Tables A, C and D]

The resulting sample includes a total of 2,170 respondents, with between 197 and 272 respondents from each university (most of the university-level samples range between 200 and 220). 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 which simply asked students to list the names of the ten

ASEAN countries; the other which 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 is approximately 200 to 220 (or higher for Malaysia and Singapore) with the exception of the list/map question where the N is approximately 100 to 110 for each university. The average age of the total sample was just over 20 years old. The respondents ranged from as young as 14 to as old as 39, but the vast majority of respondents (97.6%) 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 soliciting 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. the banner). Thus the high recognition for that item in Brunei may be an artificial effect.

In Myanmar, it was not possible to conduct an on-campus survey, due to circumstances (closure of universities) at the time the research was carried out (September-November 2007). In order to obtain a sample comparable to that 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 programs (with courses and tutorials held off-campus) rather than residential on-campus programs.

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

Brunei, University Brunei Darussalam	Bahasa Melayu
Cambodia, Royal University Phnom Penh	Khmer
Indonesia, University of Indonesia	Bahasa Indonesia
Laos, National University of Laos	Lao
Malaysia, University of Malaya	Bahasa Melayu
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

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

**ATTITUDES**  
**Toward ASEAN as a Whole**

Students around the region are overwhelmingly positive in their orientation toward 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, this ASEAN enthusiasm is not evenly spread across the region. It is strongest among students in the newest and least affluent of 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 bi-modal distribution, suggesting that there is a distinct split between ASEAN enthusiasts and others whom we might call strong ASEAN-skeptics.

***“I feel I am a citizen of ASEAN”*** [Table Q12]

In response to the statement “I feel I am a citizen of ASEAN”, agreement was overwhelmingly to the affirmative, to a degree that we found surprising.

In Cambodia, Laos and Vietnam, over ninety percent of our respondents agreed with this statement. Two-thirds of student in Cambodia, nearly half in Laos and over forty percent in Vietnam strongly agreed. Over eighty percent agreed in Brunei and Malaysia and over two-thirds in Indonesia, the Philippines and Thailand. In Singapore, where we found the weakest agreement, students were evenly split between those who agreed and disagreed, though the skew toward those who strongly disagreed (14.7%) was substantial. In Myanmar, while nearly sixty percent agreed with the statement, a very substantial minority – nearly thirty percent – strongly disagreed.

What does it mean to be a citizen of ASEAN, that is, of a region rather than 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; but first discuss other details of the survey results.

***“Membership in ASEAN is beneficial to my country”*** [Table Q8]

The positive affiliation expressed in the question about citizenship as well as the trends across nations were 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 ninety percent. Agreement was as high as ninety-nine percent 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 seventy percent of all responses) and Cambodia (where almost sixty percent strongly agreed with the statement). While well over half of students in Myanmar agreed that ASEAN membership was beneficial to their country, nearly twenty-five percent strongly disagreed. By way of contrast, nowhere else did even four percent of students strongly disagree that ASEAN membership benefited their country.

***“My country’s membership in ASEAN is beneficial to me personally”*** [Table Q9]

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 general benefits to the country. Yet agreement that the students themselves personally benefited from ASEAN membership remained remarkably strong. General agreement remained over ninety percent in both Vietnam and Laos and two-thirds or more in all other nations except for Indonesia, where students were close to evenly split and Myanmar where students overwhelmingly disagreed – nearly sixty percent strongly disagreeing – that they benefited personally from their country’s membership in ASEAN. Again the responses of strongest agreement came from Vietnam, Laos and Cambodia. Here Vietnamese students stood out, with well over fifty-percent strongly agreeing that they benefit personally from Vietnam’s membership in ASEAN.

***“ASEAN countries are similar culturally”*** [Table Q5]

***“ASEAN countries are similar economically”*** [Table Q6]

***“ASEAN countries are similar politically”*** [Table Q7]

We asked students about their perceptions of the commonalities and divergence 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 for organizing the relationship among countries in ASEAN in previous research among university students. We also used the combined results across all three dimensions to provide a view of how general senses of commonality and difference are distributed across students from different nations (Table Q5-7).

These results mirror those on citizenship and 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 difference. Students from Singapore and Brunei, followed by those from Myanmar and Malaysia, registered the most general disagreement with statements of commonality among ASEAN members. Singaporeans and Myanmar students in particular recorded the largest numbers of strong disagreement regarding ASEAN commonalities – over forty percent in the case of both economic and political similarity for Singapore; only slightly over fifty percent 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 or 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 sixty-percent 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 eighty percent of students in Cambodia, Indonesia and Laos considered ASEAN countries to be similar culturally and over seventy percent in the Philippines and Thailand. In Malaysia, Myanmar and Singapore, students’ responses were evenly split between those who agreed and disagreed. Disagreement was only slightly favored in Brunei. Here again a very

substantial minority (one-third) of Myanmar students registered strong disagreement (almost twice that of Singaporeans and three times the number from any other nation).

Across all nations, students mostly disagree with claims that ASEAN nations are economically or politically similar, following a similar pattern in which rejection of similarity is strongest in Singapore and Brunei and a bi-modal distribution featuring some agreement mixed with strong disagreement 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 judgments of both economic and political similarities. Malaysian students are close to evenly split in perceptions 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. Only Vietnamese students registered general agreement across all three dimensions of culture, economics and politics, though their responses on the latter two were rather closer to evenly split.

***“If ASEAN did not exist, it would make no difference to my life.”*** [Table Q13]

We asked one further question with regards to attitudes toward ASEAN, that is: “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, in the process of 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 do not add useful understandings of student’s attitudes toward ASEAN.

### ***Summary of Attitudes toward ASEAN***

Overall, students from around the region are positive about ASEAN. It is hard to place easy categories on the responses from the students of various nations and the many distinctive patterns to students’ responses in 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 skeptical at the other. The greatest “ASEAN enthusiasm” is 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 and largely positive attitude toward ASEAN. Results from Singapore suggest a perspective which is not negative, but best described as somewhat ambivalent toward the region. Only in Myanmar do we find evidence for substantial “ASEAN skepticism”. Moreover, the results very strongly suggest a distinctive divergence of opinion within Myanmar. A substantial minority of respondents appear to be confirmed ASEAN-skeptics, but a slightly larger plurality tend toward the positive outlook most 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 of cultural commonality – whether true or not in any objective sense – is an important basis for the possibility of 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 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 are of course coming from nations with remarkably disparate political systems, and generalization is extremely tentative here. However, both given their age (remembering we are talking about young people here, many of whom are likely much more concerned with interpersonal relationships or other matters rather than politics) and given the negative valiance of "politics" in much 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. But 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 differences (in the way that cultural difference is often taken to be). Furthermore elsewhere in the survey, students across the region in more and less affluent nations signal that economic cooperation, poverty reduction and similar issues are key concerns for the Association to address.

## ***KNOWLEDGE***

### ***About the Region and Association***

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

Overall, the students display what we considered to be a remarkably high cognizance of the countries that make up ASEAN and in most cases they readily recognize 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?”*** [Table Q1]

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 forty percent 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, Malaysia) to about fifty-fifty (Brunei and Singapore). The extreme outlier among these responses came from Myanmar. There ninety percent of students considered themselves to be only a little familiar or not at all familiar with ASEAN. Over forty percent of Myanmar students put themselves in the latter category.

***Identifying the ASEAN Flag and Year of Founding*** [Table Q3, Table Q4]

In seven of the ten nations, eighty percent or more of students correctly identified the flag of ASEAN with its rice-stalk symbol from among six possible flags presented to them. Notably, despite their avowed unfamiliarity with ASEAN, eighty-five percent of Myanmar students were able to correctly identify the ASEAN flag. Among Cambodian students, slightly over sixty percent were able to identify the ASEAN flag. The two nations where the rice-stalk flag and symbol of ASEAN appears to be least recognizable are Thailand and the Philippines. Less than forty percent 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 recognition of the ASEAN Flag, although they still fared well in most countries. The most 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 twenty-seven (Thailand) to thirty-seven percent (in the Philippines). Among students in Brunei, Singapore and Malaysia, the rate of correct identification fell between forty-five and fifty-five percent. 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 they were still well above a rate that would imply merely guessing.

***Listing and Mapping ASEAN Member States*** [Table Q2, Table Q2A]

Students across the region performed far better than we had expected when asked to list the members of ASEAN and to identify 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 (Q2List). For the other half, we asked them to name the countries and identify their location on a blank map of Southeast Asia (Q2Map).

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 Philippine students was notably lower than elsewhere, yet they still averaged almost eight of ten countries.

The students did roughly as well at naming countries when asked to locate them on the map of Southeast Asia. When the results from Myanmar are excluded, their average for the total number of ASEAN countries they listed was in fact slightly higher on the map exercise. But the difference does not appear to be significant (at the time of writing, formal tests of statistical significance are yet to be done) and the trend was variable, with students in some countries doing slightly better overall when provided a map and some slightly worse. It does not appear that the map either helped or hindered their ability to recall the names of 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 inhibition 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 countries of ASEAN (SumL) and to correctly identify them on the map (Q2M). 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 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 Thailand and Myanmar students, who correctly identified Malaysia more often than Vietnam and Cambodia respectively (see Table Q2A). Also noteworthy, the frequency with which Brunei and Malaysia students correctly identified Thailand was closer to the (high) frequency with which they correctly identified neighboring Maritime countries than the relatively lower frequency of identifying more distant Mainland countries.

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 (i.e. Cambodian students were not particularly good at identifying any countries on the map, including their own). Whereas for Myanmar it was the case of being able to identify their own country and Thailand fairly readily, but 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 particular 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 of the ten ASEAN members).

Despite some notable variation across the different measures, and like their peers in Cambodia, students from Brunei, Indonesia, Malaysia, Singapore, and Thailand all demonstrated substantial knowledge of 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 draw on for their knowledge about ASEAN, which undoubtedly shapes these measures of objective knowledge about the region and the Association.

**ORIENTATION**  
**Toward the Region and Other Countries**

A further set of insights that can be gleaned from the questions of knowledge about ASEAN members that we asked in the survey concerns the varying orientations that students from different nations have toward the region. By analyzing the results of listing and mapping countries we are able to see which ASEAN neighbors 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 each university 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 of students when asked to list the names of 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 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 only one student and that it comes to mind only after the students have thought of all other countries.

***List the ten countries in ASEAN*** [Q2 Salience Graphs and Tables]

***The three countries with which I am most familiar*** [Q14 Salience Graphs and Tables]

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 students' knowledge about the region, with regard to which countries are most cultural salient to them (based on the general listing of ASEAN countries) and which they believe themselves to know the most about. The graphs are organized with the results from Maritime nations in the first graph and Mainland nations in the second.

From a visual analysis of these graphs (comparing the general listing graphs to 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 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 score fairly high in terms of general cultural salience, but low in terms of familiarity. In Laos, we also see that Thailand scores higher in salience, while Vietnam scores 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 neighboring 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 distribution of countries for results from the Philippines, we observe a fairly small gap between the least salient countries of 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 of ASEAN with which they are most familiar, “Other” non-ASEAN countries in general are listed more frequently than five of the nine members of ASEAN outside the Philippines. Coupled with the relatively low number of ASEAN countries that Philippine students are 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 note that in previous research, we conducted a general free list exercise among students from a university in the People’s Republic of China; students in the Philippines exhibited considerably more ASEAN-awareness by that measure than do students in the PRC). The results from Myanmar also exhibit some of these characteristics suggesting relatively weak domain knowledge (little gap between Brunei and China among “ASEAN Countries” and common listing 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 that students in other nations do have a distinctive knowledge and sense of ASEAN – 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 shown in the salience tables, including results from the Philippines and Myanmar (due to the statistics employed, the gap between ASEAN and non-ASEAN countries is far greater when comparing frequency than when comparing the more sensitive Smith’s Salience index).

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 subregion.

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

Malaysia and Thailand are the most generally salient countries – based on the listing exercise – when comparing results across the entire region, which is not surprising due to their geographic centrality as well as relatively high economic prominence. Singapore and Thailand are the most generally familiar (appearing among the top four most familiar countries in results from all nations).

*In ASEAN, I would most like to travel to:* [Table Q15]

Three further questions in the survey provide insights into the students' orientations toward 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 were Singapore, Thailand and Malaysia. 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.

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. The Lao students listed Malaysia slightly more frequently than Singapore, which still rated a close second as a destination to which the students from Laos would like to travel. Notably, students from Laos rarely listed neighboring and culturally similar Thailand as a desirable destination. This appears to be specific to Thai-Lao relations and not a general effect of desiring 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.

Malaysia 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 a 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 in listing each others countries first respectively. 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 and Malaysia, Vietnam does come across as a clear fourth (or better) choice in many instances, though with considerable variation (e.g. almost no interest among students from Indonesia and Myanmar). Among Thai students, the relatively strong showing of Laos (listed by more than ten percent) highlights an interesting asymmetrical relationship in Thai and Lao perceptions of each other. Here as well as in the result of the question on a destination for work, Thai students show far more affinity for Laos than Lao students do for Thailand.

Two important points that these results highlight are first that although there are some important variations and even sub-regional trends, ASEAN students on the whole share a fairly strong consensus on the countries in the region which are desirable destinations for them to travel. Second, these destinations 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 a sort of “cultural” tourism (i.e. to travel to countries very different than their own) the choices of Singapore, Thailand and Malaysia suggest that in general ASEAN’s most “modern” and “developed” countries hold the most appeal.

***In ASEAN, I would most like to work in:*** [Table Q16]

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

Given the commitments implied in working in rather than merely traveling to another country, the students not surprisingly were far more likely in this question to list their own country (even when the question explicitly stated “another country in ASEAN”); five percent or more in both Brunei and Thailand. Some students went so far as to write comments on the questionnaire 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 labor 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 “brain-drain” – and thinking regionally as opposed to only nationally – this is an area which might usefully be 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 programs to encourage talented ASEAN youth to consider development of careers in neighboring 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.

***“I would like to know more about other ASEAN countries”*** [Table Q17]

Responses to this question indicated that students across the region are overwhelming interested in learning more about their ASEAN neighbors. Once again “ASEAN enthusiasm” was especially evident in Vietnam, Cambodia and Laos, where nearly eighty percent to over ninety percent Strongly Agreed. In almost all other countries, general agreement ranged from nearly eighty-five percent to ninety percent and above. The “ASEAN skepticism” among some students from Myanmar is evident again as well, with fifteen percent “Strongly Disagreeing”; many times the frequency of any other country. But again in Myanmar a much larger number of students show a generally positive inclination toward learning about other ASEAN countries than those who showed no interest.

*SOURCES*  
*Of Information about the Region*

*“In what ways have you learned about ASEAN?”* [Table Q10, Table Q10A]

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: \_\_\_\_\_” and “None of the above”; however, as the rates of responses to these options were negligible, we do 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 [Table Q10]; but when the sources are compared based on a ranking of the relative importance within each nation [Table Q10A], there is remarkably little variation from nation to nation.

Television, schooling, newspapers and books (by which we expect the students’ were thinking of school textbooks) were clearly the most common sources of information among all students from all countries. Television was indicated by about two-thirds to ninety percent of students from all countries and schooling similarly by between sixty to eighty percent. Only in Myanmar was school indicated with noticeable lower frequency (less than forty percent); but even then it was the fourth most important source of information overall. Newspapers came out as somewhat less important overall in Cambodia and books in Laos and Singapore.

Secondary sources of information included the Internet and radio. While the Internet is often popularly considered to be of specially importance among the current generation of youths 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 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 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 the 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 reflex to utilize the Internet 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 various 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 Asia Games in 2003 when Vietnam was the host; as it happened, the survey was conducted a few months before the 2007 Southeast Asia Games to be hosted 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.

Other possible sources of information provided as options – family, travel, movies, music and work – all rated generally low among students from all countries. Only Singapore and Thai students place travel relatively high, which corresponds both to the geographically central location of those nations and the relative affluence of the 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 or more often than those from Singapore and Thailand; but the former two tended to cite all sources of information relatively more frequently than respondents elsewhere; thus travel was still eleventh of the fourteen sources in both the Philippines and Vietnam).

Movies and music also ranked low among the various possible sources of information. Given the dominance of centers of film production (especially Hollywood, but also Bollywood and Hong Kong) outside the region and 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 music 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; a second question asked the students to circle the issues from among eight choices that they felt were most crucial for ASEAN to enhance cooperation and awareness (the students were also given an option for "Other: \_\_\_\_\_"; again use of the "Other" option was minimal and we do not discuss it here).

***Aspects of Integration and Cooperation***

[Table Q11, Table Q11A, Table Q11B, Table Q11C]

The first striking result in the responses from 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 stands out in the very high levels of "strong agreement", but elsewhere strong agreement was very common. Almost everywhere general agreement (averaged over all different aspects considered) was in the range of nearly or well over ninety percent. Mirroring other trends in the results, students from Myanmar showed a split tendency toward positive and skeptical 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%) of respondents disagree (somewhat and/or strongly) with the importance of any item:

<u>Nation</u>	<u>Items Not Seen as Important (&gt;10% General Disagreement)</u>
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.

For the students, economic cooperation, tourism, and development assistance are rated as the most important areas for integration and cooperation. Everywhere these rank among the top four of the eight items considered (with the minor exceptions of Thailand and Myanmar, where tourism ranks fifth). The students also rate educational exchanges highly, though there is more variation here across nations; with this item

rated very high in Myanmar, the Philippines and Thailand and relatively low in Malaysia and Singapore. The importance attributed to security and military cooperation is also highly variable across nations; 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 threat of intra-regional stability in the latter case and relative opportunities for study abroad in the former. The importance of intra-ASEAN sports competitions is likewise rated of variable importance across different countries.

Cultural exchanges and political cooperation rank uniformly low relative to other issues in the opinion of students. Among many other aspects of the 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. But also, the low ranking of movies and music with regard to their knowledge of other countries in ASEAN may suggest that across the board – whether modern or traditional arts – the students' do not see their ASEAN neighbors 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, across all countries university students are not especially oriented toward 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 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 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 do suggest, however, is that students' are stressing 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 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*** [Table Q18, Table Q18A]

With respect to the range of issues presented to students regarding issues crucial to enhancing cooperation and awareness, there was substantial variability across nations;

though some general trends are noticeable. Poverty reduction, education exchange and improvements, and science and technology development rated the highest among the issues selected by 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 – the most commonly cited issue of importance for students in Brunei and Malaysia and second in Singapore; the issue of least importance in Cambodia and Vietnam. Disaster prevention and relief and regional identity and solidarity also showed considerably variability in relative importance across different nations. Only cultural preservation and promotion was rated (again in relative terms) as uniformly of lesser 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 effects in students' attitudes on the questions in this section of the questionnaire (although the influence of nationally specific concerns is apparent elsewhere as well). Students appear to be responding in terms of issues that are seen of particular importance to their nation; thus for example, it is the students of nations who see threats coming from other nations within ASEAN with regard to health and disease (e.g. bird flu) who rate it as important; much more so than students where the problem already is in evidence. Similarly, the very low ranking of an item such as science and technology in Singapore is likely because students there do 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.

## **SUMMARY AND CONCLUSIONS**

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

### *National Summaries*

*Brunei:* Students from Brunei exhibited attitudes toward ASEAN that were generally positive, such as their high inclination to consider themselves citizens of ASEAN; though in some cases – such as indicators of commonalities – their attitudes ranged toward 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 inclinations to view it as a destination for work attest to its reputation as center of wealth region-wide.

*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 evident 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 slight exception in Singapore.

*Indonesia:* Indonesian students are generally positive in their attitudes toward ASEAN. Their responses fall mostly in the middle range across all various aspects of the survey relative to students elsewhere. In accordance with previous research we have conducted on regional perceptions, they show some particular affinities for their co-ethnic Malay-Muslim neighbors, Malaysia and Brunei (though not overwhelmingly or 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 among the most objectively knowledgeable about ASEAN from among all students in the region. One striking result in the responses from Lao students was their ambivalence, if not aversion, to their geographically and culturally close neighbor Thailand. We expect this is very closely related to the strong sense of Thai cultural hegemony in Mainland Southeast Asia, felt most keenly in Laos due to the influences of Thai 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 neighboring Brunei, exhibited generally positive attitudes toward 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 third most for travel, after Singapore and Thailand, among students elsewhere in the region.

*Myanmar:* Responses from Myanmar were among the most internally complex, in that they showed a mix of positive and highly skeptical attitudes. A more extensive analysis of the results is yet to be completed, though we strongly suspect that the negative attitudes toward ASEAN were all coming from one set of respondents and the generally positive from another set (rather than individual students having a mix of positive and skeptical answers). Myanmar was the only nation where such strong “ASEAN skepticism” was in evidence. It is possible that these responses may have been related to the very volatile events on the ground 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 the “ASEAN skeptics” from Myanmar may have been reacting to those circumstances. The result may also reflect the broader general isolation of Myanmar despite its near decade long membership in the Association. It was also apparent from the results that Myanmar students were 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 a relatively weak domain knowledge of the regional Association and its members. On the other hand, their attitudes toward ASEAN were generally positive and their responses tended to follow general region-wide trends.

*Singapore:* Students from Singapore did not exhibit the same sort of skepticism 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. But their responses did not display a tendency of strong aversion to ASEAN as appeared in results from Myanmar. Moreover, in many instances, such as rating the benefits of their nation’s membership in ASEAN, their responses were solidly in the positive realm. From the perspective of other nations, the survey points 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 generally positive, if not extremely enthusiastic, toward ASEAN. The responses pointed up obvious gaps and unevenness in their objective knowledge about the Association – particularly extremely high cartographic literacy but low recognition of the Association’s symbols and history. Like Singapore, the survey shows Thailand to be a focal point in students’ imaginative geographies of travel (though less so work).

Vietnam: Students from Vietnam paralleled their peers in neighboring 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 survey reflect a view of Vietnam as an increasingly important country (e.g. 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 a talking shop for political elites and diplomats. Students across the region demonstrate a fairly high level of knowledge about the Association, generally positive attitudes toward it, and 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 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 largely similar perspectives or understandings 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’ are not only thinking in terms of a functional or technical, default relationship, but to some extent are expressing a degree of “regional citizenship”; that is, a attachment to the region and by extension the peoples of the region. The widespread (though not universal) inclination to attest to cultural similarity among ASEAN members, for example, points in such a direction.

As noted throughout the findings, the attitudes toward ASEAN expressed by the students range from enthusiastic through positive and ambivalent to skeptical. True “ASEAN skepticism” 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. But also this effect may well reflect the fact that the students in our survey 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, wherever one’s own nation falls in terms of socioeconomic status, one associates “up” with countries more affluent and dissociates “down” vis-à-vis less affluent nations. Ambivalence toward ASEAN among students in more affluent nations and enthusiasm from 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 interactions should be aware of. Among Mainland nations, for example, there is a notable disconnect between salience (general awareness) of neighboring countries and familiarity. While neighboring countries are prominent in the minds of students (they are aware of these countries), at the same time they 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 (getting to know your neighbors) might be put to good effect. 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 suggest that the national attitude in those nations tend toward seeing the region as one of threats as much or more so than a region of opportunities. Similar attitudes are not found to the same degree elsewhere, where there is much more 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 addressing poverty and development needs, shared orientations shaped by desires for and of “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 stake in ASEAN as citizens of the region.

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### **SAMPLE QUESTIONNAIRE**

The sample questionnaire on the following pages show the standard questions asked at universities in each ASEAN member nation. 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 on all questionnaires. Other demographic questions were modified in each nation to fit local conditions.

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

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

<u>Nation, University</u>	<u>Language</u>
Brunei, University Brunei Darussalam	Bahasa Melayu
Cambodia, Royal University Phnom Penh	Khmer
Indonesia, University of Indonesia	Bahasa Indonesia
Laos, National University of Laos	Lao
Malaysia, University of Malaya	Bahasa Melayu
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 to 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: 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. \_\_\_\_\_

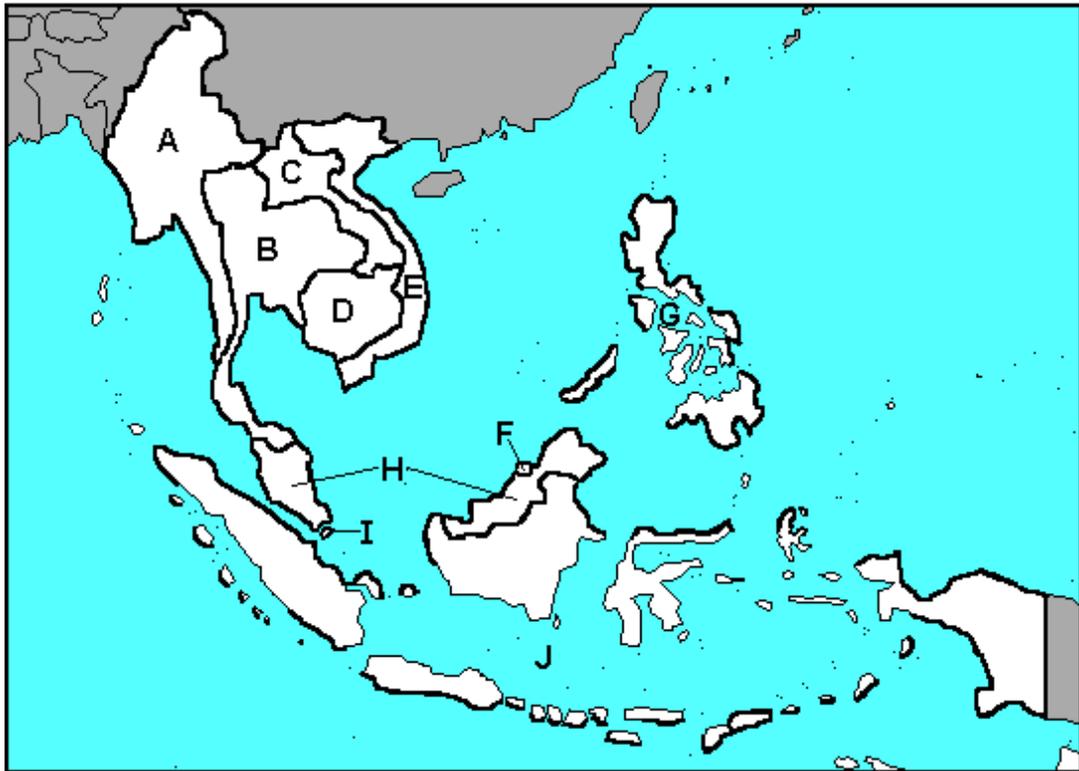
7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Q2: 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): \_\_\_\_\_

## DEMOGRAPHICS OF RESPONDENTS

**TABLE A:**  
Number of Respondents and Sex Composition:

	Sex		Total
	Male	Female	
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	1064	1106	2170

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

	Mean Age	Minimum Age*	Maximum Age*
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 between 17 and 25 years old.

**TABLE C:**  
**Respondents' Year in University**

	Year in University					Total
	First Year	Second Year	Third Year	Fourth Year	Other	
Brunei	28	65	80	21	3	197
	14.2%	33.0%	40.6%	10.7%	1.5%	100.0%
Cambodia	11	91	65	50	0	217
	5.1%	41.9%	30.0%	23.0%	.0%	100.0%
Indonesia	51	63	64	35	5	218
	23.4%	28.9%	29.4%	16.1%	2.3%	100.0%
Laos	1	27	84	45	43	200
	.5%	13.5%	42.0%	22.5%	21.5%	100.0%
Malaysia	94	55	64	22	6	241
	39.0%	22.8%	26.6%	9.1%	2.5%	100.0%
Myanmar	66	62	53	7	12	200
	33.0%	31.0%	26.5%	3.5%	6.0%	100.0%
Philippines	20	62	68	40	28	218
	9.2%	28.4%	31.2%	18.3%	12.8%	100.0%
Singapore	106	84	54	26	1	271
	39.1%	31.0%	19.9%	9.6%	.4%	100.0%
Thailand	73	39	45	42	1	200
	36.5%	19.5%	22.5%	21.0%	.5%	100.0%
Vietnam	50	56	45	53	0	204
	24.5%	27.5%	22.1%	26.0%	.0%	100.0%
Total	500	604	622	341	99	2166
	23.1%	27.9%	28.7%	15.7%	4.6%	100.0%

**TABLE D:**  
**Respondents' Major Subject of Study**

	Main Subject of Study				Total
	Social Science and Humanities	Sciences	Engineering	Other	
Brunei	84	103	6	4	197
	42.6%	52.3%	3.0%	2.0%	100.0%
Cambodia	105	110	1	1	217
	48.4%	50.7%	.5%	.5%	100.0%
Indonesia	108	35	20	55	218
	49.5%	16.1%	9.2%	25.2%	100.0%
Laos	99	0	1	99	199
	49.7%	.0%	.5%	49.7%	100.0%
Malaysia	123	91	4	23	241
	51.0%	37.8%	1.7%	9.5%	100.0%
Myanmar	94	86	13	7	200
	47.0%	43.0%	6.5%	3.5%	100.0%
Philippines	109	27	32	50	218
	50.0%	12.4%	14.7%	22.9%	100.0%
Singapore	150	57	32	33	272
	55.1%	21.0%	11.8%	12.1%	100.0%
Thailand	72	40	60	28	200
	36.0%	20.0%	30.0%	14.0%	100.0%
Vietnam	103	100	1	0	204
	50.5%	49.0%	.5%	.0%	100.0%
Total	1047	649	170	300	2166
	48.3%	30.0%	7.8%	13.9%	100.0%

**SUBSTANTIVE QUESTIONS**

**TABLE Q1**

In general, how familiar are you with ASEAN? (%)

	Very Familiar	Somewhat Familiar	A Little Familiar	Not at All Familiar	Very or Somewhat	Little or Not at All
Brunei	1.0	52.8	46.1	.0	53.8	46.1
Cambodia	2.3	56.5	40.3	.9	58.8	41.2
Indonesia	5.0	63.3	31.2	.5	68.3	31.7
Laos	13.0	71.5	15.0	.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	.5	88.6	11.3
Total	9.1	51.7	33.7	5.9	60.7	39.2

**TABLE Q2**

Q2List. List the Ten Countries in the Association of Southeast Asian Nations (ASEAN).

Q2Map. List the names of the ASEAN Countries according to the map below.

	N(Q2List)	Mean (SumL)	N(Q2Map)	Mean (SumM)	Mean (Q2Map)	SumL – Q2Map
Brunei	98	<b>9.62</b>	99	9.79	8.48	1.14
Cambodia	105	9.05	112	9.04	<b>5.00</b>	4.05
Indonesia	108	9.57	110	<b>9.86</b>	7.42	2.15
Laos	100	9.53	100	9.84	8.01	1.52
Malaysia	122	8.85	120	9.61	7.88	0.97
Myanmar	100	8.47	100	<b>5.56</b>	3.99	4.48
Philippines	110	<b>7.85</b>	110	8.15	5.75	2.1
Singapore	134	8.45	138	7.60	5.96	2.49
Thailand	100	9.29	100	9.26	<b>8.93</b>	0.36
Vietnam	103	9.65	101	9.24	6.32	3.33

N(Q2List): Number of respondents to the List Question

Mean (SumL): Average number of ASEAN countries listed per respondent (List Question)

N(Q2Map): Number of respondents to the Map Question

Mean (SumM): Average number of ASEAN countries listed per respondent (Map Question)

Mean (Q2Map): Average number of ASEAN countries correctly identified on the Map

SumL – Q2Map: Difference between ability to List countries and ability to correctly locate them on a Map.

**TABLE Q2A**

Identification of ASEAN Countries on Map: Maritime countries and respondents in upper left; Mainland in lower right  
(Red indicates own country; **Bold** indicates the 5 most recognizable. *Italics* indicate notable trends)

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

**TABLE Q3**

Identification of the ASEAN Flag

Which of the following is the flag of ASEAN?

(From among six choices)

	Correct	Incorrect
Brunei	<b>98.5%</b>	1.5%
Indonesia	92.2%	7.8%
Laos	87.5%	12.5%
Myanmar	85.0%	15.0%
Singapore	81.5%	18.5%
Vietnam	81.3%	18.7%
Malaysia	80.9%	19.1%
Cambodia	63.1%	36.9%
Philippines	38.6%	61.4%
Thailand	<b>38.5%</b>	61.5%
Average	73.7%	26.3%

**TABLE Q4**

What year was ASEAN founded?

(From among six choices: 1947, 1957, 1967, 1977, 1987, 1997)

	Correct	Incorrect
Laos	<b>68.4%</b>	31.6%
Indonesia	65.6%	34.4%
Vietnam	64.7%	35.3%
Malaysia	53.0%	47.0%
Singapore	47.8%	52.2%
Brunei	44.3%	55.7%
Cambodia	36.6%	63.4%
Philippines	37.8%	62.2%
Myanmar	32.5%	67.5%
Thailand	<b>27.5%</b>	72.5%
Average	49.5%	50.5%

**TABLE Q5**

ASEAN countries are similar culturally. (%)

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total Agree	Total Disagree
Brunei	3.6	41.8	<b>44.9</b>	9.7	45.4	54.6
Cambodia	7.9	<b>76.4</b>	13.0	2.8	84.3	15.8
Indonesia	16.5	<b>67.4</b>	12.4	3.7	83.9	16.1
Laos	6.0	<b>74.9</b>	18.6	.5	80.9	19.1
Malaysia	3.3	<b>46.9</b>	40.7	9.1	50.2	49.8
Myanmar	6.5	<b>43.7</b>	16.6	33.2	50.2	49.8
Philippines	9.1	<b>68.9</b>	17.8	4.1	78.0	21.9
Singapore	.4	<b>48.9</b>	33.5	17.3	49.3	50.8
Thailand	7.0	<b>66.5</b>	24.0	2.5	73.5	26.5
Vietnam	9.9	<b>68.5</b>	12.8	8.9	78.4	21.7
Average	7.0	<b>60.4</b>	23.4	9.2	67.4	32.6

**TABLE Q6**

ASEAN countries are similar economically. (%)

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

**TABLE Q7**

ASEAN countries are similar politically. (%)

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

**TABLE Q5-7**

General Overall Agreement/Disagreement on Similarity of ASEAN Countries (%)

(For each nation: Strongly Agree + Somewhat Agree \* All three Scales / 3)

	Agree	Disagree
Brunei	32.7	<b>67.3</b>
Cambodia	<b>58.2</b>	41.8
Indonesia	<b>60.1</b>	39.9
Laos	<b>58.2</b>	41.8
Malaysia	41.9	<b>58.1</b>
Myanmar	39.6	<b>60.4</b>
Philippines	47.8	52.2
Singapore	24.8	<b>75.2</b>
Thailand	47.8	52.2
Vietnam	<b>62.2</b>	37.8
Average	47.3	52.7

**TABLE Q8**

Membership in ASEAN is beneficial to my country. (%)

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total Agree	Total Disagree
Brunei	23.4	61.9	12.7	2.0	85.3	14.7
Cambodia	58.5	37.8	2.8	.9	96.3	3.7
Indonesia	24.3	59.2	12.8	3.7	83.5	16.5
Laos	73.0	26.0	.5	.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	.5	94.1	6.0
Singapore	28.7	63.2	7.7	.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

**TABLE Q9**

My country's membership in ASEAN is beneficial to me personally. (%)

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total Agree	Total Disagree
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

**TABLE Q10**

In what ways have you learned about ASEAN? (%)

Four most important sources of information in **BOLD**

	Advertising	Books	TV	Radio	Newsppr	Internet	Movies	Music	Sports	Family	Friends	School	Traveling	Work
Brunei	46.2	<b>62.9</b>	<b>86.3</b>	53.3	<b>80.7</b>	59.4	15.7	18.3	49.2	22.8	29.9	<b>76.1</b>	10.7	6.1
Cambodia	26.3	<b>73.7</b>	<b>89.4</b>	<b>71.4</b>	41.5	35.9	8.8	6.9	28.1	10.6	33.6	<b>75.1</b>	11.5	8.8
Indonesia	20.6	<b>85.3</b>	<b>66.1</b>	22.0	<b>70.2</b>	51.8	6.9	8.7	35.3	20.6	30.7	<b>77.5</b>	9.2	2.3
Laos	45.5	48.0	<b>77.5</b>	<b>54.5</b>	<b>71.0</b>	31.5	3.0	13.0	31.0	23.5	27.5	<b>67.0</b>	12.0	8.0
Malaysia	37.6	<b>70.2</b>	<b>78.9</b>	37.2	<b>78.1</b>	58.3	21.1	9.9	35.1	22.3	28.1	<b>74.0</b>	5.0	3.7
Myanmar	16.5	<b>47.0</b>	<b>69.5</b>	33.0	<b>50.0</b>	29.0	9.5	9.0	37.0	10.5	19.5	<b>38.0</b>	7.0	5.0
Philippines	39.3	<b>65.3</b>	<b>83.1</b>	26.9	<b>81.3</b>	64.4	8.7	2.3	22.4	21.9	32.9	<b>87.2</b>	15.5	5.5
Singapore	14.7	41.5	<b>64.3</b>	18.8	<b>76.5</b>	<b>46.3</b>	5.1	4.0	12.1	12.5	21.7	<b>73.9</b>	15.9	5.9
Thailand	16.0	<b>69.5</b>	<b>67.0</b>	11.5	<b>50.5</b>	32.5	6.0	2.5	22.5	8.5	13.0	<b>57.5</b>	15.0	4.5
Vietnam	38.2	68.6	<b>92.6</b>	67.2	<b>86.3</b>	68.6	33.3	17.6	<b>71.6</b>	21.1	30.9	<b>72.1</b>	25.0	9.8
Average	31.6	<b>65.0</b>	<b>78.4</b>	40.3	<b>70.7</b>	49.9	12.1	9.2	34.1	18.2	27.6	<b>73.4</b>	13.3	6.1

**TABLE Q10A**

Sources of Information Ranked by Importance  
(Base on percentage circled in each nation).

Sources	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Vietnam	Avg. Rank
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

**TABLE Q11**

The importance of the following aspects of integration and cooperation among ASEAN countries. (%)

Nation		Cultural Exchange	Economic Coop.	Dev'ment Assistance	Education Exchange	Security Coop.	Political Coop.	Sports	Tourism	TOTAL Average
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	.5	.5	0	2.0	1.5	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	.9	.9	.9	0	1.4	3.2	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	.9	3.7	2.3	13.3	11.1	1.8	2.3	5.2
	Strongly Disagree	1.4	.9	.9	1.8	2.8	2.3	.9	.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	.5	0	0	9.5	13.0	.5	1.5	3.4
	Strongly Disagree	0	0	0	0	.5	1.0	.5	.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	.8	.4	.8	0	1.2	.4	.4	0.8

Nation		Cultural Exchange	Economic Coop.	Dev'ment Assistance	Education Exchange	Security Coop.	Political Coop.	Sports	Tourism	TOTAL Average
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	.9	2.3	1.4	7.3	7.3	6.8	.5	3.6
	Strongly Disagree	0	0	0	0	1.8	.5	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	.7	4.8	1.5	3.0	6.6	3.0	3.0
	Strongly Disagree	0	0	.4	0	.4	.4	.4	.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	.5	.5	1.5	2.5	2.5	1.5	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	.5	0	2.5	2.5	5.4	10.3	1.5	3.2
	Strongly Disagree	2.0	1.5	.5	1.0	0	2.5	7.4	.5	1.9

**TABLE Q11A**

Overall Attitudes toward Aspects of Integration and Cooperation (Averaged over all Eight)

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total Agree	Total Disagree
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%

**TABLE 11B**

Aspects of Integration and Cooperation, Nation-by-Nation Lists Ranked by Importance  
(Base on percentage who “Strongly Agreed” in each nation).

BRUNEI	CAMBODIA	INDONESIA	LAOS	MALAYSIA
Security Cooperation	Tourism	Sports	Development Assistance	Security Cooperation
Tourism	Economic Cooperation	Tourism	Economic Cooperation	Tourism
Economic Cooperation	Educational Exchange	Economic Cooperation	Tourism	Economic Cooperation
Development Assistance	Development Assistance	Development Assistance	Security Cooperation	Development Assistance
Educational Exchange	Sports	Educational Exchange	Cultural Exchange	Sports
Sports	Security Cooperation	Cultural Exchange	Educational Exchange	Political Cooperation
Political Cooperation	Cultural Exchange	Security Cooperation	Political Cooperation	Educational Exchange
Cultural Exchange	Political Cooperation	Political Cooperation	Sports	Cultural Exchange

MYANMAR	PHILIPPINES	SINGAPORE	THAILAND	VIETNAM
Educational Exchange	Tourism	Economic Cooperation	Economic Cooperation	Economic Cooperation
Sports	Educational Exchange	Security Cooperation	Educational Exchange	Development Assistance
Development Assistance	Economic Cooperation	Development Assistance	Development Assistance	Tourism
Economic Cooperation	Development Assistance	Tourism	Cultural Exchange	Sports
Tourism	Cultural Exchange	Political Cooperation	Tourism	Educational Exchange
Political Cooperation	Political Cooperation	Cultural Exchange	Sports	Cultural Exchange
Cultural Exchange	Sports	Educational Exchange	Security Cooperation	Political Cooperation
Security Cooperation	Security Cooperation	Sports	Political Cooperation	Security Cooperation

**TABLE Q11C**

Aspects of Integration and Cooperation, Ranked by Importance  
(Base on percentage who “Strongly Agreed” in each nation).

Aspects	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Vietnam	Avg. Rank
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

**TABLE Q12**

I feel that I am a citizen of ASEAN. (%)

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total Agree	Total Disagree
Brunei	26.4%	55.8%	13.7%	4.1%	82.2%	17.8%
Cambodia	66.4%	26.3%	6.9%	.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%	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%

**TABLE Q13**

If ASEAN did not exist, it would make no difference to my life. (%)

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Brunei	4.6%	32.5%	51.3%	11.7%
Cambodia	17.2%	52.6%	23.7%	6.5%
Indonesia	11.9%	41.3%	37.6%	9.2%
Laos	9.5%	55.0%	33.5%	2.0%
Malaysia	6.6%	35.1%	46.3%	12.0%
Myanmar	11.1%	16.6%	16.6%	55.8%
Philippines	6.4%	49.5%	38.2%	5.9%
Singapore	7.4%	50.7%	37.1%	4.8%
Thailand	14.5%	33.0%	46.0%	6.5%
Vietnam	8.3%	52.0%	26.5%	13.2%

**TABLE Q15**

If I could travel to another country in ASEAN, I would most like to travel to:

(Red number or “x” refers to Own Country to Own Country; **Bold > 10%**)

If I could travel to another country in ASEAN, I would most like to travel to:											
Respondents From:	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Vietnam	Non-ASEAN country
Brunei	x	1.5%	5.6%	1.0%	<b>19.4%</b>	0%	3.6%	<b>32.1%</b>	<b>28.1%</b>	8.7%	0%
Cambodia	6.9%	x	4.6%	3.2%	<b>10.6%</b>	2.8%	2.3%	<b>44.7%</b>	<b>14.7%</b>	2.8%	7.4%
Indonesia	<b>11.1%</b>	1.8%	x	.9%	<b>13.8%</b>	2.8%	2.3%	<b>39.6%</b>	<b>26.3%</b>	.9%	.5%
Laos	2.5%	2.0%	2.5%	x	<b>41.0%</b>	0%	2.0%	<b>36.5%</b>	2.0%	7.5%	4.0%
Malaysia	<b>10.8%</b>	3.3%	<b>14.1%</b>	2.1%	.8%	.4%	8.3%	<b>25.7%</b>	<b>24.5%</b>	6.2%	3.7%
Myanmar	1.1%	2.2%	2.7%	1.1%	8.2%	.5%	0%	<b>67.4%</b>	9.8%	.5%	6.5%
Philippines	1.9%	4.6%	3.7%	.5%	<b>13.9%</b>	1.4%	x	<b>35.6%</b>	<b>25.5%</b>	3.7%	9.3%
Singapore	3.0%	9.1%	4.2%	1.1%	<b>12.9%</b>	3.4%	3.4%	x	<b>45.5%</b>	<b>13.6%</b>	3.8%
Thailand	4.5%	4.5%	5.0%	<b>13.5%</b>	9.0%	2.5%	2.0%	<b>36.0%</b>	.5%	<b>15.0%</b>	7.5%
Vietnam	1.0%	1.0%	2.5%	3.4%	3.9%	0%	1.0%	<b>65.2%</b>	<b>21.1%</b>	x	1.0%
Average	4.6%	3.1%	4.7%	2.8%	<b>13.9%</b>	1.5%	2.8%	<b>35.0%</b>	<b>20.9%</b>	6.5%	4.1%

**TABLE Q16**

If I could work in another country in ASEAN, I would most like to work in:  
 (Red number refers to Own Country to Own Country; **Bold > 10%**)

If I could work in another country in ASEAN, I would most like to work in											
Respondents From:	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Vietnam	Non-ASEAN country
Brunei	6.2%	0%	1.5%	.5%	<b>19.1%</b>	0%	1.0%	<b>67.5%</b>	2.1%	1.5%	.5%
Cambodia	8.8%	2.3%	2.3%	.9%	6.0%	.9%	2.8%	<b>51.2%</b>	<b>11.1%</b>	3.2%	10.6%
Indonesia	<b>22.3%</b>	.5%	1.9%	.9%	7.4%	.5%	1.4%	<b>60.9%</b>	2.8%	1.4%	0%
Laos	5.0%	0%	3.5%	1.0%	<b>19.0%</b>	0%	3.5%	<b>47.0%</b>	2.0%	<b>15.0%</b>	4.0%
Malaysia	<b>16.4%</b>	.8%	2.5%	0%	3.8%	.8%	5.0%	<b>60.1%</b>	3.4%	2.9%	4.2%
Myanmar	2.3%	.6%	0%	0%	9.0%	1.1%	.6%	<b>77.4%</b>	2.3%	.6%	6.2%
Philippines	3.7%	0%	1.9%	0%	7.9%	0%	.9%	<b>66.4%</b>	7.5%	1.4%	10.3%
Singapore	<b>12.8%</b>	1.8%	6.2%	0%	<b>33.5%</b>	.9%	2.2%	1.8%	<b>25.6%</b>	9.7%	5.7%
Thailand	4.0%	0%	2.0%	6.0%	5.0%	3.0%	1.0%	<b>58.5%</b>	5.0%	7.5%	8.0%
Vietnam	1.5%	.5%	2.9%	2.0%	2.9%	0%	2.0%	<b>77.5%</b>	9.3%	.5%	1.0%
Average	8.3%	0.4%	2.5%	1.1%	<b>11.2%</b>	0.7%	2.1%	<b>54.3%</b>	7.1%	4.7%	4.9%

**TABLE Q17**

I would like to know more about other ASEAN countries.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total Agree	Total Disagree
Brunei	20.8%	66.0%	12.7%	.5%	86.8%	13.2%
Cambodia	83.9%	15.7%	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%	100%	0%
Malaysia	32.6%	60.3%	7.0%	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%	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%	.5%	98.5%	1.5%
Average	50.8%	41.0%	7.2%	0.9%	91.8%	8.1%

**TABLE Q18**

Most crucial issues for ASEAN to enhance cooperation and awareness

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

**TABLE 18A**

Crucial Issues Ranked by Importance

(Based on percentage circled in each nation)

Issues	Brunei	Cambodia	Indonesia	Laos	Malaysia	Myanmar	Philippines	Singapore	Thailand	Vietnam	Avg. Rank
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

## **SALIENCE GRAPHS AND TABLES**

The following graphs and tables are based on Q2: “List the 10 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 ASEAN countries among respondents from each nation. The first two graphs are based on Q2, listing of all 10 ASEAN countries. In each case, the most salient country is the respondents’ own country (shown in ***Bold Italics***). Each column shows results from the country listed first, with countries distributed from top to bottom based on 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 only one student and that it comes to mind only after the students have thought of all 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 are based on Q14, Listing of the 3 most familiar ASEAN countries.

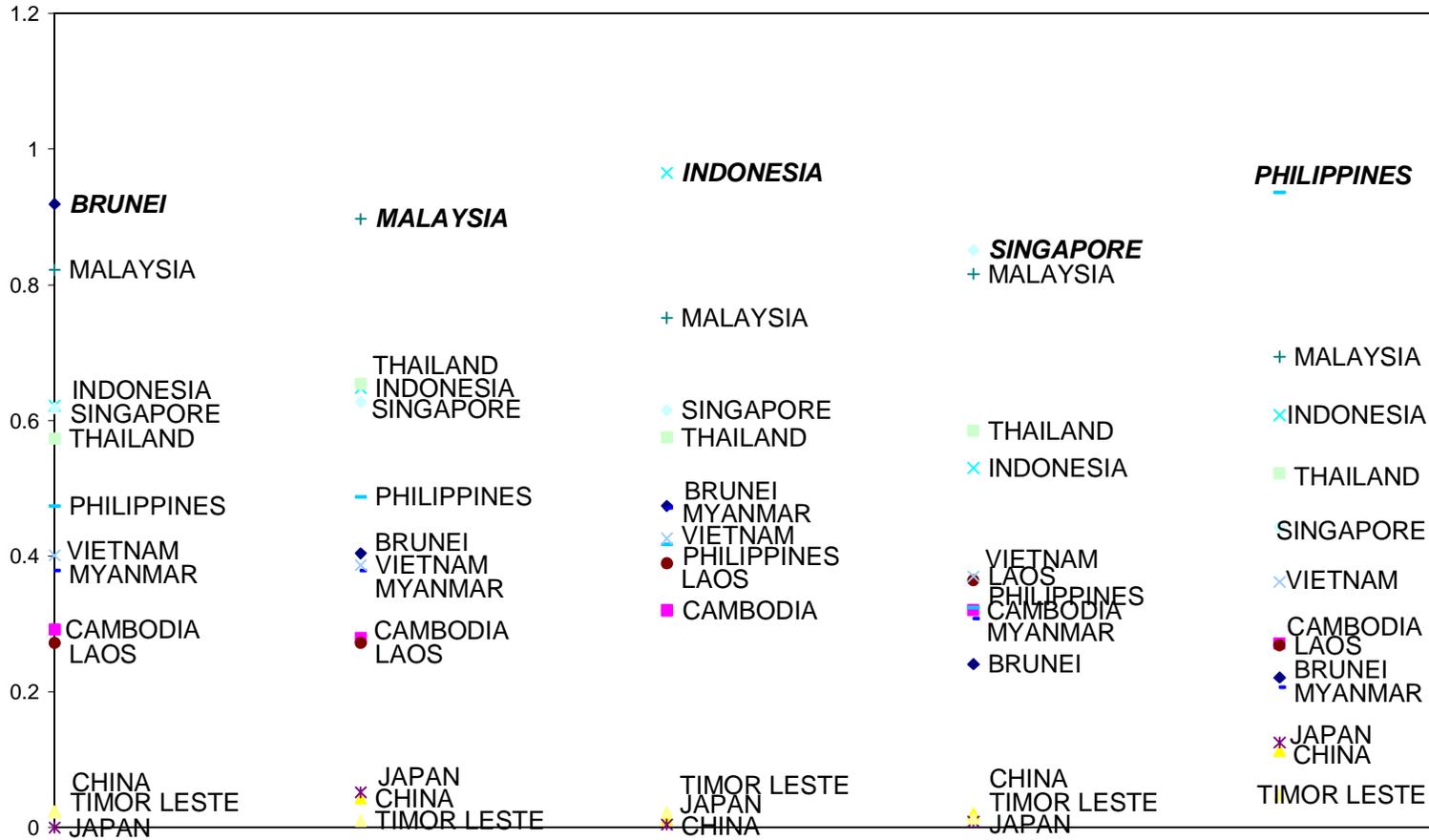
### *Saliency Tables*

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 the 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.

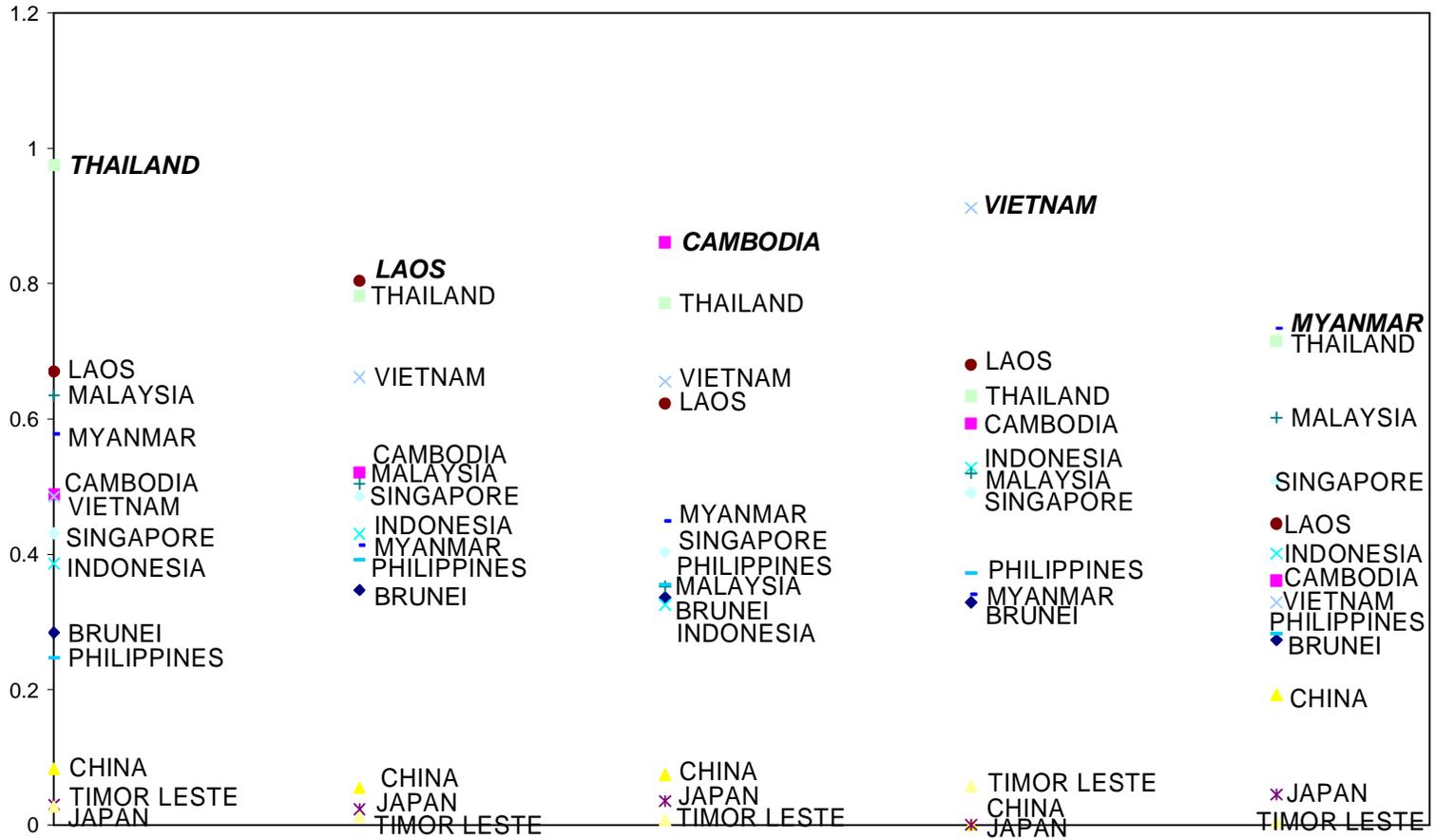
In the first tables (List 10 Countries), the results for China, Japan and Timor Leste are also given for comparative purposes, as they were the three most commonly listed non-ASEAN countries. Where there are gaps in SMITHS RANK, this indicates that for that nation some other countries not shown were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

In the second tables (List 3 Most Familiar Countries), the results for non-responses (NORESPONSE) and all non-ASEAN countries combined (OTHER) are provided for comparative purposes.

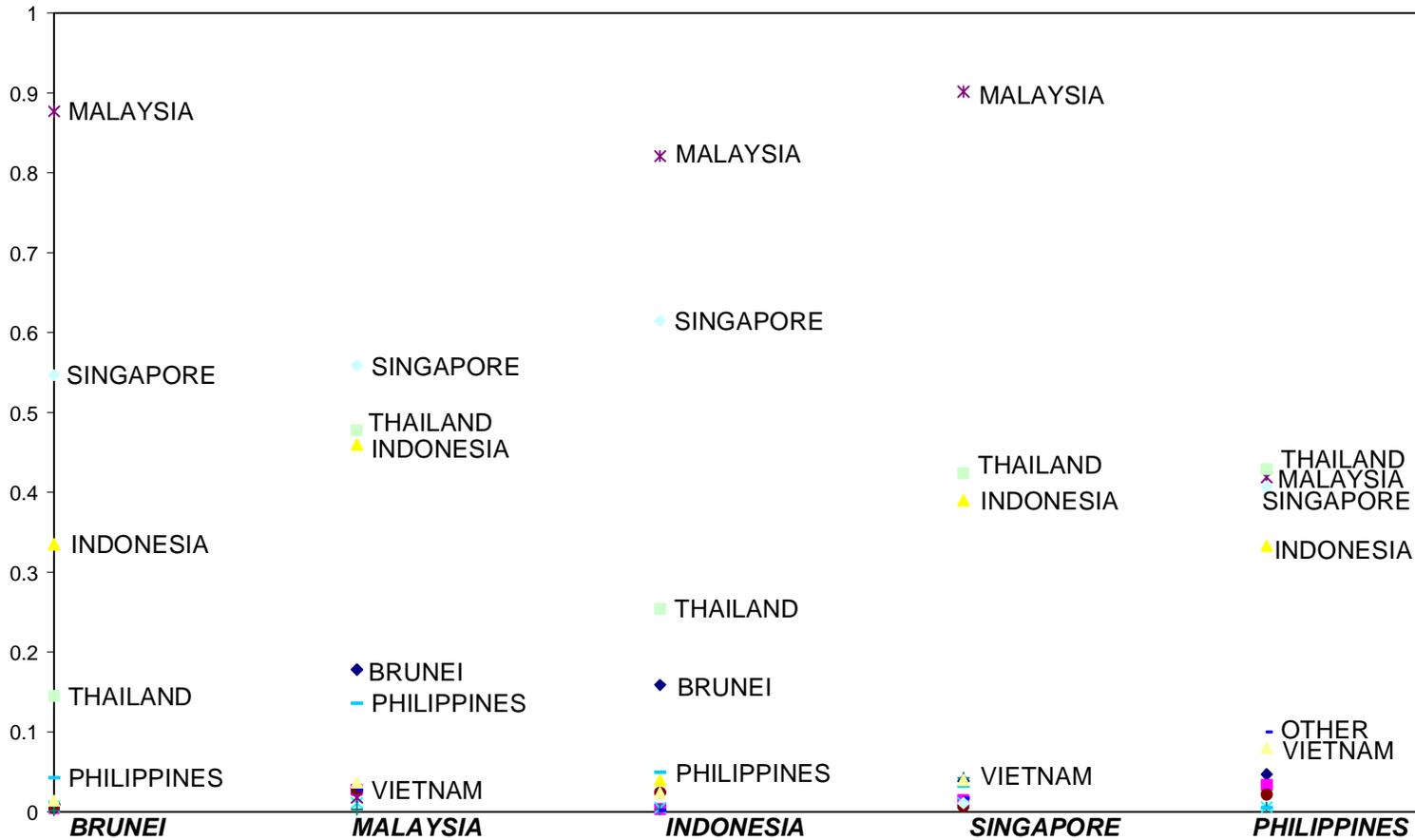
**Salience Graph: Listing of 10 ASEAN Countries  
(Respondents from Maritime Nations)**



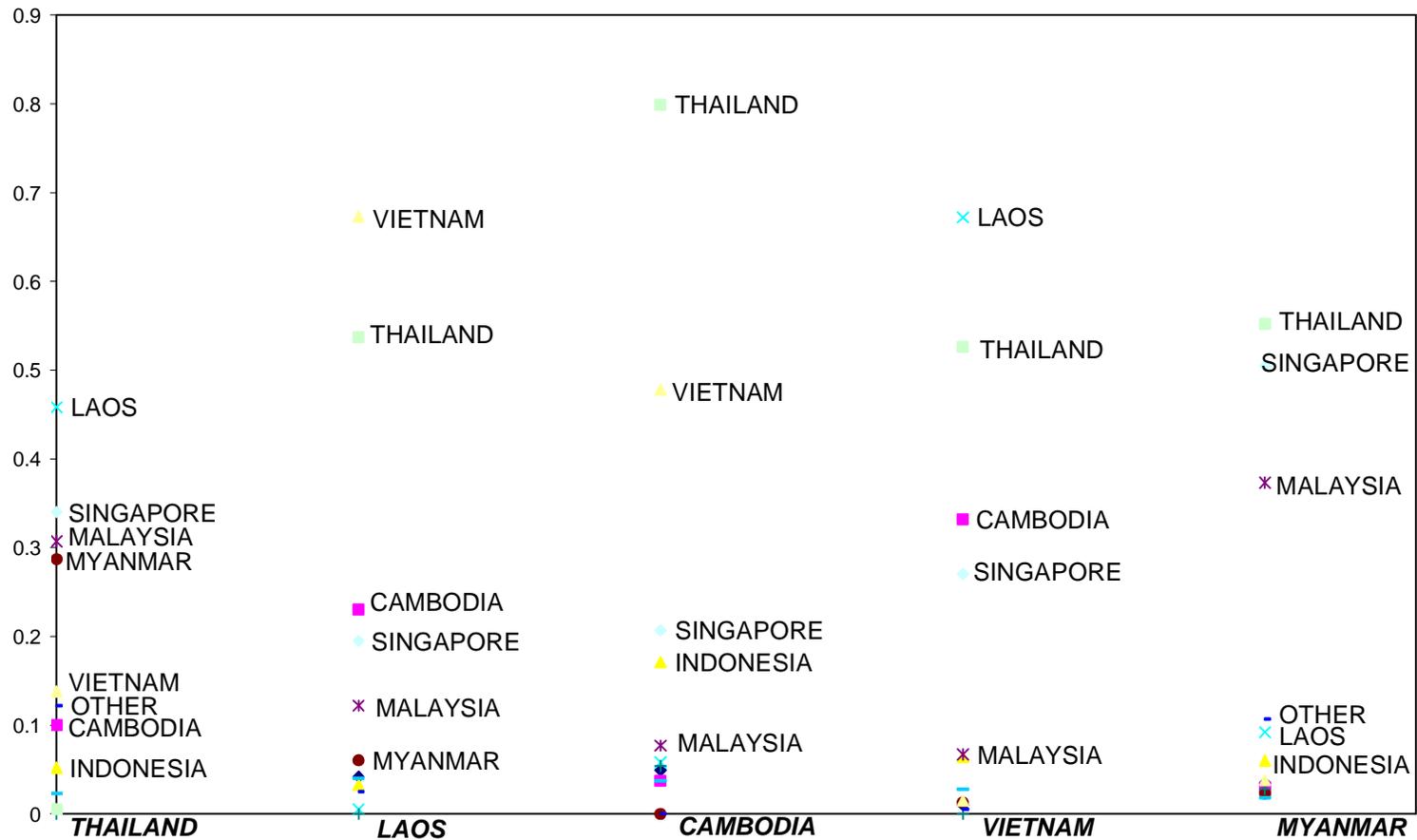
**Salience Graph: Listing of 10 ASEAN Countries  
(Respondents from Mainland Nations)**



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



**Saliency Graph: Listing of 3 Most Familiar ASEAN Countries  
(Respondents from Mainland Nations)**



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

BRUNEI:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	1	1	3	0.002

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

CAMBODIA:

Besides my own country, I am most familiar with the following 3 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	OTHER	0	0	0	0
NA	NORESPONSE	0	0	0	0

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

INDONESIA:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	1	0	2	0.003
11	CAMBODIA	2	1	3	0.003
12	OTHER	1	0	3	0.002

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

LAOS:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	0	0	0	0

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

MALAYSIA:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	2	1	3	0.003

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

MYANMAR:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	17	9	3	0.028
11	MYANMAR	6	3	1.667	0.023
12	PHILIPPINES	7	4	2.429	0.018

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

PHILIPPINES:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	4	2	3	0.006
11	LAOS	3	1	2.667	0.006
12	PHILIPPINES	1	0	1	0.005

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

SINGAPORE:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	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

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

THAILAND:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	0	0	0	0

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

VIETNAM:

Besides my own country, I am most familiar with the following 3 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	NORESPONSE	0	0	0	0