



Full Version

Understanding How Young People See ASEAN

Awareness, Values, and Identity

*Exploring the Fifth Domain of the
ASEAN Youth Development Index*



UNDERSTANDING HOW YOUNG PEOPLE SEE ASEAN

AWARENESS, VALUES AND IDENTITY

Exploring the Fifth Domain of
the ASEAN Youth Development Index

FULL VERSION

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

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Abbreviations and Acronyms

| | |
|----------|--|
| AEC | ASEAN Economic Community |
| AMS | ASEAN Member State |
| AMMY | ASEAN Ministerial Meeting on Youth |
| APSC | ASEAN Political-Security Community |
| ASCC | ASEAN Socio-Cultural Community |
| ASEAN | Association of Southeast Asian Nations |
| CoP | Declaration on Culture of Prevention for a Peaceful, Inclusive, Resilient, Healthy, and Harmonious Society |
| COVID-19 | Coronavirus Disease 2019 |
| IYRES | Institute for Youth Research Malaysia |
| PRMED | Policy Monitoring and Evaluation Division |
| SOMY | ASEAN Senior Officials Meeting on Youth |
| VOI | Values-Oriented Identity |
| YDI | ASEAN Youth Development Index |

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Foreword

As future leaders, members of the workforce, and innovators, youth play a significant role in sustaining ASEAN as it works to advance peace and prosperity in Southeast Asia. As we strengthen ASEAN's cooperation and Community-building efforts, it is critical for us to instill awareness and understanding among the younger generation, e.g., those between the ages of 15 and 35, of the shared values and identity within a very diverse region.

This aspiration is supported by the Declaration on Culture of Prevention (CoP) for a Peaceful, Inclusive, Resilient, Healthy, and Harmonious Society, which was adopted at the 31st ASEAN Summit in 2017. It solidified the agreement of ASEAN's Leaders to promote a culture of prevention by inculcating shared values, such as peace, harmony, intercultural understanding, inclusiveness, and diversity, among other things. This was further strengthened by the launch of the Narrative of ASEAN Identity at the 37th ASEAN Summit in 2020, which emphasised the role and contributions of young people in shaping the region's identity.

Empowering youth is a regional priority. For decades, ASEAN has dedicated resources to strengthening youth participation and skill development by providing opportunities for cultural exchanges, leadership, and training programmes. It is important that ASEAN chart the progress of such initiatives, by collecting and analysing key data and information related to youth development in the region.

To this end, the establishment of the ASEAN Youth Development Index (YDI) in 2017 provided us with a comprehensive framework to assess youth's trajectory. The first phase of the YDI covered Four Domains under the rubric of welfare: education, health and well-



being, employment and opportunities, and participation and engagement. This report, covering the second phase of the YDI, explores the Fifth Domain, which is comprised of awareness, values, and identity. This domain is a crucial part of ASEAN's Community-building endeavours. It affords us a better understanding of the affinity that our youth have for ASEAN.

I am confident that this report offers a solid empirical foundation for the refinement of ASEAN's youth development policies as well as the efforts of relevant stakeholders in promoting ASEAN awareness, values, and identity across the region. This will certainly contribute to our work in realising a rules-based, people-oriented, and people-centred ASEAN Community.

A handwritten signature in black ink, which appears to read 'Lim Jock Hoi'. The signature is fluid and cursive.

DATO LIM JOCK HOI

Secretary-General of ASEAN

Foreword

In 1992, the ASEAN Ministerial Meeting on Youth (AMMY) was established to promote cooperation on youth development among ASEAN Member States in order to raise ASEAN awareness, enhance perceptions of equality and partnership, and thereby, contribute towards peace, progress and prosperity in the region.

As the future leaders and workforce of ASEAN, the role of youth in achieving the ASEAN Community Vision 2025 and Sustainable Development Goals is crucial. The adoption of ASEAN Socio-Cultural Blueprint 2025 by the ASEAN Leaders in 2015 and implementation of ASEAN Work Plan on Youth 2016-2020 have paved the way towards better involvement of youth in ASEAN Community-building efforts.

With the growing interest among ASEAN Member States and Dialogue Partners in youth cooperation, policies and programmes dedicated to the youth segment of the ASEAN population have become more comprehensive. Recognising the need for a more evidence-based policy-making and programme formulation on youth development, in 2017, the AMMY launched the First ASEAN Youth Development Index (YDI), followed by the ASEAN Declaration on the Adoption of ASEAN YDI by the ASEAN Leaders at the 31st ASEAN Summit. The YDI will not only provide a census of youth development in the region, but also a sense of areas and issues where more attention needs to be devoted to among its five domains.

Understanding How Young People See ASEAN allows deeper exploration on each of the aspects covered under the **Fifth Domain** of the ASEAN YDI: ASEAN Awareness, Values, and Identity—among university students. The data collection took place in 2020 as the Year of ASEAN Identity, amidst the challenging times of COVID-19



pandemic and in anticipation of disruptions made by the Fourth Industrial Revolution. Remarkably, although ASEAN adolescents and young people face great difficulties and new challenges during the COVID-19 pandemic and lockdown policies, ASEAN youth are the key forces that actively help their respective governments and stand on the front lines to respond, prevent, and fight the virus.

I am convinced that this report provides new perspectives on how youth can play significant roles in ASEAN's journey towards recovery and in building the region's adaptability and resilience in facing future disruptions. I am also hopeful that this report will inspire youth development stakeholders to create better synergy in developing policies and programmes for and with the youth of ASEAN.

A stylized, handwritten signature in black ink, consisting of several sweeping, connected strokes.

ALOUNXAI SOUNNALATH

Chairperson of the ASEAN Ministerial Meeting on Youth (2019-2021)
Secretary General of the Lao Youth Union

Message from the Task Force



Amid various disruptions brought about by the COVID-19 pandemic and the Fourth Industrial Revolution, the global population keeps increasing, as does the proportion of youth, in some regions. In ASEAN, youth, defined as individuals aged between 15 and 35, comprise 34% of the total population. This segment of the population is undeniably the source of ASEAN's future leaders and workforce.

The youth of ASEAN play important roles in driving the socio-economic and environmental development of the region. Therefore, it is essential for ASEAN to advance the strategic direction, policies, and programmes of youth development, both at the national and regional levels. To this end, the involvement of multiple sectors and various stakeholders, including youths themselves, is crucial.

The ASEAN Youth Development Index (YDI) is an important framework for collecting data and analysing the condition of youth development in ASEAN Member States. The ASEAN YDI encompasses Five Domains that indicate comparative progress, advantages, and disadvantages, and offer specific insights for policy coherence for youth development among ASEAN Member States, namely: education, health and well-being, employment and opportunity, participation and engagement, and ASEAN Awareness, Values, and Identity.

With the support of the United Nations Population Fund (UNFPA), the ASEAN Ministerial Meeting on Youth (AMMY) launched the First ASEAN YDI in 2017. The report has been providing evidence-based references on youth development, particularly the first four domains. This has led to better scoping for ASEAN youth cooperation, which has in turn led to more collaborative investments in ASEAN Community-building efforts to meet the expectations and needs of our young people.

The First ASEAN YDI serves as an evidence-based reference for enhancing the implementation of the ASEAN Work Plan on Youth 2016-2020. It has also provided insights on how to address youth development programmes that require cross-Sectoral and cross-Pillar collaboration. The First ASEAN YDI has also informed the formulation of ASEAN's post-2020 strategic direction on youth development and the forthcoming ASEAN Work Plan on Youth 2021-2025.

The omnipresent utilisation of digital devices and media platforms has brought about not only opportunities, but also challenges among ASEAN's millennials and Generation Z-ers. The COVID-19 pandemic and other disruptions, such as natural disasters, have significantly affected the lives of youth. As we work toward a "new normal", youth, as the catalyst of socio-economic and environmental development,

shall continue to unfold new opportunities and challenges in an ever-changing world.

In response to these circumstances, the forthcoming ASEAN Work Plan on Youth 2021-2025 will focus on, among other things, how ASEAN can leverage the utilisation of digital platforms, encourage a creative and adaptive learning environment, and nurture 21st-century skills for youth that have been deemed critical in the post-pandemic world.

Hence, it is indeed a critical time for ASEAN to reflect on how ASEAN as a sub-regional intergovernmental organisation can address and achieve the Sustainable Development Goals 2030 without leaving anyone behind by, among other things, understanding how young people see ASEAN. It is also necessary for all stakeholders to enable the creation of more opportunities for youth to be involved in policy making and programme formulation, as well as to voice their aspirations to decision makers at the national, regional, and global level.

The ASEAN YDI is an essential measure for the advancement of youth development in the

region. The integration of ASEAN Awareness, Values, and Identity as the **Fifth Domain** in the next iteration of ASEAN YDI is expected to create a tailored context for the Index that will help share ASEAN's endeavors in engaging youth through various channels and approaches.

Our sincere appreciation to the ASEAN YDI Task Force, the expert team, the ASEAN Secretariat, as well as ASEAN entities, youth organisations, and other partner organisations who have been contributing to the formulation of this report.



SOMKIAO KINGSADA

Member of the ASEAN Youth Development Index Task Force
Chairperson of the ASEAN Senior Officials Meeting on Youth (2019-2021)
Director General of International Relations,
Cooperation Department of Lao Youth Union

Acknowledgements

The ASEAN Senior Officials Meeting on Youth led the development of ASEAN Youth Development Index through the appointment of a dedicated Task Force. Focal Points from the ASEAN Member States, ASEAN entities and youth organisations participated in workshops for the identification of dimensions, indicators and development of survey tool of the fifth domain of the ASEAN Youth Development Index (YDI): ASEAN Awareness, Values and Identity

The study and report development were undertaken by: **(i) Eric C. Thompson, Principal Investigator; (ii) Chulanee Thianthai, co-Principal Investigator; (iii) Apichai Sunchindah, Project Manager; (iv) Stefani Nugroho, Research Coordinator.** ASEAN Secretariat supported the development of study framework and report alongside the expert team. This project was made possible through funding from the ASEAN Development Fund.

The findings, interpretations and conclusions presented in this document may include views or recommendations from other contributors, which do not necessarily reflect the views of the individual consultants.





A. Executive Summary

Over the past two decades, the Association for Southeast Asian Nations (ASEAN) has sought to expand beyond its role as an intergovernmental organisation towards strengthening the region as a community of shared aspirations and welfare for the 654 million population¹ of ASEAN. Of particular importance is engagement of the region's youth, which includes enhancing Awareness of ASEAN, promoting ASEAN Values, and fostering a sense of ASEAN Identity among the younger generation in the region. To that end, in 2017, ASEAN launched the ASEAN Youth Development Index (YDI). The ASEAN YDI aims to track key indicators of welfare and affinity for ASEAN among young people across the region.

The ASEAN YDI launched in 2017 encompasses the first phase of the ASEAN YDI development (YDI-I), with focus on four (4) domains: (i) Education, (ii) Health and Well-being, (iii) Employment and Opportunity, and (iv) Participation and Engagement. Despite being equally important, data on the fifth domain, ASEAN Awareness, Values and Identity were not readily available, thus, not included in the YDI-I. This report of the ASEAN YDI Phase II (YDI-II) addresses the fifth domain and is expected to lead to a more comprehensive ASEAN YDI in its next iteration.

For the purpose of ASEAN YDI, youth are defined as individuals aged 15 to 35 years old. In 2019, there were approximately 223 million youth population in ASEAN, covering 34% of the overall population. This segment of population is particularly vulnerable to the disruptions brought about by the COVID-19. Many of them are at risk of being left behind due to the closure of schools and universities, job loss, shutting down of businesses and their effects on physical and mental health and well-being.

¹ ASEAN Statistical Yearbook 2020

In 2020, amidst the challenging times of COVID-19 pandemic, ASEAN conducted a survey among undergraduate students from universities across 10 ASEAN Member States to provide data with which an index of Awareness, Values and Identity could be constructed to complement the other component indices of ASEAN YDI.

The key finding of this study is that a “Values and Identity” Index would be most appropriate for inclusion in the ASEAN YDI, while Awareness, is best tracked separately and not necessarily integrated into an overall ASEAN YDI. Awareness, Values and Identity do not correlate significantly and are not necessarily appropriate to combine into a singular domain, while Values and Identity do correlate with each other. Being aware, knowledgeable or familiar with ASEAN does not necessarily equate with positive identification with ASEAN, nor necessarily sharing ASEAN values.

In addition, the report considers different ways in which Values and Identity could be measured and tracked in the index. Identity, in particular, is an ambiguous concept. One approach to Identity considered in the survey analysis is a typological concept of Identity—i.e. it refers to people or societies sharing an Identity based on being similar or the same “type” of people or society. However, the reality of ASEAN, as well as one of its values, is that ASEAN is a region of great diversity. The people and societies of ASEAN are not necessarily all of the same type of people or societies. The Narrative of ASEAN Identity adopted by the ASEAN Leaders at the 37th ASEAN Summit on 12 November 2020, emphasises both shared values *and* a recognition that ASEAN’s diversity is one of its strengths. Therefore, a *Values-Oriented Identity* (VOI) is proposed as an alternative, both for better understanding on “ASEAN Identity” and tracking the Values and Identity.

The report details the findings of the underlying ASEAN YDI-II survey of ASEAN youth. It identifies key indicators that are found to be useful in measuring the constructs of Awareness, Values and Identity. Indices captured in the results also report a variety of supplementary quantitative and qualitative data collected through the survey, which provide more nuance and insights in understanding the ASEAN Awareness, Values and Identity.

Youth across the region—in this initial work on constructing Awareness, Values and Identity Indices, represented by university students—are found to: (i) have a generally robust awareness or knowledge about ASEAN, (ii) share values promoted by ASEAN, and (iii) have a generally positive affinity for ASEAN Identity. The extent of this knowledge and strength of these associations varies to some degree across the region. The values to which ASEAN youth adhere to and their sense and meaning of ASEAN Identity also vary. In general, their affinity for ASEAN Values and Identity ranges from *moderate* to *strong*. Nowhere are youth in the region found to have a markedly negative attitude toward ASEAN.

The results of the work reported here should provide a solid empirical basis, both for further development and refinement of the ASEAN YDI, specifically—and the efforts of ASEAN stakeholders, generally, to promote ASEAN Awareness, Values and Identity in the region. These “intangible” elements of an ASEAN Community along with more tangible aspects, such as education, employment, health and welfare—will be crucial to sustaining and enhancing the peace and prosperity of ASEAN for current and future generations of ASEAN, including in the context of recovering from the COVID-19 pandemic.

The Report makes the following recommendations, with more details provided in the final section:

1. ASEAN stakeholders should strategise approaches to supplementing the findings with further samples of youth across ASEAN.
2. Subsequent data collection can focus on soliciting responses to the fourteen questions from the survey questionnaire used to construct the Awareness, Values and Identity Indices.
3. Either a composite Values and Identity Index or Values-Oriented Identity (VOI) Index is deemed most appropriate to be used as a component of an overall ASEAN Youth Development Index, while Awareness can be tracked separately. The VOI Index corresponds most closely to Identity as developed in the Narrative of ASEAN Identity.
4. Both producers and consumers of this research should pay attention on each of the Awareness, Values and Identity components separately.
5. With regard to the Narrative of ASEAN Identity, the expectation is that the findings presented in this report can be of value in advancing the goals of the Narrative of ASEAN Identity, particularly in promoting a firmly grounded ASEAN Community.
6. Youth, in this context, university students across the region, vary in the sorts of “nationalist” and “regionalist” ways they have of thinking about ASEAN. There may be value in promoting more distinctively “regionalist” ways of thinking about ASEAN.
7. Several findings from the survey suggest ways of promoting Awareness, Values and the shaping of a regional Identity, namely:
 - a. National school systems, national media, and the internet and social media are the primary means through which the youth in this survey report learn about ASEAN.
 - b. Awareness alone does not necessarily correlate with sharing the Values and Identity of an ASEAN Community. It is important to focus on conveying both the benefits of ASEAN and a positive understanding on ASEAN Identity.
 - c. In promoting ASEAN Identity and the ASEAN Community building, it is important for many youth in this survey that this is not seen as *at odds or a threat* to their own cherished national identity.
 - d. Youth responding to the survey place greatest emphasis on cooperation for practical purposes of Poverty Reduction, Health and Disease Control, and Educational Exchange Programmes. At the same time, the *Socio-Cultural* aspects of ASEAN are most prominent, followed by *Economic* aspects and *Political and Security* aspects.



B. Introduction

The Association of Southeast Asian Nations (ASEAN) was founded in 1967 with the purpose of promoting regional cooperation in Southeast Asia, in the spirit of equality and partnership and thereby contribute towards peace, progress and prosperity in the region. ASEAN comprises 10 countries in Southeast Asia. It was proclaimed a *Community* through the “Kuala Lumpur Declaration on ASEAN 2025: Forging Ahead Together,” signed by the ASEAN Leaders at the 27th Summit in 2015. The ASEAN 2025 calls for the ASEAN Community in forging ahead together, and to work towards building a community that is politically cohesive, economically integrated and socially responsible. As ASEAN moves towards the development of an ASEAN Community, tracking these developments has become an important objective of the organisation.

Youth is an important section of the population in any country and are in need of attention as they are both our current and future leaders and the catalyst for economic, social and cultural development. In order to facilitate effective youth development, there is a need for more evidence-based policies on youth development. This is where the Youth Development Index (YDI) becomes important as the basis for formulating related policies and programmes on youth development both at ASEAN and national levels. ASEAN, as part of its commitment to youth development, initiated the development of the ASEAN YDI in 2016.

In the first phase of YDI development (YDI-I), four (4) domains of youth development were analysed: Education, Health and Well-being, Employment and Opportunity, and Participation and Engagement. For these domains, publicly available data collected by governments and other bodies were available. However, a fifth domain of Awareness, Values and Identity—was deemed more elusive.

This second phase of ASEAN YDI (YDI-II) report, *Understanding How Young People See ASEAN – Awareness, Values and Identity*, encompasses the findings of a survey conducted in 2020. It aims among others to define the fifth domain of ASEAN YDI and measure its components amongst ASEAN youth in the ten ASEAN Member States, represented by university students.

The 2020 survey drew upon preceding surveys conducted under the auspices of the ASEAN Foundation in 2007 and 2014, along with other related surveys in ASEAN and elsewhere. In these past surveys, in order to collect comparable data across diverse member states in a systematic manner, the target population of youth was confined to undergraduate students at leading university(ies) in each nation. While this limits the scope of ASEAN youth under consideration, it provides a solid baseline through which a more comprehensive approach to the YDI can be undertaken in future iterations of tracking the three previously indicated sub-domain features under the fifth domain of ASEAN YDI in ASEAN.

The authors and stakeholders of the YDI-II pointed in the direction of constructing a fifth domain of Awareness, Values and Identity, conceived as a singular domain that could be combined with the first four domains that draw on publicly available data. The survey conducted for this report provides a baseline of data against which further measures of the YDI can be compared.

Additionally, and in tandem with items through which Awareness, Values and Identity can be measured and compared, a variety of qualitative data were collected. These will provide insights on how youth in the region see ASEAN as well as the relationships among the youths of ASEAN Member States. These and other results of the underlying survey are presented in this report to inform ASEAN stakeholders on how such knowledge might be leveraged to realise a people-oriented, people-centred ASEAN of “One Vision, One Identity, One Community”.

The Narrative of ASEAN Identity

In order to strengthen and seal the bond among ASEAN peoples, ASEAN needs to strengthen its Community. There is an urgent necessity to find common ground between national and regional interests. In a Community, the mindset of common beliefs and common goals is embedded in the soul of the ASEAN people. In order to achieve this, ASEAN will have to develop through a more inclusive and participatory process involving grass root societies. Only then, will the ASEAN Community achieve an optimal equilibrium to progress together.

ASEAN Identity shall strengthen the ASEAN Community. ASEAN Identity will enhance common values with a higher degree of we-feeling and sense of belonging and sharing in all the benefits of regional integration.

ASEAN Identity is a process of social construct defined by balanced combination of “Constructed Values” and “Inherited Values” that will strengthen the ASEAN Community.

Constructed values are defined as values that of a group of people or nations who associate themselves with, as a product of active and deliberate intentions in order to develop an allegiance with certain mindsets to achieve a specific objective of a community.

The constructed values of ASEAN Identity are reflected in Article 2 of the ASEAN Charter, regarding Principles, namely: respect, peace and security, prosperity, non-interference, consultation/dialogue, adherence to international law and rules of trade, democracy, freedom, promotion and protection of human rights, unity in diversity, inclusivity, ASEAN Centrality in conducting external relations. These principles are considered to be shared and common values. The ASEAN members agreed to uphold these principles which are identified as the *ASEAN Way*.

Inherited Values are defined as values that the people of Southeast Asia region ascribe to, which have been passed on for generations, through the natural process of human interaction that develops into various type of communities with much similarities.

The values shared by ASEAN member states have existed in Southeast Asian countries long before the establishment of ASEAN. All characteristics, values and shared values as well as rich traditions in Southeast Asian is part of our future vision and culture, as we progress in strengthening the ASEAN Community. A continuing process of acculturation will further enrich and strengthen the ASEAN Community.

The ASEAN community building process is a journey. The ASEAN Identity which embarked from a historical standpoint ought to be sustainable and flexible; open to selection, adopt and adapt; while being relevant in nature to ASEAN’s context.

ASEAN Identity should transcend beyond geographic proximity. The ASEAN Identity is the path to a common dream of an ASEAN Community, which is encapsulated in the smart and balanced combination of all shared values, ambition and vision.

ASEAN Community is an imagined community. It is defined as the ultimate goal of ASEAN Community building process; a community that is bound by the values that drive the people of ASEAN to achieve advanced citizenship and enlightenment; a community that has a regional perspective, which manages to have a balance between national and regional interests.

The ASEAN Identity will be promoted by ensuring the integration of ASEAN and its people's daily lives, by empowering epistemic communities and grass root society in the ASEAN development process, increasing people to people contacts, and emphasise in providing of ASEAN-related symbols and ideals in the community, among others.

The ASEAN Identity shall ensure the importance of multi-sectoral collaboration, public-private sector partnership, solidarity, community empowerment, as well as people's safety and Well-being. The ASEAN Identity shall increase communication and interaction between countries in our region and ultimately accepting new changes and adopt experiences in respond to challenges and threats to form a more sustainable and resilient ASEAN Community.

Excerpted from "The Narrative of ASEAN Identity"

Adopted at the 37th ASEAN Summit 12 November 2020



C. Methodology

Data Collection

The conceptualisation of the project by the research team in collaboration with ASEAN Member States (AMS) through the members of YDI Task Force, the ASEAN Secretariat, ASEAN Entities, youth organisations and other selected stakeholders was undertaken between August and November 2019. Data collection through a survey of university students across the 10 AMS was initiated in January 2020 and continued through mid-2020, except for Yangon University where only about a third of the samples were collected by then and the remainder was completed towards the end of 2020.

This Report is based on the data collected from “flagship” universities in all ten AMS as well as additional data collection at four regional universities in Indonesia, Malaysia and Thailand, in order to examine *intra-national* or *within-nation* comparisons and variations. The limited target group of youth was conducted in order to be comparable with past research studies² and as a first step to provide a solid empirical basis for the further refinement and development of the fifth domain of the ASEAN YDI. With the exception of Myanmar, this survey collected the datasets primarily through face-to-face interactions with students in university campuses, employing peer undergraduate research assistants.

The COVID-19 pandemic, however, led to the closure of universities across the AMS amidst the data collection phase. Data collections were already completed in Brunei Darussalam, Cambodia, Indonesia, Malaysia, the Philippines, Singapore and Thailand prior to the closing of universities and/or other social restrictions.

Collection of data in Lao PDR, Myanmar and Viet Nam were delayed due to such circumstances. While

² Thompson and Thianthai 2008; Thompson, Thuzar and Thianthai 2015

the data collection was subsequently completed for the Lao PDR and Viet Nam, only a partial sample could be completed for Myanmar, which ultimately had to be supplemented with online data collection.

Table C.1. Participating Universities

| Nation | University (Abbreviation) |
|-------------------|--|
| Brunei Darussalam | University Brunei Darussalam (UBD) |
| Cambodia | Royal University of Phnom Penh (RUPP) |
| Indonesia | University of Indonesia (UI) |
| Lao PDR | National University of Laos (NUOL) |
| Malaysia | University of Malaya (UM) |
| Myanmar | Yangon University (YU) |
| The Philippines | University of the Philippines (UP) |
| Singapore | National University of Singapore (NUS) |
| Thailand | Chulalongkorn University (CU) |
| Viet Nam | Vietnam National University (VNU) |

Table C.2. Additional Regional Universities

| Nation | University |
|-----------|--|
| Indonesia | University of Syiah Kuala (Unsyiah) – Banda Aceh, Aceh Province |
| Indonesia | University of Nusa Cendana (Undana) – Kupang, East Nusa Tenggara |
| Malaysia | University of Malaysia Sarawak (Unimas) – Kuching, Sarawak |
| Thailand | Walailak University (WU) – Nakorn Si Thammarat |

Further data were collected at the University of Malaya (UM) and University Malaysia-Sarawak (Unimas) by the Institute for Youth Research (IYRES) in Malaysia. The Unimas data set has been analysed to provide a comparative “East Malaysian” perspective. However, the Unimas as well as UM data collected by IYRES-Malaysia provided another useful test of online versus face-to-face data collection.

It was found that in this case and also that of Myanmar, online data tended to produce higher Index scores as compared to data collected face-to-face. The most likely explanation is that online data collection methods tend to lead to a higher self-selection rate for respondents who already have some orientation to or knowledge of ASEAN. In the face-to-face method, respondents are approached and enrolled in the survey with no prior knowledge of its contents. This may not be the case in an online survey, where respondents more easily opt-in or opt-out after seeing the topic of the survey.

This point should be borne going forward, particularly when there is a great deal of attraction of online surveys given their apparent ease and convenience. This experience echoes a large literature in the social sciences that any online survey must be treated with considerable caution, especially when weighed against more traditional, tried-and-tested data collection methods.

In this regard, the quantitative components of the Unimas data were used only in the context of an internal comparison of respondents within Unimas. Likewise, a caveat must be made that because two-thirds of the Yangon University data was collected online, it is possible though not certain that the Index values may be higher in comparison to other universities due to the difference in data collection methods. To a lesser degree, online data from IYRES-Malaysia for UM was used to supplement the original UM data to provide a more gender and ethnically balanced group of respondents.

The Awareness, Values and Identity Indices were constructed by analysis and comparison of a range of questions asked in the survey intended to capture these abstract concepts. Techniques in the social science literature on constructing indices were used to determine which among more than 75 individual variables collected were most suitable for combining into a singular Index. First, for Awareness, Values and Identity separately, followed by a composite Awareness, Values and Identity Index. It was through this process that the distinctiveness between Awareness on the one hand and Values and Identity on the other emerged. Further methodological details, such as the statistical approaches the construction of Indices, appears in the Methodological Appendix of this report.

Demographic Characteristics

The sample of university students from ten primary universities included a total of 1,582 respondents, with 50.4% male and 49.6% female (Tables D.1 and D.2). The samples at all universities were gender balanced (within 45% to 55%), except for Yangon University in Myanmar (35.9% male, 64.1% female) and Vietnam National University (57.2% male, 42.8% female). At the University of Malaya, we were able to combine two large but female-biased samples into a single working sample that is gender-balanced and weight to represent the ethnic distribution of Malaysia's population among the Malays, Chinese and Indians (see Appendix B for details).

The average age of respondents was 21 years old, with a range from 16 to 30 years old (Table D.3). The sample consisted mainly of first through fourth year undergraduate students, with a few students in their fifth year of undergraduate studies or pursuing a Master's degree, mainly at the University of the Philippines, Chulalongkorn University and Yangon University (Table D.4). The University of Malaya sample include 7.4% students in their "foundation" year (pre-first year). The samples were drawn from a range of faculties or subjects of study, mainly the Social Sciences and Humanities, Sciences and Engineering (Table D.5).

Finally, the religious affiliation of respondents was typical from their respective nations – mainly Buddhists in Cambodia, Lao PDR, Myanmar and Thailand, Muslims in Brunei Darussalam, Indonesia and Malaysia, Christians and Catholics in the Philippines, and from a range of religious backgrounds in Singapore. In Viet Nam, just over 90% of the sample described their religion as "Other: Folk Religion" (Table D.6). All of these demographic data suggest that the sample is of typical undergraduate students in the respective universities. The demographic characteristics of the additional universities from Indonesia, Malaysia, and Thailand are also provided in the following tables.

Table D.1: Gender (number)

| University | Gender | | |
|----------------------------------|------------|------------|-------------|
| | Male | Female | Total |
| University Brunei Darussalam | 71 | 72 | 143 |
| Royal University of Phnom Penh | 69 | 81 | 150 |
| University of Indonesia | 74 | 76 | 150 |
| National University of Laos | 70 | 72 | 142 |
| University of Malaya | 96 | 92 | 188 |
| University of Yangon | 56 | 100 | 156 |
| University of the Philippines | 76 | 74 | 150 |
| National University of Singapore | 105 | 96 | 201 |
| Chulalongkorn University | 78 | 72 | 150 |
| Vietnam National University | 87 | 65 | 152 |
| Total | 782 | 800 | 1582 |

| University | Gender | | |
|---|--------|--------|-------|
| | Male | Female | Total |
| University Syiah Kuala (Aceh, Indonesia) | 78 | 72 | 150 |
| University Nusa Cendana (Kupang, Indonesia) | 75 | 74 | 149 |
| University of Sarawak-Malaysia | 72 | 102 | 174 |
| Walailak University (Thailand) | 80 | 73 | 153 |

Table D.2: Gender (%)

| University | Gender | | |
|----------------------------------|--------------|--------------|---------------|
| | Male | Female | Total |
| University Brunei Darussalam | 49.7% | 50.3% | 100.0% |
| Royal University of Phnom Penh | 46.0% | 54.0% | 100.0% |
| University of Indonesia | 49.3% | 50.7% | 100.0% |
| National University of Laos | 49.3% | 50.7% | 100.0% |
| University of Malaya | 51.1% | 48.9% | 100.0% |
| University of Yangon | 35.9% | 64.1% | 100.0% |
| University of the Philippines | 50.7% | 49.3% | 100.0% |
| National University of Singapore | 52.2% | 47.8% | 100.0% |
| Chulalongkorn University | 52.0% | 48.0% | 100.0% |
| Vietnam National University | 57.2% | 42.8% | 100.0% |
| Total | 49.4% | 50.6% | 100.0% |

| University | Gender | | |
|---|--------|--------|--------|
| | Male | Female | Total |
| University Syiah Kuala (Aceh, Indonesia) | 52% | 48% | 100.0% |
| University Nusa Cendana (Kupang, Indonesia) | 50.3% | 49.7% | 100.0% |
| University of Sarawak-Malaysia | 41.4% | 58.6% | 100.0% |
| Walailak University (Thailand) | 52.3% | 47.7% | 100.0% |

Table D.3: Age

| University | Age | | | | |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Mean | Median | Mode | Minimum | Maximum |
| University Brunei Darussalam | 22 | 21 | 20 | 18 | 27 |
| Royal University of Phnom Penh | 20 | 20 | 19 | 17 | 24 |
| University of Indonesia | 20 | 19 | 19 | 17 | 24 |
| National University of Laos | 20 | 20 | 20 | 18 | 28 |
| University of Malaya | 21 | 22 | 22 | 18 | 27 |
| University of Yangon | 20 | 19 | 18 | 16 | 30 |
| University of the Philippines | 20 | 20 | 19 | 17 | 26 |
| National University of Singapore | 22 | 22 | 22 | 19 | 28 |
| Chulalongkorn University | 21 | 21 | 19 | 16 | 25 |
| Vietnam National University | 20 | 20 | 21 | 18 | 30 |
| Total | 21 | 21 | 20 | 16 | 30 |

| University | Age | | | | |
|---|------|--------|------|---------|---------|
| | Mean | Median | Mode | Minimum | Maximum |
| University Syiah Kuala (Aceh, Indonesia) | 20 | 20 | 20 | 18 | 25 |
| University Nusa Cendana (Kupang, Indonesia) | 20 | 20 | 20 | 17 | 25 |
| University of Sarawak-Malaysia | 22 | 22 | 22 | 18 | 29 |
| Walailak University (Thailand) | 21 | 20 | 20 | 18 | 26 |

Table D.4: Year in University

| University | Year in School | | | | |
|--------------------------------|----------------|-------------|------------|-------------|-------|
| | First Year | Second Year | Third Year | Fourth Year | Other |
| University Brunei Darussalam | 30.8% | 21.0% | 23.1% | 25.2% | 0.0% |
| Royal University of Phnom Penh | 28.2% | 28.9% | 20.8% | 22.1% | 0.0% |
| University of Indonesia | 26.8% | 43.0% | 18.8% | 9.4% | 2.0% |
| National University of Laos | 31.7% | 45.1% | 21.1% | 2.1% | 0.0% |
| University of Malaya | 24.5% | 20.2% | 45.2% | 2.7% | 7.4% |

| | | | | | |
|----------------------------------|--------------|--------------|--------------|--------------|-------------|
| University of Yangon | 17.9% | 16.0% | 26.9% | 17.3% | 21.8% |
| University of the Philippines | 38.7% | 20.7% | 8.7% | 13.3% | 18.7% |
| National University of Singapore | 15.9% | 38.3% | 19.9% | 25.9% | 0.0% |
| Chulalongkorn University | 20.7% | 23.3% | 16.0% | 25.3% | 14.7% |
| Vietnam National University | 27.6% | 27.0% | 22.4% | 23.0% | 0.0% |
| Total | 25.8% | 28.4% | 22.8% | 16.6% | 6.4% |

| University | Year in School | | | | |
|---|----------------|-------------|------------|-------------|-------|
| | First Year | Second Year | Third Year | Fourth Year | Other |
| University Syiah Kuala (Aceh, Indonesia) | 24% | 27.3% | 22.7% | 18.7% | 7.3% |
| University Nusa Cendana (Kupang, Indonesia) | 18.7% | 20.7% | 25.3% | 26.7% | 8.7% |
| University of Sarawak-Malaysia | 35.1% | 23% | 24.1% | 4.6% | 13.2% |
| Walailak University (Thailand) | 19.6% | 40.5% | 19.6% | 19.6% | .7% |

Table D.5: Subject of Study

| University | Subject of Study | | | |
|----------------------------------|-----------------------------|--------------|--------------|--------------|
| | Social Science & Humanities | Science | Engineering | Other |
| University Brunei Darussalam | 49.0% | 21.7% | 3.5% | 25.9% |
| Royal University of Phnom Penh | 46.0% | 50.0% | 3.3% | 0.7% |
| University of Indonesia | 45.3% | 28.0% | 16.7% | 10.0% |
| National University of Laos | 34.5% | 35.2% | 30.3% | 0.0% |
| University of Malaya | 26.6% | 34.0% | 14.4% | 25.0% |
| University of Yangon | 53.2% | 46.8% | 0.0% | 0.0% |
| University of the Philippines | 52.7% | 16.7% | 15.3% | 15.3% |
| National University of Singapore | 48.8% | 10.4% | 22.4% | 18.4% |
| Chulalongkorn University | 50.0% | 26.7% | 23.3% | 0.0% |
| Vietnam National University | 43.4% | 29.6% | 27.0% | 0.0% |
| Total | 44.7% | 29.5% | 15.7% | 10.1% |

| University | Subject of Study | | | |
|---|-----------------------------|---------|-------------|--------|
| | Social Science & Humanities | Science | Engineering | Other |
| University Syiah Kuala (Aceh, Indonesia) | 15.3% | 9.3% | 20.7% | 54.7%* |
| University Nusa Cendana (Kupang, Indonesia) | 35.3% | 30.7% | 2% | 32.7%* |
| University of Sarawak-Malaysia | 26.4% | 20.7% | 25.9% | 27% |
| Walailak University (Thailand) | 52.9% | 39.2% | 7.8% | 0% |

Table D.6: Religions (%)

| University | Religion | | | | | |
|----------------------------------|--------------|------------------------|-------------|--------------|------------------------|--------------|
| | Buddhist | Christian/ Catholic | Hindu | Islam | Traditional Chinese | Other |
| University Brunei Darussalam | 5.6% | 0.0% | 0.0% | 93.7% | 0.0% | 0.7% |
| Royal University of Phnom Penh | 97.3% | 1.3% | 0.0% | 1.3% | 0.0% | 0.0% |
| University of Indonesia | 2.0% | 16.0% | 0.0% | 79.3% | 0.0% | 2.7% |
| National University of Laos | 90.1% | 2.1% | 0.0% | 0.0% | 0.0% | 7.7% |
| University of Malaya | 16.0% | 5.9% | 8.5% | 68.1% | 0.5% | 1.1% |
| University of Yangon | 92.9% | 2.6% | 0.0% | 2.6% | 0.0% | 1.9% |
| University of the Philippines | 0.0% | 89.3% | 0.0% | 0.0% | 0.0% | 10.7% |
| National University of Singapore | 18.0% | 16.0% | 1.0% | 35.0% | 6.5% | 23.5% |
| Chulalongkorn University | 90.0% | 2.7% | 0.0% | 0.7% | 0.0% | 6.7% |
| Vietnam National University | 6.6% | 1.3% | 0.0% | 1.3% | 0.0% | 90.8% |
| Total | 40.5% | 13.6% | 1.1% | 29.2% | 0.9% | 14.7% |

Note:

"Other" in Lao PDR's NUOL mostly refers to "animism"; in the Philippines' UP, it is not generally specified; in Singapore's NUS, "free-thinkers" or "agnostics"; in Thailand's CU, "non-religious"; and in Viet Nam's VNU, "folk religion"

| University | Religion | | | | | |
|---|----------|------------------------|-------|-------|------------------------|-------|
| | Buddhist | Christian/ Catholic | Hindu | Islam | Traditional Chinese | Other |
| University Syiah Kuala (Aceh, Indonesia) | 0% | 0% | 0% | 100% | 0% | 0% |
| University Nusa Cendana (Kupang, Indonesia) | 0% | 94% | 0% | 6% | 0% | 0% |
| University of Sarawak-Malaysia | 13.8% | 36.2% | 0.6% | 47.7% | 0% | 1.7% |
| Walailak University (Thailand) | 0% | 0% | 0% | 100% | 0% | 0% |



D. Components of the Fifth Domain

In order to measure Awareness, Values and Identity, it is important to define the concept of each component. For purposes of constructing a measurable index, **Awareness** was defined as familiarity with and knowledge about ASEAN. **Values** was represented by perceived value and benefits of ASEAN and agreement with stated values, norms and principles of the Association. **Identity** was represented by the identification with and feeling of membership in ASEAN, as well as a perception that the people and countries of ASEAN have shared similarities.

These domains of Awareness, Values and Identity are of significance to the “Narrative of ASEAN Identity” adopted by ASEAN Leaders in 2020, the Year of ASEAN Identity. The aspiration of the Narrative is to promote a “we-feeling” of common identity among the people of ASEAN based on shared values, which include both constructed values developed through deliberation and education and inherited values that are shared across the diverse ethnic, religious and national communities of ASEAN. One small, but significant variance in terminology between the current report and the “Narrative” is that in the latter Awareness is defined as “the percentage of ASEAN peoples that can associate themselves as part of ASEAN.”

In developing the Awareness, Values and Identity Index, this report defines Awareness in terms of knowledge of and about ASEAN, whereas Identity refers to association with and affinity for ASEAN. As the results of the survey conducted for this project demonstrate, Awareness and Identity are not necessarily correlated; simply put, one can be knowledgeable or “aware” of ASEAN without necessarily identifying with ASEAN.

In order to construct an overall index of Awareness, Values and Identity, we first constructed independent indices of each of these domains. Creating an index involves identifying a limited number of components or variables, which *prima facia* are conceptually related to or pointing in the direction of an underlying construct (i.e. sets of components about Awareness, about Values, and about Identity). Second, when analysed statistically, the elements should all be significantly and positively correlated with one another. Such correlation provides evidence that the elements in question do in fact all point in the direction of and are legitimate measures of an underlying construct – in this case again, Awareness, Values and Identity.

The data collection instrument, i.e. survey questionnaire, contains around 25 questions, some of which includes sub-questions, and used for the collection of more than 75 variables. Prior to the data collection, the questions were organised into sets which were expected to be associated with each of the three domains. After data collection, the responses were analysed and a subset of questions were selected which provided the strongest and clearest basis for measuring each of the three domains. In the end, four (4) variables were selected to represent Awareness and five (5) each for Values and Identity.



E. The Awareness Index

The Awareness Index is comprised of four components: (i) self-reported familiarity with ASEAN, (ii) the ability to accurately name and list the ASEAN Member States, (iii) ability to identify the ASEAN flag, and (iv) ability to correctly indicate ASEAN's founding year. The first of these elements is a subjective self-assessment, while the other three record objective knowledge about ASEAN.

The raw answers to these elements fell on different scales: a four-point scale for familiarity, zero to ten for correctly listing the AMS, and binary correct/incorrect measures for identifying the flag and year ASEAN was founded. To construct the Awareness Index, each individual variable was recalibrated on a 0 to 1 scale. Each of the four components was then equally weighted in calculating an overall Awareness Index.

Several other questions related to Awareness—in terms of knowledge of and about ASEAN—were included in the survey questionnaire for the project. These included identifying the original founding nations of ASEAN and asking if respondents knew how to sing the ASEAN anthem. However, for a variety of reasons, when *prima facie* and statistical analysis of the results of the survey was undertaken, it was determined that the previously mentioned four components selected provided the best representation of Awareness. For example, answers to the questions of whether respondents could sing the ASEAN anthem did not significantly correlate with the other responses under the Awareness Index. Unlike the second through fourth questions, which require a demonstration of knowledge about ASEAN, the anthem question is a self-report of knowledge which cannot be directly tested unless respondents are actually asked to sing the anthem during the survey. The three objective measures selected did correlate with self-reported familiarity; whereas self-reported ability to sing the ASEAN anthem did not.

Table E.1: Awareness Index Questions, Scale and Weight

| Question | Original Scale | Weight within Index |
|---|--|---------------------|
| In general, how familiar are you with ASEAN? | Four point scale from “Not Familiar at All” to “Very Familiar” | 0.25 |
| Write the names of as many ASEAN countries as come to your mind. | 0 to 10, based on the number of ASEAN countries listed. | 0.25 |
| Which of the following is the flag of ASEAN? (Six possible flags shown) | 0 or 1, Incorrect/Correct | 0.25 |
| What year was ASEAN founded? (Six possible years shown) | 0 or 1, Incorrect/Correct | 0.25 |

Knowing ASEAN

The students across the region were asked to indicate how they had learned about ASEAN from a list of 15 possible sources of information. The top five sources of information regionally were: School, *Internet and Social Media*, Television, Books, and Newspapers. Everywhere, internet and social media were among the top three sources of information about ASEAN; as was school except for Myanmar, where it ranked fourth.

Television ranked as the second through fourth source of information about ASEAN among students from every university. *Books* were among the top four sources of information everywhere, except in Brunei Darussalam and Singapore, where they ranked sixth and eighth respectively. *Newspapers* ranked between third and seventh most commonly cited source of information about ASEAN across all ten universities.

Sports was cited by more than twenty percent of students everywhere, most commonly in Malaysia and Viet Nam. *Exchange programmes* were cited as a source of information by more than 40 percent of students at the National University of Laos and University of the Philippines and by 50 or more percent from the Yangon University and University Brunei Darussalam.

Advertising was cited as a source of information by more than 40 percent of students at Chulalongkorn University and the National University of Laos; and while it was cited by only 30 percent of students at the Royal University of Phnom Penh (RUPP), that rated it as the fifth most important source of information at RUPP.

Travel was cited by more than 40 percent of students from University Brunei Darussalam and the National University of Singapore, where it was the fifth most common source of information overall. *Radio* was not a particularly popular source of information, though it was cited by more than 40 percent of students at both University Brunei Darussalam and Vietnam National University. *Movies* and music were most popular as sources of information among students from Yangon University, cited by over 40 and 25 percent of students, respectively.

For stakeholders with an interest in promoting Awareness, Values and Identity, it is worth taking into account both these general trends and national specificities. School curricula along with new and old media, but not including Radio, are the most common conduits of information about ASEAN. Sports, perhaps especially the SEA Games, is a venue for many youth to learn about the region. Travel and exchange programmes have a significant influence on youth learning about the region, though these opportunities do not appear to be evenly distributed across the region.

Chart E.2: Sources of Information about ASEAN by Regional Average

Percent of Student Who Received Information on ASEAN from Specific Source

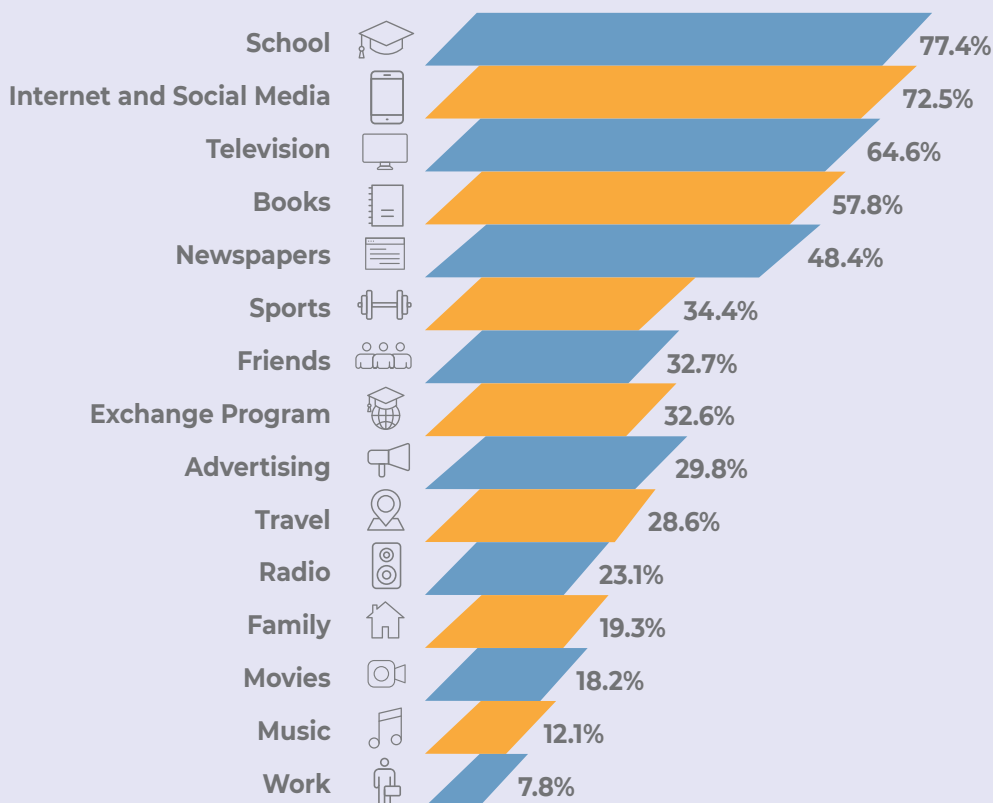


Table E.3: Top Sources of Information: Ranked by University, amongst 15 sources.

| University | School | Internet & Social Media | Television | Books | Newspapers |
|----------------------------------|---------|-------------------------|------------|-------|------------|
| University Brunei Darussalam | 2 | 1 | 3 | 6 | 4 |
| Royal University of Phnom Penh | 2 | 3 | 4 | 1 | 7 |
| University of Indonesia | 1 | 2 | 4 | 3 | 5 |
| National University of Laos | 3 | 1 | 2 | 4 | 5 |
| University of Malaya | 1 (Tie) | 1 (Tie) | 3 | 4 | 5 |
| University of Yangon | 4 | 1 | 2 | 3 | 5 |
| University of the Philippines | 2 | 1 | 3 | 4 | 5 |
| National University of Singapore | 1 | 2 | 4 | 8 | 3 |
| Chulalongkorn University | 1 | 3 | 2 | 4 | 7 |
| Vietnam National University | 1 | 2 | 3 | 4 | 5 |
| Average Rank | 1 | 2 | 3 | 4 | 5 |



F. The Values Index

Values is a more complex, abstract and ambiguous domain as compared to Awareness. Values can refer to moral values, monetary value, importance, or a number of other things. Here, “values” refers to two general elements – which, as it turns out – are positively and statistically significantly correlated with one another.

The first element is the value of ASEAN. The value of ASEAN was measured by asking respondents if they felt that membership in ASEAN was beneficial to their country, if their country’s membership in ASEAN was beneficial to them personally, and if the future of ASEAN was important.

The second element, as discussed in the Narrative on ASEAN Identity, are values proposed by ASEAN as an organisation in order for ASEAN to develop more fully as a community. These were measured by two questions: whether cultural diversity and differences among ASEAN nations is considered an asset and whether ASEAN is people-centred and people-oriented. The latter, valuing diversity and being people-oriented are values that ASEAN through its various organs has been promoting for the past two decades.

The format for asking these questions, and many others in the survey, were presented as statements. Responses were recorded on a four-point scale ranging from *Strongly Agree* to *Somewhat Agree*, *Somewhat Disagree*, and *Strongly Disagree*. Responses to the questions were scaled from 0 to 1 and each element within the Values Index was equally weighted.

Several other questions related to Values were asked in the survey. These included the issues that respondents felt were most critical for ASEAN cooperation and integration and their agreement with central pillars of the “ASEAN Way.” For various technical and statistical reasons, these were not

combined into the main Values Index. But they are considered separately at various points in this report. These give us further insights into respondents' sense of the value of ASEAN for themselves, their nations and the region.

Table F.1: Values Index Questions, Scale and Weight

| Question | Original Scale | Weight within Index |
|---|---|---------------------|
| Membership in ASEAN is beneficial to my country. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| My country’s membership in ASEAN is beneficial to me personally. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| The future of ASEAN is important. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| Cultural diversity and differences among ASEAN nations is an asset. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| ASEAN is people-centred and people-oriented. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |

Cooperation, Integration and the “ASEAN Way”

Students were asked several questions to understand their priorities for ASEAN cooperation and integration. Firstly, they were asked as to their agreement or disagreement on eight aspects of cooperation and integration. Overall, 87% or more of the students agreed with the importance of each aspect of integration and cooperation, though strong agreement varied from 44% to 67% across these eight aspects. Students rated Economic Cooperation as the most important aspect of cooperation and integration, closely followed by Tourism, Development Assistance, and Educational Exchanges. These are followed by Cultural Exchange, Sports Competitions, and Political-Security Cooperation. The results suggest that from the standpoint of the students, the most directly affecting or involving aspects are deemed most important areas of cooperation and integration.

In a separate question, students were asked to circle four issues from a set of eight that they felt were most important for ASEAN to address. Educational Exchanges, Poverty Reduction and Health and Disease Control were rated as the most important issues for ASEAN. Environmental Management and Science and Technology Development were rated in the middle amongst the eight issues. These are lastly followed by Disaster Prevention and Relief, Regional Identity and Cultural Preservation. While there was broad agreement on which issues rated highly and which lower, some national variations were apparent in the responses. Educational Exchanges rated fifth for students at the National University of Singapore and University of Malaya, whereas it was first or second almost everywhere else. Poverty Reduction rated as the first to fourth most important issue everywhere; as did Health and Disease Control, except for the Royal University of Phnom Penh.

It is important to note that Cambodia was the first location where the data collection was completed, before the COVID-19 pandemic became an issue of wide concern, which may well have affected these results. Although Environmental Management is not the first or second issue of concern anywhere, it was among the top three or four issues of concern for students at seven universities and among the top five or six everywhere. ASEAN's role in Science and Technology Development varied the most among issues, being of highest priority for students at the University of Indonesia and Vietnam National University and second at the Royal University of Phnom Penh. However, it was rated sixth by students from the National University of Singapore (NUS). This is expected to reflect students attitudes regarding the benefit that their own country can gain by looking to ASEAN for science or technological advances. On the other hand, NUS students rated Disaster Prevention and Relief more highly than any other group of students; reflecting the importance of ASEAN's role in addressing such issues in the region from their perspective. Regional Identity rated no higher than fifth and Cultural Preservation no higher than sixth in terms of the priorities of students across the region. Rather, issues that they see as most affecting themselves, such as Educational Exchange or of practical concern, such as Poverty Reduction—are the ones of most concern for this cohort of ASEAN youth.

A final aspect of integration and cooperation incorporated in the survey was to ask students whether or not they agreed with four pillars of the “ASEAN Way”: (i) National Independence, (ii) Non-Interference, (iii) Consultation and Consensus, and (iv) Peaceful Settlement of Disputes. With only one exception, *National Independence* was the principle that students most agreed with. The only exception was in Singapore, where it gained only marginally less favour than *Peaceful Dispute Settlement*, which was the second most supported principle almost everywhere else. *Consultation and Consensus* came out slightly ahead of Peaceful Dispute Settlement in Lao PDR and Thailand. The principle of *Non-Interference* appears last in the list, except in Viet Nam, where it rated higher than Consultation and Consensus. These results suggest that while national independence is highly valued, this does not seem to exclude some degree of “intervention” and a more activist role for ASEAN in the region as far as today’s students view the principles that ASEAN should adhere to.

Table F.2: Which Aspects of ASEAN Cooperation and Integration are Important? (%)

| Aspect of Cooperation | Overall Agreement | Strongly Agree | Somewhat Agree |
|------------------------|-------------------|----------------|----------------|
| Economic Cooperation | 98.2 | 67.2 | 31.1 |
| Tourism | 97.5 | 66.7 | 30.8 |
| Development Assistance | 97.5 | 58.5 | 38.9 |
| Educational Exchange | 97.2 | 64.1 | 33.1 |
| Cultural Exchange | 94.9 | 52.2 | 42.8 |
| Sports Competition | 92.0 | 52.4 | 39.5 |
| Security Cooperation | 89.6 | 51.7 | 37.8 |
| Political Cooperation | 87.0 | 44.1 | 42.9 |

Table F.3 (Part 1): First to Fourth Most Important Issues for ASEAN (by Regional Average)

| University | Educational Exchanges | Poverty Reduction | Health & Disease Control | Environmental Management |
|----------------------------------|-----------------------|-------------------|--------------------------|--------------------------|
| University Brunei Darussalam | 60.8% | 68.5% | 76.9% | 50.3% |
| Royal University of Phnom Penh | 81.3% | 46.7% | 42.7% | 47.3% |
| University of Indonesia | 69.3% | 68.0% | 68.7% | 55.3% |
| National University of Laos | 78.2% | 57.0% | 50.0% | 50.7% |
| University of Malaya | 54.3% | 67.0% | 69.7% | 55.9% |
| University of Yangon | 88.5% | 53.8% | 60.3% | 57.1% |
| University of the Philippines | 63.3% | 70.7% | 50.0% | 59.3% |
| National University of Singapore | 52.7% | 72.6% | 62.7% | 60.7% |
| Chulalongkorn University | 72.7% | 72.7% | 59.3% | 56.0% |
| Vietnam National University | 55.3% | 54.6% | 48.7% | 41.4% |
| Total | 66.9% | 63.5% | 59.2% | 53.7% |
| | First | Second | Third | Fourth |

Table F.3 (Part 2): Fifth to Eighth Most Important Issues for ASEAN (by Regional Average)

| University | Science & Technology | Disaster Prevention & Relief | Regional Identity | Cultural Preservation |
|----------------------------------|----------------------|------------------------------|-------------------|-----------------------|
| University Brunei Darussalam | 43.4% | 39.9% | 25.2% | 34.3% |
| Royal University of Phnom Penh | 61.3% | 35.3% | 43.3% | 40.0% |
| University of Indonesia | 70.0% | 26.0% | 14.7% | 30.0% |
| National University of Laos | 50.0% | 38.0% | 36.6% | 20.4% |
| University of Malaya | 64.9% | 50.5% | 36.7% | 30.9% |
| University of Yangon | 49.4% | 24.4% | 29.5% | 29.5% |
| University of the Philippines | 48.0% | 39.3% | 22.0% | 44.7% |
| National University of Singapore | 37.3% | 54.2% | 33.3% | 23.4% |
| Chulalongkorn University | 58.0% | 33.3% | 30.0% | 17.3% |
| Vietnam National University | 58.6% | 41.4% | 42.1% | 40.8% |
| Total | 53.9% | 39.0% | 31.5% | 30.9% |
| | Fifth | Sixth | Seventh | Eighth |



G. The Identity Index

As with Values, “Identity” is a complex and often contested concept. In folk understandings, identity is often thought of as being something that we have, that is ours, owned by us, or part of each of us. But when considered more deeply, “identity” is in fact something more public and external. We identify *with* a nation, a religion, a family. We are sometimes identified *as* something – a certain type of person – by others, whether or not we see ourselves in such a way. Moreover, a particular group, organization or entity, be it a nation, a school, a religious group, and so on, may have a certain “identity” – that is certain characteristics that people consider it to have. All of these make Identity a highly qualitative concept and at best very difficult to measure.

The approach here is to measure two elements of identity. The first element is the degree to which respondents see ASEAN member states as *having* an identity in terms of sharing similarities. In order to measure this, respondents were asked three questions specifying cultural, economic and political similarity among ASEAN countries. The second element was the extent to which they identify *with* ASEAN, being similar to friends of theirs or people generally from other ASEAN countries and having a sense of ASEAN citizenship. In developing the survey, in consultation with the YDI Task Force, this traditional and *typological* approach to Identity based on senses of similarity was adopted. In analysis of the results of the survey, Identity was found to be correlated with Values. This provides some justification for a “Values and Identity” Index. However, for reasons discussed further below, a different *Values-Oriented* understanding and measurement of Identity may be more appropriate in the context of ASEAN and as a component of an ASEAN Youth Development Index.

The survey also asked a variety of other qualitative questions related to Identity using various formats. These questions discussed elsewhere in this report provide further insights into how respondents relate

to ASEAN and think about ASEAN and the relationship among member states. The components included in the Identity Index were all asked using the same four-point agree/disagree format as the Values Index questions. Responses to all five of these Identity Index questions were found to be positively and statistically correlated with one another. However, when a different approach (Exploratory Factor Analysis) is applied to the data, typological Identity is less solidly supported in contrast to Awareness or Values. Senses of ASEAN citizenship correlate more strongly with ASEAN Values than with ASEAN's typological identity. Political, cultural, and economic similarities of countries are highly correlated. However, senses of respondents' similarity to other peoples of ASEAN correlates highly with cultural similarity of countries, but not their assessment on the political and economic similarities among countries.

Table G.1: Identity Index Questions, Scale, Weight

| Variable (Question) | Original Scale | Weight within Index |
|--|---|---------------------|
| ASEAN countries are similar culturally. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| ASEAN countries are similar economically. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| ASEAN countries are similar politically. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| I feel I am similar to my friends or people from other ASEAN countries.* | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |
| I feel I am a citizen of ASEAN. | Four point scale from “Strongly Agree” to “Strongly Disagree” | 0.20 |

*In the survey instrument, this question followed a question asking if the respondents have friends from other ASEAN countries, and if so, how many.

What does it mean to be a citizen of ASEAN?

When asked if they felt themselves to be citizens of ASEAN, 84.4% of students from across the region answered in the affirmative. But what does it mean for them to be a citizen of ASEAN?

When asked to explain, the most common response was to equate national citizenship to ASEAN citizenship.

“I am a Bruneian and since Brunei is one of the ASEAN countries, therefore I am a citizen of ASEAN.” (Brunei Darussalam)

“ASEAN citizens are people who are citizens of ASEAN countries.” (Indonesia)

“Singapore is part of ASEAN hence, I am a citizen of ASEAN as well.” (Singapore)

“Because I am a Vietnamese citizen and Viet Nam is a member of ASEAN, I feel that I am an ASEAN citizen.” (Viet Nam)

The second most common theme were references to the benefits and efficacy of ASEAN. For some respondents, the benefits of ASEAN were couched in terms of personal benefits they receive.

“I am a citizen of ASEAN, I have more opportunities to study and work in ASEAN countries.” (Cambodia)

“As a Singaporean, I benefit from all the exchanges amongst the countries, which gives me a sense of identity due to cooperation and mutual agreements as compared to Non-ASEAN countries.” (Singapore)

Many of the respondents singled out the benefit of visa-free travel in ASEAN.

“There are membership benefits such as travel that I enjoy.” (Philippines)

“It means that we can freely enter other ASEAN countries and are protected by government agencies.” (Thailand)

For other respondents, the benefits of ASEAN were cast in terms of benefits to their nation.

“I have learned that Cambodia has gained more benefits related to economy, tourism, education, and agriculture” (Cambodia)

“Malaysia gets to develop in education and economy with cooperation of ASEAN countries,” (Malaysia)

Yet others wrote about general benefits across the region or beyond.

“ASEAN citizenship is a uniting platform for Asian countries in order to achieve world peace.” (Indonesia)

“ASEAN spirit in overcoming problems such as air pollution.” (Malaysia)

“Being citizens of ASEAN mean that we cooperate with each other in advancing our ASEAN region, improving economic performance for human development, and providing decent jobs for our ASEAN people.” (Thailand)

Another common theme that appeared with similar frequency to benefits and efficacy of ASEAN were sentences that expressed aspects of unity and cooperation.

“We have to build a good relationship among ASEAN countries on culture, helping each other.” (Cambodia)

“Many cultures, ethnic groups, religions, nations are united in ASEAN.” (Indonesia)

“Support each other’s economic growth, infrastructure development, education, and country’s defence and security team.” (Indonesia)

“We should unite, compromise, and head towards the sustainable future together.” (Thailand)

For others, a sense of familiarity and similarities among ASEAN countries was important to their sense of ASEAN citizenship.

“I feel most at home and myself, considering the cultural traditions, food, music, etc. are somewhat relatable.” (Brunei Darussalam)

“I feel like a part of ASEAN alliance. I feel like coming from the same family as other ASEAN citizens.” (Indonesia)

“I connect with the people from ASEAN even though we’re not from the same countries.” (Philippines)

Other respondents pointed to similarity in terms of economy and development.

“Because we have the same economic level.” (Indonesia)

“An association of mid-level developing countries that are going to progress.” (Indonesia)

In a few cases, respondents discussed similarity among specific ASEAN countries.

“The close relationship between Brunei and its neighbours, especially Malaysia and Singapore.” (Brunei Darussalam)

Other respondents made reference to other specific similarities.

“Words used and the use of various spices and condiments is shared by the ASEAN countries.” (Philippines)

“I do feel that I have the same struggles and plights to the ASEAN countries.” (Philippines)

A moderately common theme came from sentences that made reference to geography as a basis of ASEAN Citizenship.

“Based on geographic location which is South East Asia.” (Brunei Darussalam)

“I live in Southeast Asia so I am an ASEAN citizen.” (Philippines)

Another moderately common theme was experiences through which respondents felt they were citizens of ASEAN. Some of these experiences involve participation in particular events. Other respondents' experiences refer to studying and learning about ASEAN.

"I participated as an ASEAN citizen to represent Brunei at South Korea in 2019 to meet the First Lady of South Korea." (Brunei Darussalam)

"I have contributed to ASEAN by studying about the usefulness of ASEAN such as cultural exchange and economic development." (Cambodia)

"Because of the cultural exchange I have experienced before." (Philippines)

"Being a Singaporean (heart of ASEAN) and taking part in competitions organized by the ASEAN Foundation made me feel this way." (Singapore)

Some respondents associated diversity and difference with their feelings of being a citizen of ASEAN.

"ASEAN citizens are very different with each other in terms of ethnicity as well as culture." (Indonesia)

"I am used to staying in a place that has various ethnicities and cultures." (Malaysia)

"We live in a diverse region already, so it isn't such a stretch to extend to ASEAN." (Philippines)

A number of respondents expressed pride in being part of ASEAN.

"I am proud to be part of ASEAN." (Cambodia)

"I think ASEAN countries are the best and unique countries." (Indonesia)

"I am really happy to be a citizen of ASEAN." (Lao PDR)

"It is best to be a citizen of ASEAN." (Myanmar)

The theme of duty and responsibility was raised by a moderate number of respondents, who tended to skew towards those who "Strongly Agree" with feeling themselves ASEAN Citizens.

"A part of ASEAN, fully accepting the rules and regulations of ASEAN." (Brunei Darussalam)

"A citizen who supports their country in everything related to ASEAN." (Indonesia)

"ASEAN citizens are people in each country that helps building up the ASEAN. They are subject to as well as have rights and duties in accordance with ASEAN rules and regulations." (Thailand)

Several respondents also referred to friendships as basis of feeling they are ASEAN citizens.

"I feel that I'm a citizen of ASEAN because I normally engaged with friends from ASEAN and I travelled to these countries most." (Singapore)

"Because I have ASEAN friends and we are good friends (sense of belonging)" (Indonesia)

Exposure to ASEAN by way of various media was cited by some respondents as the basis of their feelings of ASEAN citizenship.

“I update myself through social media i.e. television (news) related to ASEAN.”
(Brunei Darussalam)

“I feel like an ASEAN citizen when I read news about ASEAN countries' partnership.”
(Indonesia)

“I always hear news from ASEAN countries” (Malaysia)

Several respondents wrote about the friendliness of ASEAN peoples in explaining their feeling of ASEAN citizenship – in all cases these were respondents who “Strongly Agreed.”

“ASEAN citizens are friendly.” (Indonesia)

“Friendly and generous to each other.” (Thailand)

Finally, sports competitions were the explanation for some respondents' feelings of ASEAN citizenship.

“Because (our) athletes can participate in SEA Games [*sic*].” (Malaysia)

“For me, I feel that I am a citizen of the ASEAN because of our country's participation in the *SEA Games* [*sic*].” (Philippines)



H. Results: Measuring Awareness, Values and Identity

The Indices developed for the ASEAN YDI-II project do not have external benchmarks against which to measure. The best way to assess their values across the nations and universities in this report are to measure them against each other and against the averages across the ten primary universities used in the survey. The average of the ASEAN Awareness Index is 0.713 across the ten primary universities surveyed. On average 65.7% of respondents report being at least somewhat familiar and 10.8% very familiar with ASEAN. Students were able to list an average of 8.54 ASEAN member states. The average percentage of students able to correctly identify the ASEAN flag was 90.2% and 51.6% for correctly identifying the year that ASEAN was founded.

The ASEAN Values Index has a 0.747 average across the ten universities. Across all universities, 92.6% students at least somewhat agree that membership in ASEAN benefits their own country and 37.9% strongly agree. When asked if ASEAN benefits them personally, 75% agree and 20.7% strongly agree. For 97.5% of students, ASEAN's future is important, with 62.8% strongly agreeing. There are 92% who think ASEAN's diversity is an asset with 43.6% strongly agreeing; while 81.4% agree that ASEAN is people-centred and people-oriented with 26.2% strongly agreeing.

The average for the ASEAN Identity Index is 0.563 for the ten universities surveyed. When asked about cultural, economic and political similarities of ASEAN countries, the highest percent (75.5%) feel that ASEAN countries are culturally similar, with 11.4% strongly agreeing. Economic similarity of ASEAN countries is agreed upon by 41.9% overall and 4.9% strongly.

Political similarity of ASEAN countries is agreed upon by 37.8% on average, with an average of 4.6% strongly agreeing. The combined Values and Identity Index is 0.655 on average for the ten universities.

Results of the survey demonstrate the ways in which different components contribute in different ways to the overall Awareness, Values and Identity scores from each university. For example, the highest overall scores on the composite Values and Identity Index are from the University of Indonesia and Vietnam National University (VNU). The former is a result of a slightly above-average Values Index score and very high Identity Index score. For VNU, the high Values and Identity Index score is the result of a very high Values Index score paired with a more modest though above average Identity Index score. In the case of the lowest overall score from Chulalongkorn University (CU), this is driven by an especially low Values Index score and below-average Identity Index score. CU students score right at the average from the ten universities in terms of Awareness and low, but not the lowest, in terms of Identity. Conversely, students from the University of the Philippines (UP) have a very low Awareness score relative to their peers from elsewhere in the region, while their Values and Identity scores are very close to the average for the region.

Analysis of correlations among the three Indices further suggests how and why attention to the three components individually is important; as they are not all significantly inter-correlated. Values and Identity are more positively correlated. Those respondents who subscribe to a typological sense of ASEAN Identity also rate highly on ASEAN Values. Those who see the people and countries as similar and consider themselves ASEAN citizens also see ASEAN as beneficial and subscribe to ASEAN's stated values, norms and principles. But Awareness and Values were at best only weakly correlated. And Awareness did not correlate with Identity;

meaning that amongst the respondents Awareness of ASEAN has no bearing on whether they see ASEAN as having a shared Identity; nor does a sense of ASEAN's shared Identity imply greater knowledge of or about ASEAN.

If the objective of the Awareness, Values and Identity Index is both to track and to enhance awareness (knowledge and salience) of ASEAN, ASEAN values and ASEAN having a shared Identity among youth in the region, it will be important to pay attention to each of these components individually as one – for example enhancing Awareness – does not necessarily mean that youth in the region will have a strong affinity for ASEAN Values or Identity.

Stakeholders will want to put specific emphasis on enhancing particular components among particular populations of youth. For instance, these findings suggest that efforts to enhance Awareness may be of greater urgency in the Philippines as compared to promoting ASEAN Values. Conversely, promoting ASEAN Values may be of more importance in Thailand as compared to increasing Awareness. Similarly, in nations such as Brunei Darussalam and Singapore efforts may want to focus on greater identification with ASEAN.

In earlier surveys by the ASEAN Foundation of attitudes toward and knowledge of ASEAN, between 2007 and 2014, there had been a decline in positive attitudes toward ASEAN in Thailand among Chulalongkorn University students. However, knowledge about ASEAN remained high and may have even increased during that period. That finding remains true in the current data; the point being that simply enhancing awareness and knowledge about ASEAN does not necessarily mean that greater adherence to ASEAN values or identification with ASEAN will necessarily follow.



Overall ASEAN Awareness Index Score
0.713

| | | |
|--|--|---|
| 65.7% | 90.2% | 51.6% |
| Were familiar with ASEAN. Students correctly listed an average of 8.54 of 10 ASEAN countries. | Correctly identified the ASEAN flag . | Correctly identified ASEAN's founding year . |



Overall ASEAN Values Index Score
0.747

| | | | | |
|--|--|---|---|---|
| 92.6% | 75% | 97.5% | 92% | 81.4% |
| Agreed that ASEAN membership benefited their country. | Agreed that their country's membership in ASEAN benefited them personally . | Agreed that ASEAN's future is important. | Agreed that ASEAN diversity is an asset. | Agreed that ASEAN is people-centred and people-oriented . |



Overall ASEAN Identity Index Score
0.563

| | | |
|--|--|---|
| 75.7% | 41.9% | 37.8% |
| Said ASEAN countries were culturally similar. | Said ASEAN countries were economically similar. | Said ASEAN countries were politically similar. |

Table H.1 Awareness, Values and Identity Indices Scores

| Nation | University | Awareness Index | Values Index | Identity Index | Values & Identity Index |
|-------------------|----------------------------------|-----------------|--------------|----------------|-------------------------|
| ASEAN Averages | | 0.713 | 0.747 | 0.563 | 0.655 |
| Brunei Darussalam | University Brunei Darussalam | 0.759 | 0.751 | 0.485 | 0.618 |
| Cambodia | Royal University of Phnom Penh | 0.736 | 0.759 | 0.62 | 0.689 |
| Indonesia | University of Indonesia | 0.728 | 0.772 | 0.658 | 0.715 |
| Lao PDR | National University of Laos | 0.722 | 0.783 | 0.623 | 0.703 |
| Malaysia | University of Malaya | 0.748 | 0.742 | 0.58 | 0.661 |
| Myanmar | University of Yangon | 0.794 | 0.757 | 0.607 | 0.684 |
| Philippines | University of the Philippines | 0.559 | 0.76 | 0.551 | 0.656 |
| Singapore | National University of Singapore | 0.639 | 0.723 | 0.456 | 0.59 |
| Thailand | Chulalongkorn University | 0.681 | 0.6 | 0.496 | 0.548 |
| Viet Nam | Vietnam National University | 0.782 | 0.836 | 0.586 | 0.711 |

Awareness Index Components

Table H.2: Self-Reported Familiarity with ASEAN

| Nation | University | Very Familiar | Some-what | Overall Familiar | A Little Familiar | Not at All Familiar | Overall Not Familiar |
|-------------------|----------------------------------|---------------|-----------|------------------|-------------------|---------------------|----------------------|
| ASEAN Averages | | 10.8% | 54.8% | 65.7% | 31.6% | 2.7% | 34.3% |
| Brunei Darussalam | University Brunei Darussalam | 11.2% | 58.0% | 69.2% | 28.7% | 2.1% | 30.8% |
| Cambodia | Royal University of Phnom Penh | 0.7% | 77.3% | 78.0% | 21.3% | 0.7% | 22.0% |
| Indonesia | University of Indonesia | 8.7% | 68.0% | 76.7% | 22.7% | 0.7% | 23.3% |
| Lao PDR | National University of Laos | 3.5% | 57.0% | 60.6% | 38.0% | 1.4% | 39.4% |
| Malaysia | University of Malaya | 14.4% | 51.6% | 66.0% | 33.5% | 0.5% | 34.0% |
| Myanmar | University of Yangon | 14.8% | 34.8% | 49.7% | 39.4% | 11.0% | 50.3% |
| Philippines | University of the Philippines | 8.7% | 50.0% | 58.7% | 39.3% | 2.0% | 41.3% |
| Singapore | National University of Singapore | 5.0% | 50.3% | 55.3% | 39.2% | 5.5% | 44.7% |
| Thailand | Chulalongkorn University | 2.7% | 58.0% | 60.7% | 37.3% | 2.0% | 39.3% |
| Viet Nam | Vietnam National University | 38.8% | 46.7% | 85.5% | 13.8% | 0.7% | 14.5% |

Table H.3: Average Number of ASEAN Member States Correctly Listed

| Nation | University | List Score |
|-------------------|----------------------------------|------------|
| ASEAN Averages | | 8.54 |
| Brunei Darussalam | University Brunei Darussalam | 8.94 |
| Cambodia | Royal University of Phnom Penh | 8.55 |
| Indonesia | University of Indonesia | 8.31 |
| Lao PDR | National University of Laos | 9.8 |
| Malaysia | University of Malaya | 8.84 |
| Myanmar | University of Yangon | 9.13 |
| Philippines | University of the Philippines | 7.43 |
| Singapore | National University of Singapore | 7.61 |
| Thailand | Chulalongkorn University | 9.47 |
| Viet Nam | Vietnam National University | 7.68 |

Table H.4: Identifying the ASEAN Flag

| Nation | University | Correct | Incorrect |
|-------------------|----------------------------------|---------|-----------|
| ASEAN Averages | | 90.2% | 9.8% |
| Brunei Darussalam | University Brunei Darussalam | 97.9% | 2.1% |
| Cambodia | Royal University of Phnom Penh | 96.6% | 3.4% |
| Indonesia | University of Indonesia | 93.3% | 6.7% |
| Lao PDR | National University of Laos | 99.3% | 0.7% |
| Malaysia | University of Malaya | 91.0% | 9.0% |
| Myanmar | University of Yangon | 97.4% | 2.6% |
| Philippines | University of the Philippines | 54.0% | 46.0% |
| Singapore | National University of Singapore | 88.5% | 11.5% |
| Thailand | Chulalongkorn University | 98.7% | 1.3% |
| Viet Nam | Vietnam National University | 86.2% | 13.8% |

Table H.5: Identifying the Year ASEAN was founded.

| Nation | University | Correct | Incorrect |
|-------------------|----------------------------------|---------|-----------|
| ASEAN Averages | | 51.6% | 48.4% |
| Brunei Darussalam | University Brunei Darussalam | 56.6% | 43.4% |
| Cambodia | Royal University of Phnom Penh | 53.0% | 47.0% |
| Indonesia | University of Indonesia | 53.4% | 46.6% |
| Lao PDR | National University of Laos | 37.3% | 62.7% |
| Malaysia | University of Malaya | 60.1% | 39.9% |
| Myanmar | University of Yangon | 76.1% | 23.9% |
| Philippines | University of the Philippines | 40.0% | 60.0% |
| Singapore | National University of Singapore | 39.0% | 61.0% |
| Thailand | Chulalongkorn University | 25.3% | 74.7% |
| Viet Nam | Vietnam National University | 75.5% | 24.5% |

Values Index Components

Table H.6: Membership in ASEAN benefits my country.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|----------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN | Averages | 37.9% | 54.7% | 92.6% | 6.3% | 1.1% | 7.4% |
| Brunei Darussalam | University Brunei Darussalam | 30.8% | 60.8% | 91.6% | 7.0% | 1.4% | 8.4% |
| Cambodia | Royal University of Phnom Penh | 52.7% | 42.7% | 95.3% | 4.0% | 0.7% | 4.7% |
| Indonesia | University of Indonesia | 48.0% | 44.0% | 92.0% | 7.3% | 0.7% | 8.0% |
| Lao PDR | National University of Laos | 44.7% | 52.5% | 97.2% | 2.8% | 0.0% | 2.8% |
| Malaysia | University of Malaya | 27.1% | 67.6% | 94.7% | 4.3% | 1.1% | 5.3% |
| Myanmar | University of Yangon | 42.3% | 55.1% | 97.4% | 1.3% | 1.3% | 2.6% |
| Philippines | University of the Philippines | 36.7% | 58.0% | 94.7% | 4.0% | 1.3% | 5.3% |
| Singapore | National University of Singapore | 35.8% | 61.2% | 97.0% | 2.5% | 0.5% | 3.0% |
| Thailand | Chulalongkorn University | 11.3% | 62.7% | 74.0% | 24.0% | 2.0% | 26.0% |
| Viet Nam | Vietnam National University | 52.6% | 37.5% | 90.1% | 7.2% | 2.6% | 9.9% |

Table H.7: My country's membership in ASEAN benefits me personally

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|--------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN | Averages | 20.7% | 54.2% | 75.0% | 20.4% | 4.7% | 25.0% |
| Brunei Darussalam | University Brunei Darussalam | 14.0% | 61.5% | 75.5% | 20.3% | 4.2% | 24.5% |
| Cambodia | Royal University of Phnom Penh | 26.0% | 51.3% | 77.3% | 15.3% | 7.3% | 22.7% |
| Indonesia | University of Indonesia | 16.0% | 46.0% | 62.0% | 34.0% | 4.0% | 38.0% |
| Lao PDR | National University of Laos | 33.3% | 61.7% | 95.0% | 4.3% | 0.7% | 5.0% |
| Malaysia | University of Malaya | 13.8% | 63.8% | 77.7% | 19.7% | 2.7% | 22.3% |

| | | | | | | | |
|-------------|----------------------------------|-------|-------|-------|-------|-------|-------|
| Myanmar | University of Yangon | 19.9% | 56.4% | 76.3% | 19.2% | 4.5% | 23.7% |
| Philippines | University of the Philippines | 18.7% | 60.0% | 78.7% | 16.7% | 4.7% | 21.3% |
| Singapore | National University of Singapore | 14.4% | 55.7% | 70.1% | 23.9% | 6.0% | 29.9% |
| Thailand | Chulalongkorn University | 8.0% | 37.3% | 45.3% | 44.0% | 10.7% | 54.7% |
| Viet Nam | Vietnam National University | 47.4% | 46.1% | 93.4% | 4.6% | 2.0% | 6.6% |

Table H.8: The future of ASEAN is important.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|----------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN Averages | | 62.8% | 34.7% | 97.5% | 2.3% | 0.2% | 2.5% |
| Brunei Darussalam | University Brunei Darussalam | 73.4% | 25.9% | 99.3% | 0.7% | 0.0% | 0.7% |
| Cambodia | Royal University of Phnom Penh | 58.4% | 35.6% | 94.0% | 6.0% | 0.0% | 6.0% |
| Indonesia | University of Indonesia | 73.3% | 24.0% | 97.3% | 2.7% | 0.0% | 2.7% |
| Lao PDR | National University of Laos | 59.2% | 40.8% | 100.0% | 0.0% | 0.0% | 0.0% |
| Malaysia | University of Malaya | 53.7% | 44.7% | 98.4% | 1.6% | 0.0% | 1.6% |
| Myanmar | University of Yangon | 75.5% | 23.9% | 99.4% | 0.6% | 0.0% | 0.6% |
| Philippines | University of the Philippines | 73.2% | 24.2% | 97.3% | 2.7% | 0.0% | 2.7% |
| Singapore | National University of Singapore | 53.2% | 44.3% | 97.5% | 2.0% | 0.5% | 2.5% |
| Thailand | Chulalongkorn University | 34.7% | 58.0% | 92.7% | 6.7% | 0.7% | 7.3% |
| Viet Nam | Vietnam National University | 78.3% | 20.4% | 98.7% | 0.7% | 0.7% | 1.3% |

Table H.9: ASEAN's diversity is an asset.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN Averages | | 43.6% | 48.4% | 92.0% | 7.2% | 0.8% | 8.0% |
| Brunei Darussalam | University Brunei Darussalam | 50.3% | 45.5% | 95.8% | 4.2% | 0.0% | 4.2% |

| | | | | | | | |
|-------------|----------------------------------|-------|-------|-------|-------|------|-------|
| Cambodia | Royal University of Phnom Penh | 34.9% | 41.6% | 76.5% | 21.5% | 2.0% | 23.5% |
| Indonesia | University of Indonesia | 59.3% | 38.0% | 97.3% | 2.7% | 0.0% | 2.7% |
| Lao PDR | National University of Laos | 38.7% | 55.6% | 94.4% | 5.6% | 0.0% | 5.6% |
| Malaysia | University of Malaya | 40.4% | 55.9% | 96.3% | 3.7% | 0.0% | 3.7% |
| Myanmar | University of Yangon | 31.6% | 62.6% | 94.2% | 5.2% | 0.6% | 5.8% |
| Philippines | University of the Philippines | 58.0% | 37.3% | 95.3% | 4.7% | 0.0% | 4.7% |
| Singapore | National University of Singapore | 42.8% | 54.2% | 97.0% | 2.5% | 0.5% | 3.0% |
| Thailand | Chulalongkorn University | 20.8% | 57.7% | 78.5% | 19.5% | 2.0% | 21.5% |
| Viet Nam | Vietnam National University | 59.9% | 32.2% | 92.1% | 5.3% | 2.6% | 7.9% |

Table H.10: ASEAN is people-centred and people-oriented.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|----------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN | Averages | 26.2% | 55.2% | 81.4% | 16.3% | 2.3% | 18.6% |
| Brunei Darussalam | University Brunei Darussalam | 19.6% | 65.0% | 84.6% | 11.9% | 3.5% | 15.4% |
| Cambodia | Royal University of Phnom Penh | 43.6% | 45.0% | 88.6% | 11.4% | 0.0% | 11.4% |
| Indonesia | University of Indonesia | 34.0% | 49.3% | 83.3% | 16.7% | 0.0% | 16.7% |
| Lao PDR | National University of Laos | 23.9% | 65.5% | 89.4% | 10.6% | 0.0% | 10.6% |
| Malaysia | University of Malaya | 25.0% | 64.9% | 89.9% | 9.6% | 0.5% | 10.1% |
| Myanmar | University of Yangon | 23.9% | 58.7% | 82.6% | 14.8% | 2.6% | 17.4% |
| Philippines | University of the Philippines | 18.0% | 60.0% | 78.0% | 19.3% | 2.7% | 22.0% |
| Singapore | National University of Singapore | 9.0% | 67.2% | 76.1% | 22.9% | 1.0% | 23.9% |
| Thailand | Chulalongkorn University | 14.7% | 32.0% | 46.7% | 40.7% | 12.7% | 53.3% |
| Viet Nam | Vietnam National University | 55.9% | 38.8% | 94.7% | 4.6% | 0.7% | 5.3% |

Identity Index Components

Table H.11: ASEAN countries are culturally similar.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|----------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN | | 11.4% | 64.3% | 75.7% | 19.7% | 4.6% | 24.3% |
| Averages | | | | | | | |
| Brunei Darussalam | University Brunei Darussalam | 5.6% | 50.3% | 55.9% | 35.7% | 8.4% | 44.1% |
| Cambodia | Royal University of Phnom Penh | 14.7% | 72.0% | 86.7% | 11.3% | 2.0% | 13.3% |
| Indonesia | University of Indonesia | 24.7% | 66.0% | 90.7% | 7.3% | 2.0% | 9.3% |
| Lao PDR | National University of Laos | 5.6% | 68.3% | 73.9% | 25.4% | 0.7% | 26.1% |
| Malaysia | University of Malaya | 8.0% | 68.4% | 76.5% | 20.9% | 2.7% | 23.5% |
| Myanmar | University of Yangon | 12.8% | 71.8% | 84.6% | 10.9% | 4.5% | 15.4% |
| Philippines | University of the Philippines | 16.0% | 70.7% | 86.7% | 10.7% | 2.7% | 13.3% |
| Singapore | National University of Singapore | 3.5% | 50.7% | 54.2% | 34.3% | 11.4% | 45.8% |
| Thailand | Chulalongkorn University | 12.0% | 66.7% | 78.7% | 20.7% | 0.7% | 21.3% |
| Viet Nam | Vietnam National University | 14.5% | 60.5% | 75.0% | 16.4% | 8.6% | 25.0% |

Table H.12: ASEAN countries are economically similar.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|--------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN | | 4.9% | 37.0% | 41.9% | 42.3% | 15.8% | 58.1% |
| Averages | | | | | | | |
| Brunei Darussalam | University Brunei Darussalam | 0.7% | 18.9% | 19.6% | 47.6% | 32.9% | 80.4% |
| Cambodia | Royal University of Phnom Penh | 2.7% | 40.9% | 43.6% | 46.3% | 10.1% | 56.4% |
| Indonesia | University of Indonesia | 10.0% | 54.0% | 64.0% | 31.3% | 4.7% | 36.0% |
| Lao PDR | National University of Laos | 9.2% | 56.3% | 65.5% | 30.3% | 4.2% | 34.5% |
| Malaysia | University of Malaya | 3.2% | 50.0% | 53.2% | 42.0% | 4.8% | 46.8% |

| | | | | | | | |
|-------------|----------------------------------|------|-------|-------|-------|-------|-------|
| Myanmar | University of Yangon | 5.8% | 40.4% | 46.2% | 42.9% | 10.9% | 53.8% |
| Philippines | University of the Philippines | 3.3% | 28.7% | 32.0% | 47.3% | 20.7% | 68.0% |
| Singapore | National University of Singapore | 2.5% | 10.4% | 12.9% | 50.7% | 36.3% | 87.1% |
| Thailand | Chulalongkorn University | 7.3% | 29.3% | 36.7% | 50.7% | 12.7% | 63.3% |
| Viet Nam | Vietnam National University | 5.9% | 46.7% | 52.6% | 30.3% | 17.1% | 47.4% |

Table H.13: ASEAN countries are politically similar.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|----------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN Averages | | 4.6% | 33.1% | 37.8% | 42.4% | 19.8% | 62.2% |
| Brunei Darussalam | University Brunei Darussalam | 3.5% | 14.7% | 18.2% | 38.5% | 43.4% | 81.8% |
| Cambodia | Royal University of Phnom Penh | 8.7% | 46.7% | 55.3% | 34.7% | 10.0% | 44.7% |
| Indonesia | University of Indonesia | 4.0% | 46.0% | 50.0% | 43.3% | 6.7% | 50.0% |
| Lao PDR | National University of Laos | 6.3% | 58.5% | 64.8% | 31.0% | 4.2% | 35.2% |
| Malaysia | University of Malaya | 3.2% | 31.9% | 35.1% | 52.1% | 12.8% | 64.9% |
| Myanmar | University of Yangon | 4.5% | 41.0% | 45.5% | 44.9% | 9.6% | 54.5% |
| Philippines | University of the Philippines | 2.0% | 25.3% | 27.3% | 48.0% | 24.7% | 72.7% |
| Singapore | National University of Singapore | 3.5% | 14.5% | 18.0% | 51.0% | 31.0% | 82.0% |
| Thailand | Chulalongkorn University | 4.7% | 17.3% | 22.0% | 50.7% | 27.3% | 78.0% |
| Viet Nam | Vietnam National University | 6.6% | 42.1% | 48.7% | 24.3% | 27.0% | 51.3% |

Table H.14: I am similar to my friends and people from other ASEAN countries.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN Averages | | 12.0% | 65.2% | 77.2% | 18.7% | 4.1% | 22.8% |
| Brunei Darussalam | University Brunei Darussalam | 8.4% | 63.6% | 72.0% | 25.9% | 2.1% | 28.0% |

| | | | | | | | |
|-------------|----------------------------------|-------|-------|-------|-------|------|-------|
| Cambodia | Royal University of Phnom Penh | 7.4% | 68.9% | 76.4% | 17.6% | 6.1% | 23.6% |
| Indonesia | University of Indonesia | 17.4% | 69.1% | 86.6% | 12.1% | 1.3% | 13.4% |
| Lao PDR | National University of Laos | 10.6% | 66.9% | 77.5% | 19.7% | 2.8% | 22.5% |
| Malaysia | University of Malaya | 10.6% | 65.4% | 76.1% | 20.7% | 3.2% | 23.9% |
| Myanmar | University of Yangon | 17.0% | 63.4% | 80.4% | 13.1% | 6.5% | 19.6% |
| Philippines | University of the Philippines | 9.7% | 73.8% | 83.4% | 12.4% | 4.1% | 16.6% |
| Singapore | National University of Singapore | 10.9% | 65.2% | 76.1% | 21.9% | 2.0% | 23.9% |
| Thailand | Chulalongkorn University | 8.0% | 66.0% | 74.0% | 20.7% | 5.3% | 26.0% |
| Viet Nam | Vietnam National University | 19.7% | 50.7% | 70.4% | 21.7% | 7.9% | 29.6% |

Table H.15: I feel that I am a citizen of ASEAN.

| Nation | University | Strongly Agree | Some-what Agree | Overall Agree | Some-what Disagree | Strongly Disagree | Overall Disagree |
|-------------------|----------------------------------|----------------|-----------------|---------------|--------------------|-------------------|------------------|
| ASEAN | Averages | 40.7% | 43.7% | 84.4% | 13.0% | 2.6% | 15.6% |
| Brunei Darussalam | University Brunei Darussalam | 42.0% | 49.0% | 90.9% | 7.0% | 2.1% | 9.1% |
| Cambodia | Royal University of Phnom Penh | 66.0% | 30.0% | 96.0% | 4.0% | 0.0% | 4.0% |
| Indonesia | University of Indonesia | 63.3% | 29.3% | 92.7% | 6.7% | 0.7% | 7.3% |
| Lao PDR | National University of Laos | 37.3% | 57.7% | 95.1% | 4.9% | 0.0% | 4.9% |
| Malaysia | University of Malaya | 37.8% | 53.7% | 91.5% | 6.9% | 1.6% | 8.5% |
| Myanmar | University of Yangon | 51.0% | 41.3% | 92.3% | 5.8% | 1.9% | 7.7% |
| Philippines | University of the Philippines | 30.7% | 52.7% | 83.3% | 15.3% | 1.3% | 16.7% |
| Singapore | National University of Singapore | 18.9% | 50.2% | 69.2% | 26.4% | 4.5% | 30.8% |
| Thailand | Chulalongkorn University | 12.7% | 34.0% | 46.7% | 40.7% | 12.7% | 53.3% |
| Viet Nam | Vietnam National University | 55.3% | 35.5% | 90.8% | 8.6% | 0.7% | 9.2% |

Friendships across ASEAN

Whether students have friends from other ASEAN countries and the number of different countries from which they have friends varies widely across the region. Overall, just over half of the students responding to the survey had friends from one or more other ASEAN countries. More than 80% from Brunei Darussalam and Singapore reported having at least one friend from another ASEAN country. At the other end of the spectrum, in Cambodia, less than 25% of students had friends from other ASEAN countries. Students from Brunei Darussalam and Singapore also most frequently reported having friends from three or more ASEAN countries. A third of Bruneian students and more than a quarter of students from both Singapore and Myanmar had friends from three or more ASEAN countries.

Elsewhere in the survey, students highlighted both the friendliness of others from the ASEAN region and valuing their opportunities to get to know and interact with others from around ASEAN. Among the areas of cooperation and issues of importance for ASEAN, students indicate that they highly value the opportunity for educational exchange programmes. In discussing their senses of ASEAN citizenship, students highlight their experiences engaging in such exchanges—either going to other ASEAN countries or meeting students who come to their own country. There is some evidence here that students from more developed countries of ASEAN are at an advantage in participating in such exchanges and making friends from multiple other ASEAN countries. Expanding these opportunities to more youth across ASEAN would be a valuable way to enhance their affinity for ASEAN Identity and the ASEAN Community.

Table H.16: Do you have friends from other ASEAN countries?

| | Yes, 3 or more countries | Yes, from 2 countries | Yes, from 1 country | No |
|----------------------------------|--------------------------|-----------------------|---------------------|-------|
| University Brunei Darussalam | 32.9% | 23.1% | 25.9% | 18.2% |
| Royal University of Phnom Penh | 6.7% | 6.0% | 10.0% | 77.3% |
| University of Indonesia | 5.3% | 7.3% | 22.0% | 65.3% |
| National University of Laos | 11.3% | 16.2% | 23.2% | 49.3% |
| University of Malaya | 12.8% | 19.7% | 26.1% | 41.5% |
| University of Yangon | 25.3% | 9.7% | 18.8% | 46.1% |
| University of the Philippines | 9.4% | 10.1% | 22.8% | 57.7% |
| National University of Singapore | 28.4% | 30.3% | 23.9% | 17.4% |
| Chulalongkorn University | 11.3% | 12.0% | 20.0% | 56.7% |
| Vietnam National University | 9.2% | 9.9% | 18.4% | 62.5% |
| Total | 15.6% | 15.0% | 21.3% | 48.1% |



I. Values-Oriented Identity Index

The first finding of this research and index-construction is that Awareness does not correlate with Values and Identity. However, further examination of the data raises questions as to the appropriateness of a *typological* understanding of ASEAN Identity—in other words, Identity based on similarity. In all cases, across all university samples and for the combined scores across the region, the absolute values for Identity (based on similarity) are lower than either Awareness or Values. An additional method of Exploratory Factor Analysis (EFA) was applied to the data. The EFA results produce four factors, which can be described as follows:

Factor 1: Values and Identification *with* ASEAN

Factor 2: Identity of ASEAN (Similarity among Countries)

Factor 3: Awareness

Factor 4: Identity as Personal and Cultural Similarity

The first factor shows a strong correlation among the five Values components of the Index *and* the respondents' sense of being a citizen of ASEAN (one of the Identity components). These six variables are all strongly correlated (>.50) within the first factor. Strong correlations among the remaining Identity components are split between Factor 2 (Countries of ASEAN are Politically, Economically and Culturally Similarity) and Factor 4 (People of ASEAN are Similar; Countries of ASEAN are Culturally Similar).

All of the Values components are weakly correlated (>.10 but <.20) with either Factor 2 or Factor 4. All the Awareness are moderately to strongly correlated (>.32) in Factor 3, but none are even weakly correlated (>.10) with any other factors and only one Values component (Cultural Similarity of ASEAN Countries) is weakly (.126) correlated with Factor 3, which reiterates the finding that Awareness is separate and apart from issues of Values and Identity.

On the basis of these EFA findings, a combined Values and Identity Index would be justified, but only on the basis of statistically significant but weak correlations (as was found in the original methodology used for construction of the Indices and reiterated in the EFA). The findings reinforce the point that a typological understanding of ASEAN Identity is at best weakly supported and hinges on combining somewhat different constructs – i.e. sense of ASEAN citizenship, similarity among countries based on politics, economics and culture and similarity of peoples and countries culturally. At the same time, the EFA findings demonstrate that a sense of ASEAN Citizenship is strongly correlated with a positive affinity for ASEAN Values. On this basis, it is proposed that the ASEAN Secretariat, ASEAN YDI Task Force and other stakeholders consider adopting a *Values-Oriented Identity* (VOI) Index to represent the “fifth domain” of the overall YDI. Such an Index would be weighted mainly toward ASEAN Values rather than “Identity” as it is understood in a typical typological understanding of the term. But it would include respondents’ identification *with* ASEAN in terms of their feelings of being citizens of ASEAN.

Table H.17: Awareness, Values, Identity and Values-Oriented Identity (VOI) Indices Scores

| Nation | University | Awareness Index | Values Index | Identity Index | VOI Index |
|-------------------|----------------------------------|-----------------|--------------|----------------|--------------|
| ASEAN Averages | | 0.713 | 0.747 | 0.563 | 0.746 |
| Brunei Darussalam | University Brunei Darussalam | 0.759 | 0.751 | 0.485 | 0.754 |
| Cambodia | Royal University of Phnom Penh | 0.736 | 0.759 | 0.62 | 0.778 |
| Indonesia | University of Indonesia | 0.728 | 0.772 | 0.658 | 0.785 |
| Lao PDR | National University of Laos | 0.722 | 0.783 | 0.623 | 0.781 |
| Malaysia | University of Malaya | 0.748 | 0.742 | 0.58 | 0.745 |
| Myanmar | University of Yangon | 0.794 | 0.757 | 0.607 | 0.765 |
| Philippines | University of the Philippines | 0.559 | 0.76 | 0.551 | 0.751 |
| Singapore | National University of Singapore | 0.639 | 0.723 | 0.456 | 0.705 |
| Thailand | Chulalongkorn University | 0.681 | 0.6 | 0.496 | 0.582 |
| Viet Nam | Vietnam National University | 0.782 | 0.836 | 0.586 | 0.833 |



J. Saliency and Cultural Models of ASEAN

The Awareness, Values and Identity Indices measure certain aspects of young people's understandings and orientation toward ASEAN. But what is ASEAN itself, in the minds of the region's youth?

An additional set of data were collected in the survey to assess ASEAN youth's understanding of the region. This study used methods from cultural anthropology to develop a picture of the saliency and structure of the ASEAN region and its member states. At the beginning of the survey, respondents were asked to list the names of twenty countries – any 20 countries – in an exercise known as *free listing*. At the end of the survey, they were presented with a set of 60 triads in which three ASEAN countries were presented together in each triad and respondents were asked to circle the country they feel is the “most different” from the other two.

The free list exercise provides a measurement of the cultural saliency of the ten ASEAN countries – both each country individually and the domain of ASEAN countries overall. The triad exercise allows us to examine the structure of the domain of ASEAN countries in the minds of the respondents; or put in other terms the “cultural models” that respondents have in their minds when thinking about the relationships among ASEAN countries. The data collected through the triad-test allows us to produce “cognitive maps” of ASEAN. Where a standard map of ASEAN shows us how the countries of ASEAN are located geographically in relationship to one another, these cognitive maps show us how they are organised in relationship to one another in the minds of students from each of the universities surveyed.

Findings of the free list exercise show ASEAN countries and the domain as a whole to be of fairly high salience across the region. Everywhere, all ten ASEAN countries fell within the top 30 – and usually within the top 20 – of all countries globally, based on Smith’s salience index (Smith’s S)³. The overall salience of the ASEAN domain was highest in Lao PDR and Cambodia and lowest in Thailand and Viet Nam. Thailand was the most culturally salient country to respondents across the region as a whole; Brunei Darussalam and Myanmar were the least.

Salience Tables for All of ASEAN Member States

Table J.1: Country, Universities where ASEAN is Most Salient (by Average Rank)

| Rank | Country, University | Average Rank of ASEAN Countries |
|------|------------------------|---------------------------------|
| 1 | Lao PDR, NUOL | 6.4 |
| 2 | Cambodia, RUPP | 6.9 |
| 3 | Myanmar, YU | 7.9 |
| 4 | Brunei Darussalam, UBD | 8.2 |
| 5 | Malaysia, UM | 9.4 |
| 6 | Indonesia, UI | 9.9 |
| 7 | Singapore, NUS | 10.4 |
| 8 | Philippines, UP | 11.5 |
| 9 | Thailand, CU | 11.9 |
| 10 | Viet Nam, VNU | 12.4 |

Table J.2: Most salient ASEAN Countries amongst all respondents (by Average Rank)

| Rank | Country | Average Rank among all Respondents |
|------|-------------------|------------------------------------|
| 1 | Thailand | 3.6 |
| 2 | Singapore | 6.1 |
| 3 | Malaysia | 6.7 |
| 4 | Indonesia | 7.2 |
| 5 | Viet Nam | 7.6 |
| 6 | Lao PDR | 9.8 |
| 7 | Cambodia | 11.9 |
| 8 | Philippines | 12.4 |
| 9 | Myanmar | 13.8 |
| 10 | Brunei Darussalam | 15.8 |

Analysis of the triad results demonstrate the prevalence of several cultural models of ASEAN, in terms of how respondents think about the region. The cultural models are represented visually in “cognitive maps” of ASEAN, which can be found later in this report for each nation individually. These models can be divided into two general types, referred to here as “nationalist-type” and “regionalist-type” models.

³ Smith’s S is a metric that combines frequency and priority in measuring overall salience of items across multiple lists.

Nationalist cultural models are those which take one or more nations (usually the respondent's own nation) to be particularly unique or exceptional within ASEAN. In responding to the triad questions, such respondents regularly select the "exceptional" country or countries as the one "different from the other two." Such nationalist cultural models are prevalent in Cambodia RUPP, Lao PDR NUOL, Myanmar YU, Philippines UP, Singapore NUS and Viet Nam VNU.

Most of these nationalist-type models take the respondents' own country to be "exceptional" within ASEAN – Lao PDR at NUOL, Myanmar at YU, the Philippines at UP, etc. At Cambodia RUPP the "exceptionalism" appears to extend to both Cambodia and Lao PDR. The "Singapore exceptionalism" model is very powerful and pervasive at Singapore NUS; but it is a nationalist-type model that also appears in analysis of the data and cognitive maps of ASEAN from several other nations, including Indonesia UI, Malaysia UM, Malaysia Unimas, Myanmar YU, Philippines UP, Thailand CU and Viet Nam VNU.

Regionalist-type models, on the other hand, refer to cultural models of ASEAN which are anchored in thinking about ASEAN in terms of various clusters of associated countries within the broader region. The main types of regionalist models found to be prevalent among various groups of respondents across the region were: a "Mainland-Maritime" model, a "Malay-Muslim plus Singapore" model and an "Indo-China plus Thailand" model of the ASEAN region.

The Mainland-Maritime model anchors thinking about ASEAN in terms of a primary contrast between the five Mainland countries (Cambodia, Lao PDR, Myanmar, Thailand and Viet Nam) and the five Maritime countries (Brunei Darussalam, Indonesia, Malaysia, the Philippines and Singapore). This model was most powerful and pervasive at Thailand CU, but also appears in Lao PDR NUOL, Philippines UP, and Thailand WU.

The Malay-Muslim model anchors thinking about ASEAN in terms of a primary contrast between the predominantly "Malay-Muslim" countries of Brunei Darussalam, Indonesia and Malaysia and the rest of the region. But a **Malay-Muslim plus Singapore model**, where Singapore is closely associated with its Malay-Muslim neighbours in contrast to the rest of the region (Mainland countries plus the Philippines), is more common than a "Malay-Muslim only" model. The Malay-Muslim plus Singapore model is a prevalent cultural model in Brunei Darussalam UBD, Indonesia UI, Indonesia Unsyiah, Indonesia Udana, Malaysia UM, Malaysia Unimas, Myanmar YU, Singapore NUS, and Thailand WU.

In most of those cases the Malay-Muslim plus Singapore model matches the data more closely than a Malay-Muslim only model. At Indonesia UI, Indonesia Unsyiah and Myanmar YU, there is evidence that the Malay-Muslim only model is also prevalent, in which Singapore is more closely associated with the non-Malay-Muslim countries of ASEAN than with the Malay-Muslim countries.

The "Indo-China plus Thailand" model is one in which Cambodia, Lao PDR and Viet Nam (historically referred to in English as "Indochina") along with Thailand are clustered together in contrast to the rest of the region (Myanmar plus the Maritime countries). This model is prevalent in Cambodia RUPP and Viet Nam VNU.

Finally, there is another sort of model of the region which appears based on low- versus high-salience countries or “familiar” versus “unfamiliar” countries. In these cases, the respondents appear to be selecting countries as “different” (especially Brunei Darussalam and Lao PDR) because they are countries that are low salience (i.e. the respondents simply don’t know much about them; thus they are “different”). This result was particularly prominent in the responses from the Philippines UP, but also appeared in detailed analysis of responses from Indonesia Unsyiah, Indonesia Udana, and Viet Nam VNU.



K. Country Results

K1. Brunei Darussalam

Students from the University Brunei Darussalam (UBD) scored among the highest regionally on the Awareness Index (.759). Sixty-nine percent reported being very (11%) or somewhat (58%) familiar with ASEAN. They were third or fourth regionally in all objective measures of ASEAN Awareness – correctly listing 8.94 ASEAN member states, 97.9% correctly identifying the ASEAN flag and 56.6% knowing the year ASEAN was founded.

UBD students scored at the regional average (.751) on the Values Index. While 91.6% agreed that ASEAN membership benefits Brunei Darussalam, only 30.8% strongly agreed, the third lowest in the region. Similarly, while they were near the regional average in terms of benefitting personally from ASEAN overall, only 14% felt so strongly; also third lowest in the region. However, they were among the strongest in the region in seeing ASEAN's future as important (73.4% strong agreement) and ASEAN's diversity as an asset (95.8% overall agreement). Their sense of ASEAN as people-centred was about average regionally; only 19.6% strongly agreeing but 84.6% agreeing overall.

A sense of ASEAN Identity, as measured by the Identity Index among UBD students (.485), was second lowest in the region. Only 55.9% of UBD students see the region as sharing cultural similarities and far fewer see the countries of ASEAN as being economically (19.6%) or politically (18.2%) similar. They are also second lowest in the region (72% overall agreement) in seeing themselves as similar to friends or people from other ASEAN countries. However UBD students are above average (90.9%) in seeing themselves as citizens of ASEAN. These relatively low scores for Identity find UBD students third lowest in the region overall on the combined Values and Identity Index

(.618). The UBD students' score on the Values-Oriented Identity Index (.754) was slightly above the regional average.

143 students
surveyed by peer interviewers at the
University of Brunei Darussalam

Cognitive Map

Malay-Muslim plus Singapore,
versus Mainland plus Philippines.



Combined Values and Identity Index 0.618

Below average



Overall ASEAN Awareness Index Score

Above average

0.759

| | | |
|---|---|--|
| 69.2% | 97.9% | 56.6% |
| Were familiar with ASEAN (above average). Correctly identified an average of 8.94 of 10 ASEAN Member States (above average). | Correctly identified the ASEAN flag (above average). | Correctly identified ASEAN's founding year (above average). |



Overall ASEAN Values Index Score

Above average

0.751

| | | | | |
|---|---|---|---|--|
| 91.6% | 75.5% | 99.3% | 95.8% | 84.6% |
| Agreed that ASEAN membership benefits Brunei Darussalam (below average). | Agreed that they benefited personally from Brunei Darussalam's ASEAN membership (above average). | Agreed that ASEAN's future is important (above average). | Agreed that ASEAN diversity is an asset (above average). | Agreed that ASEAN is people-centred and people-oriented (above average). |



Overall ASEAN Identity Index Score

Second lowest

0.485

| | | | | |
|---|--|--|--|---|
| 55.9% | 19.6% | 18.2% | 72% | 90.9% |
| Said ASEAN countries were culturally similar. (second lowest). | Said ASEAN countries were economically similar (second lowest). | Said ASEAN countries were politically similar. (second lowest). | Said that they were similar to people from other ASEAN countries (second lowest). | Felt a sense of ASEAN citizenship (above average). |

Free Association

The Philippines has a low salience for students surveyed in Brunei Darussalam, despite its geographic proximity.

A Malay-Muslim plus Singapore type of cultural model of ASEAN predominates among UBD students. They had very high consensus on this model with little variation. The orientation toward the Malay-Muslim nations of ASEAN and Singapore are also reflected in their high salience for UBD students as well. Despite its geographic proximity to Brunei Darussalam, the Philippines has relatively low salience, falling amongst the lower salience nations of mainland Southeast Asia.

Brunei Darussalam Cognitive Map of ASEAN and Salience Table

Chart K.1.1. Brunei Darussalam UBD, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)
 Dim 1: Malay-Muslim plus Singapore contrasted with Mainland plus Philippines.
 Dim 2: Contrast among Mainland plus Philippines countries.

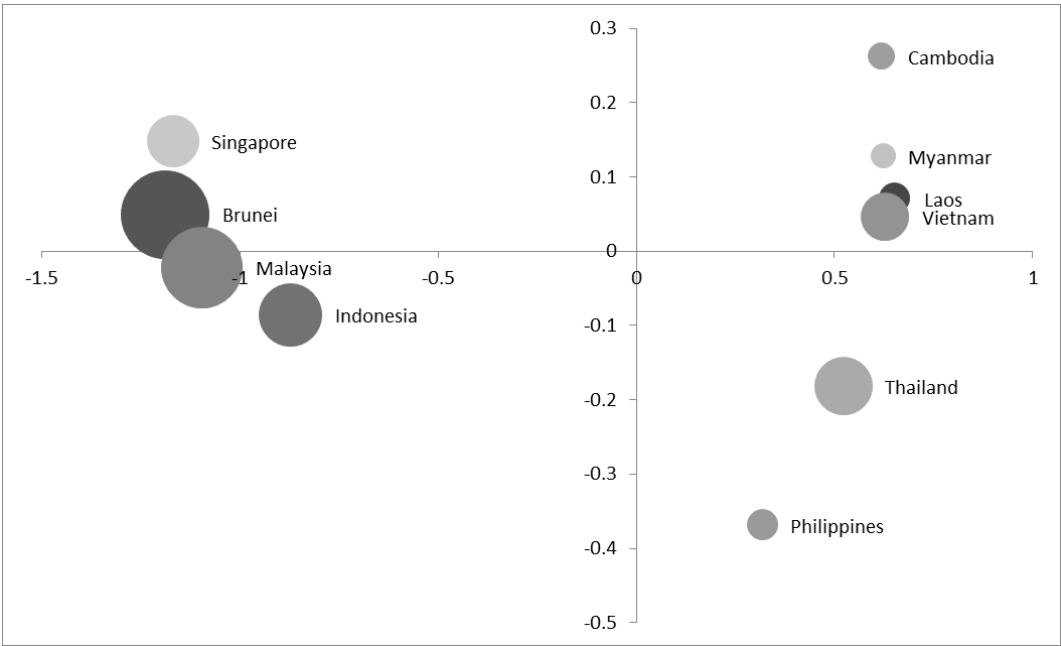


Table K.1.2. Brunei Darussalam, University Brunei Darussalam (n=143)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | BRUNEI DARUSSALAM | 128 | 90 | 2.328 | 0.835 |
| 2 | MALAYSIA | 131 | 92 | 3.786 | 0.786 |
| 3 | INDONESIA | 122 | 85 | 7.033 | 0.592 |
| 4 | THAILAND | 125 | 87 | 7.96 | 0.568 |
| 6 | SINGAPORE | 107 | 75 | 7.271 | 0.506 |
| 9 | VIET NAM | 104 | 73 | 8.231 | 0.459 |
| 12 | LAO PDR | 82 | 57 | 10.28 | 0.307 |
| 13 | PHILIPPINES | 78 | 55 | 9.59 | 0.303 |
| 15 | CAMBODIA | 69 | 48 | 10.275 | 0.257 |
| 17 | MYANMAR | 60 | 42 | 9.983 | 0.231 |

K2. Cambodia

At the Royal University of Phnom Penh (RUPP), students scored above average (.736) on the Awareness Index. Less than 1% of RUPP students reported being very familiar with ASEAN, though 78% reported being at least somewhat familiar with ASEAN. However, they were above average in the three objective measures of knowledge about ASEAN. On average, they correctly listed 8.55 ASEAN Member States, 96.6% correctly identified the ASEAN flag, and 53% knew the year when ASEAN was founded.

RUPP students were just above average (.759) on the Values Index. They had the highest score of strong agreement (52.7%) that ASEAN membership benefits Cambodia and scored above average in feeling that ASEAN membership benefits them personally. Their sense of ASEAN's future being important (94% overall; 58.4% strong agreement) was below average regionally. They scored lowest in the region (76.5% overall) in seeing diversity as an asset, but among the highest in the region (88.6% overall) in seeing ASEAN as people-centred and people oriented.

RUPP students were also above average (.620) on the Identity Index. They had some of the highest perceptions in the region of seeing ASEAN countries as culturally (86.7%) and politically (55.3%) similar; though their sense of economic similarity (43.6%) was only slightly above the regional average. RUPP students were just below average (76.4%) in seeing themselves as similar to friends or people from other ASEAN countries. But they had the strongest sense of being citizens of ASEAN (96%) of any group of students across the region. Overall, they scored above average (.689) on the combined Values and Identity Index. The RUPP students' score on the Values-Oriented Identity Index (.778) was above the regional average.

RUPP students had low consensus on their cultural model of ASEAN. Two divergent perspectives emerged in the cognitive maps of ASEAN from RUPP. The more prevalent is a regional Indo-China plus Thailand type cultural model of ASEAN. Those countries are also the most salient in ASEAN for RUPP students. A significant minority of RUPP students, however, have a "nationalist" model of ASEAN. In that model, both Cambodia and neighbouring Lao PDR are considered exceptional, different and differentiated from the rest of ASEAN Member States. Cambodia's immediate neighbours – Thailand, Viet Nam and Lao PDR – were very highly salient for students at RUPP, while the Malay-Muslim countries of Brunei Darussalam, Indonesia and Malaysia as well as Myanmar had relative low salience amongst ASEAN countries. That said, the ASEAN domain as a whole was more salient for RUPP students than for most peers across the region.

150 students surveyed by peer interviewers at the Royal University of Phnom Penh

Cognitive Map

Indochina plus Thailand, versus Maritime plus Myanmar—although a significant minority differentiate Cambodia and the Lao PDR from the rest of ASEAN.



Combined Values and Identity Index 0.689

Above average



Overall ASEAN Awareness Index Score

above average

0.736

| | | |
|--|---|--|
| 78% | 96.6% | 53% |
| Were familiar with ASEAN (second highest). Correctly identified an average of 8.55 of 10 ASEAN Member States (above average). | Correctly identified the ASEAN flag (above average). | Correctly identified ASEAN's founding year (above average). |



Overall ASEAN Values Index Score

above average

0.759

| | | | | |
|--|---|---|---|---|
| 95.3% | 77.3% | 94.0% | 76.5% | 88.6% |
| Agreed that ASEAN membership benefits Cambodia (above average). | Agreed that they benefited personally from Cambodia's ASEAN membership. (above average). | Agreed that ASEAN's future is important (second lowest). | Agreed that ASEAN diversity is an asset (second lowest). | Agreed that ASEAN is people-centred and people-oriented (above average). |



Overall ASEAN Identity Index Score

Above average

0.620

| | | | | |
|---|--|--|--|--|
| 86.7% | 43.6% | 55.3% | 76.4% | 96% |
| Said ASEAN countries were culturally similar (second highest). | Said ASEAN countries were economically similar (above average). | Said ASEAN countries were politically similar (second highest). | Said that they were similar to people from other ASEAN countries (below average). | Felt a sense of ASEAN citizenship (highest regionally). |

Free Association

Cambodia's immediate neighbours—Thailand, Viet Nam, and Lao PDR—were very highly salient. However, the Malay-Muslim countries of Brunei Darussalam, Indonesia, and Malaysia, as well as Myanmar, were not.

Cambodia Cognitive Map of ASEAN and Salience Table

Chart K.2.1. Cambodia RUPP, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Indochina plus Thailand contrasted to Maritime plus Myanmar.

Dim2: Contrast among Maritime plus Myanmar countries.

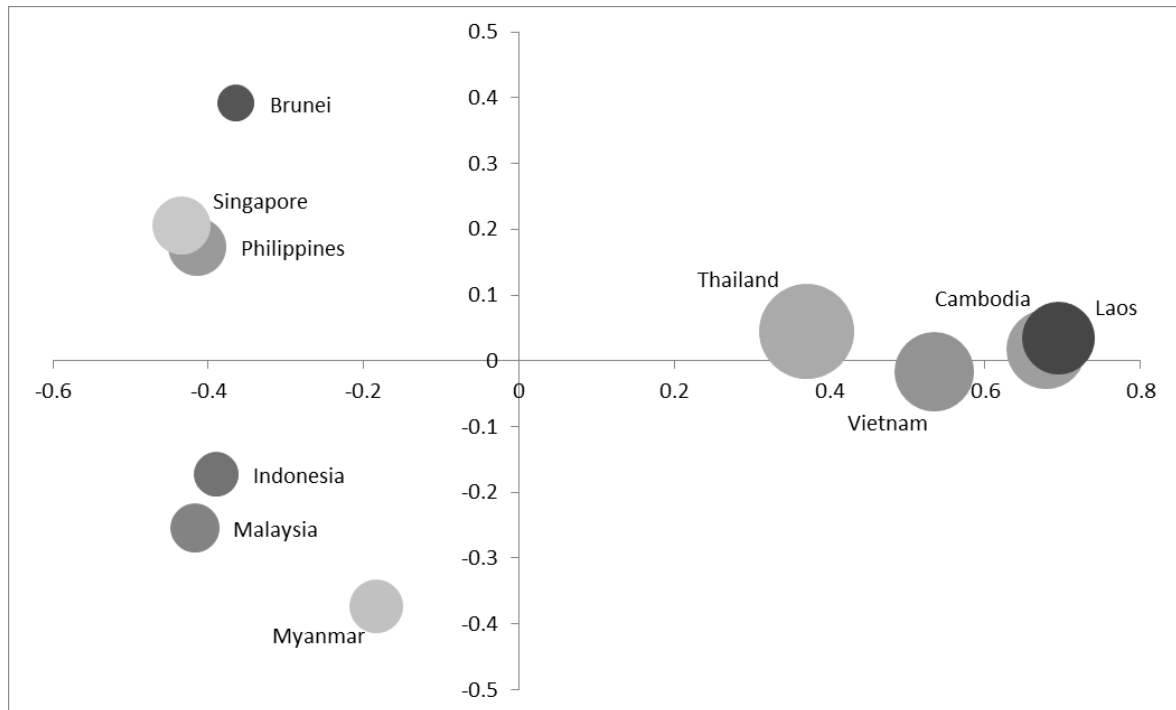


Table K.2.2 Cambodia, Royal University of Phnom Penh (n = 150)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | THAILAND | 147 | 98 | 4.129 | 0.819 |
| 2 | VIET NAM | 143 | 95 | 6.238 | 0.688 |
| 3 | CAMBODIA | 117 | 78 | 3.248 | 0.688 |
| 4 | LAO PDR | 132 | 88 | 6.705 | 0.619 |
| 6 | SINGAPORE | 124 | 83 | 8.766 | 0.494 |
| 7 | PHILIPPINES | 131 | 87 | 9.351 | 0.494 |
| 8 | MYANMAR | 120 | 80 | 9.242 | 0.459 |
| 11 | MALAYSIA | 116 | 77 | 9.526 | 0.428 |
| 13 | INDONESIA | 111 | 74 | 10.459 | 0.377 |
| 14 | BRUNEI DARUSSALAM | 98 | 65 | 10.582 | 0.325 |

K3. Indonesia

Students from the University of Indonesia (UI) scored slightly above the regional average (.728) on the Awareness Index. They were slightly below average (8.7%) in feeling very familiar with ASEAN, but above average (76.7%) in being at least somewhat familiar with ASEAN. In correctly listing 8.31 ASEAN Member States, they were slightly below the regional average. But those who could correctly identify the ASEAN flag (93.3%) and year of founding (53.4%) were slightly above the regional average.

UI students' score on the Values Index (.772) was third highest in the region. They were third highest in the region in strongly agreeing (48%) that ASEAN membership benefits Indonesia, just below the regional average (92%) in overall agreement that ASEAN membership benefits their country. They also scored below average for the region in feeling that ASEAN benefits them personally (62% overall agreement). They were above average in strongly agreeing that the future of ASEAN is important (73.3%). They scored highest in the region (97.3%) in seeing ASEAN's diversity as an asset and above average (83.3%) in seeing ASEAN as people-centred and people-oriented.

Students from UI had the highest score across the region (.658) on the Identity Index and on the combined Values and Identity Index (.715). Among UI students, 90.7% feel that ASEAN countries are culturally similar, 64% that ASEAN countries are economically similar and 50% that ASEAN countries are politically similar. They have the strongest sense of any group of students across the region that they are similar to their friends or people from other ASEAN countries (86.6%). They have the among the strongest sense of feeling they are citizens of ASEAN (92.7% overall agreement; 63.3% strong agreement). The UI students' score on the Values-Oriented Identity Index (.785) was second highest among students from flagship universities across the region.

The students from UI held a Malay-Muslim plus Singapore type cultural model of ASEAN. In general, there was high consensus on this model, though there was some divergence of perspective. A detailed analysis demonstrated that some students held a more singularly Malay-Muslim model of ASEAN with a close clustering of Brunei Darussalam, Indonesia and Malaysia paired with a perception of Singapore as exceptional within ASEAN. Others hold a cultural model of ASEAN in which Indonesia and Malaysia are closely associated with Singapore, while Brunei Darussalam is less closely associated with those three countries; though the dominant difference amongst ASEAN countries remained that between the Malay-Muslim countries plus Singapore contrasted to all other ASEAN Member States. We also see that Brunei Darussalam is of relatively low salience for UI students while Malaysia and Singapore have the highest salience alongside Indonesia.

143 students surveyed by peer interviewers at the University of Indonesia

Cognitive Map

Malay-Muslim plus Singapore, versus Mainland plus Philippines.



Combined Values and Identity Index 0.715

Highest regionally



Overall ASEAN Awareness Index Score

Above average

0.728

| 76.7% | 97.3% | 53.4% |
|---|---|--|
| Were familiar with ASEAN (third highest). Correctly identified an average of 8.31 of 10 ASEAN Member States (below average). | Correctly identified the ASEAN flag (above average). | Correctly identified ASEAN's founding year (above average). |



Overall ASEAN Values Index Score

Above average

0.772

| 92% | 62% | 97.3% | 97.3% | 83.3% |
|---|---|---|---|--|
| Agreed that ASEAN membership benefits Indonesia (below average). | Agreed that they benefited personally from Indonesia's ASEAN membership (second lowest). | Agreed that ASEAN's future is important (below average). | Agreed that ASEAN diversity is an asset. (highest regionally). | Agreed that ASEAN is people-centred and people-oriented (above average). |



Overall ASEAN Identity Index Score

Highest regionally

0.658

| 90.7% | 64% | 50% | 86.6% | 92.7% |
|---|---|---|---|---|
| Said ASEAN countries were culturally similar (highest regionally). | Said ASEAN countries were economically similar (second highest). | Said ASEAN countries were politically similar (above average). | Said that they were similar to people from other ASEAN countries (highest regionally). | Felt a sense of ASEAN citizenship (above average). |

Free Association

Brunei Darussalam is of relatively low salience, while Malaysia and Singapore have the highest salience, along with Indonesia.

Indonesia (UI) Cognitive Map of ASEAN and Saliense Table

Chart K.3.1. Indonesia UI, All: Cognitive Map of ASEAN (Dim1 x Dim2)

Dim 1: Malay-Muslim plus Singapore contrasted with Mainland plus Philippines.
 Dim 2: Contrasts Malaysia-Indonesia with Singapore-Brunei Darussalam; differentiation among Mainland.

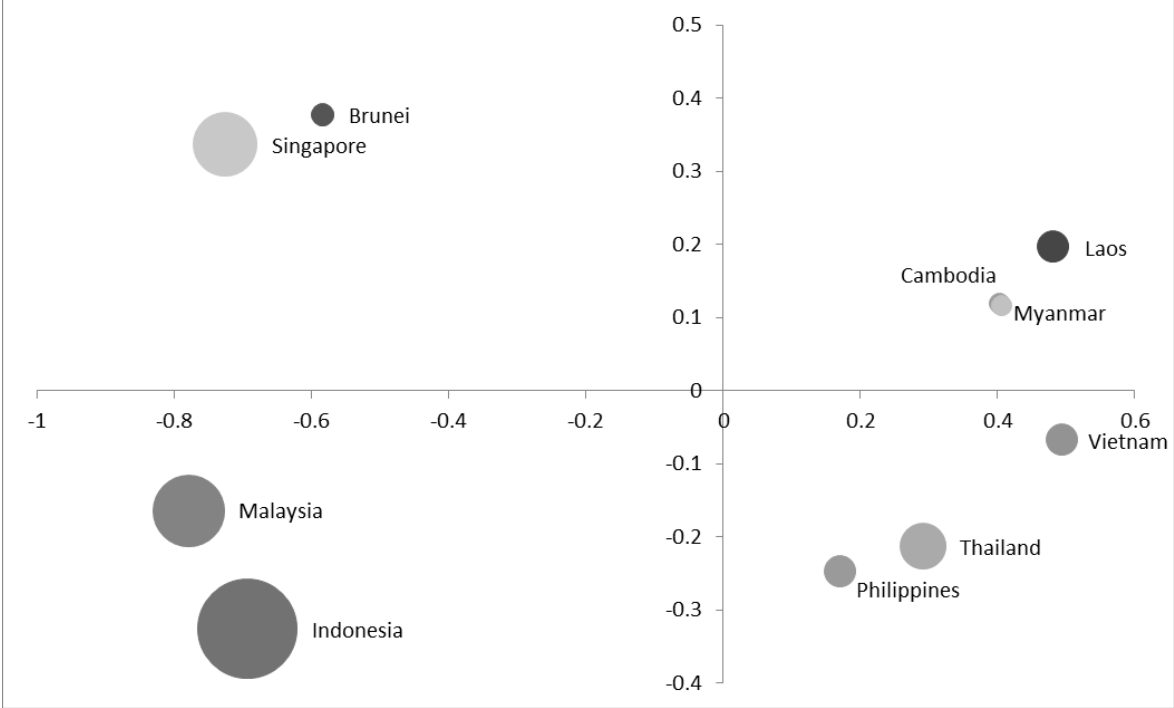


Table K.3.2. Indonesia, University of Indonesia (n = 150)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | INDONESIA | 140 | 93 | 2.35 | 0.867 |
| 2 | MALAYSIA | 124 | 83 | 5.952 | 0.614 |
| 3 | SINGAPORE | 121 | 81 | 7.091 | 0.556 |
| 7 | THAILAND | 95 | 63 | 8.021 | 0.401 |
| 10 | PHILIPPINES | 81 | 54 | 10.074 | 0.286 |
| 11 | VIET NAM | 77 | 51 | 9.545 | 0.285 |
| 12 | LAO PDR | 69 | 46 | 8.551 | 0.277 |
| 16 | BRUNEI DARUSSALAM | 60 | 40 | 10.35 | 0.206 |
| 17 | CAMBODIA | 51 | 34 | 9.686 | 0.185 |
| 20 | MYANMAR | 50 | 33 | 10.2 | 0.172 |

K4. Lao PDR

Students from the National University of Laos (NUOL) scored just above the regional average on the ASEAN Awareness Index (.722). A lower percentage of NUOL students reported being very familiar (3.5%) or at least somewhat (60.6%) familiar with ASEAN. However, on average, students could list 9.8 ASEAN Member States and 99.3% correctly identified the ASEAN flag – both scores being the highest across the region, with 37.3% correctly identified the founding year.

NUOL students' ASEAN Values Index score (.783) was second highest across the region. They had the second highest overall agreement (97.2%) that ASEAN membership benefits Lao PDR and highest overall agreement (95%) that ASEAN membership benefits them personally. All NUOL students agreed that the future of ASEAN is important, though only 59.2% strongly agreed, which was slightly below the regional average. While 94.4% agreed that ASEAN's diversity is an asset, those who strongly agreed (38.7%) was also below the regional average. NUOL was also above the regional average in seeing ASEAN as people-centred and people-oriented (89.4%) but marginally below average with regard to those that strongly agreed (23.9%).

On the Identity Index, NUOL students were second highest regionally (.623). They were slightly below the regional average in seeing ASEAN countries as culturally similar (73.9%). But they were highest regionally in seeing ASEAN countries as economically similar (65.5%) and politically similar (64.8%). The percentage of NUOL students who think of themselves as similar to friends and people from other ASEAN countries (77.5%) was very close to the regional average. They scored second highest in the region in seeing themselves as citizens of ASEAN (95.1%), though slightly below average with regard to those who strongly agree (37.3%). For the combined Values and Identity Index, NUOL students had the third highest score in the region (.703). The NUOL students' score on the Values-Oriented Identity Index (.781) was third highest across the region.

NUOL students were another group who had low consensus on their cultural model of ASEAN, holding both regionalist and nationalist-type models. A larger sub-group of NUOL students (about 60%) appeared to hold a nationalist-type model in which Lao PDR's difference from all other ASEAN countries was the most significant characteristic of the model. A smaller group, but one with higher internal consensus, held a clear Mainland-Maritime model of ASEAN. In the composite cognitive map produced by NUOL students, one can see how the Maritime countries of ASEAN are all (cognitively) equal distance from Lao PDR, while the Mainland countries are not closely clustered together. Lao PDR's mainland neighbours, especially Thailand and Viet Nam, are the most salient for NUOL students, along with Singapore.

142 students surveyed by peer interviewers at the **National University of Laos**



Cognitive Map

Mainland Countries, versus Maritime Countries. Low consensus on the cognitive map of ASEAN, with respondents expressing regionalist and nationalist preferences. A larger sub-group appeared to hold a nationalist-type model, where Lao PDR's differences from all other ASEAN countries was most significant.

Combined Values and Identity Index 0.703

Above average



Overall ASEAN Awareness Index Score

Above average

0.722

| | | |
|--|--|--|
| 60.6% | 99.3% | 37.3% |
| Were familiar with ASEAN. Students correctly identified 9.8 of 10 ASEAN Member States (highest regionally). | Correctly identified the ASEAN flag (highest regionally). | Correctly identified ASEAN's founding year (second lowest). |



Overall ASEAN Values Index Score

Second highest

0.783

| | | | | |
|--|--|---|--|--|
| 97.2% | 95% | 100% | 94.4% | 89.4% |
| Agreed that ASEAN membership benefits Lao PDR (second highest). | Agreed that they benefited personally from Lao PDR's ASEAN membership (highest regionally). | Said ASEAN's future is important (highest regionally). | Said ASEAN diversity is an asset (above average). | Agreed that ASEAN is people-centred and people-oriented (above average). |



Overall ASEAN Identity Index Score

Second highest

0.623

| | | | | |
|--|---|--|--|--|
| 73.9% | 65.5% | 64.8% | 77.5% | 95.1% |
| Said ASEAN countries were culturally similar (below average). | Said ASEAN countries were economically similar (highest regionally). | Said ASEAN countries were politically similar (highest regionally). | Said that they were similar to people from other ASEAN countries (about average). | Felt a sense of ASEAN citizenship (second highest). |

Free Association

Lao PDR's mainland neighbours, especially Thailand and Viet Nam, were the most salient, along with Singapore.

Lao PDR (NUOL) Cognitive Map of ASEAN and Salience Table

Chart K.4.1. Lao PDR NUOL, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Mainland countries contrasted to Maritime Countries.

Dim2: Contrast among Maritime countries; secondarily among Mainland countries.

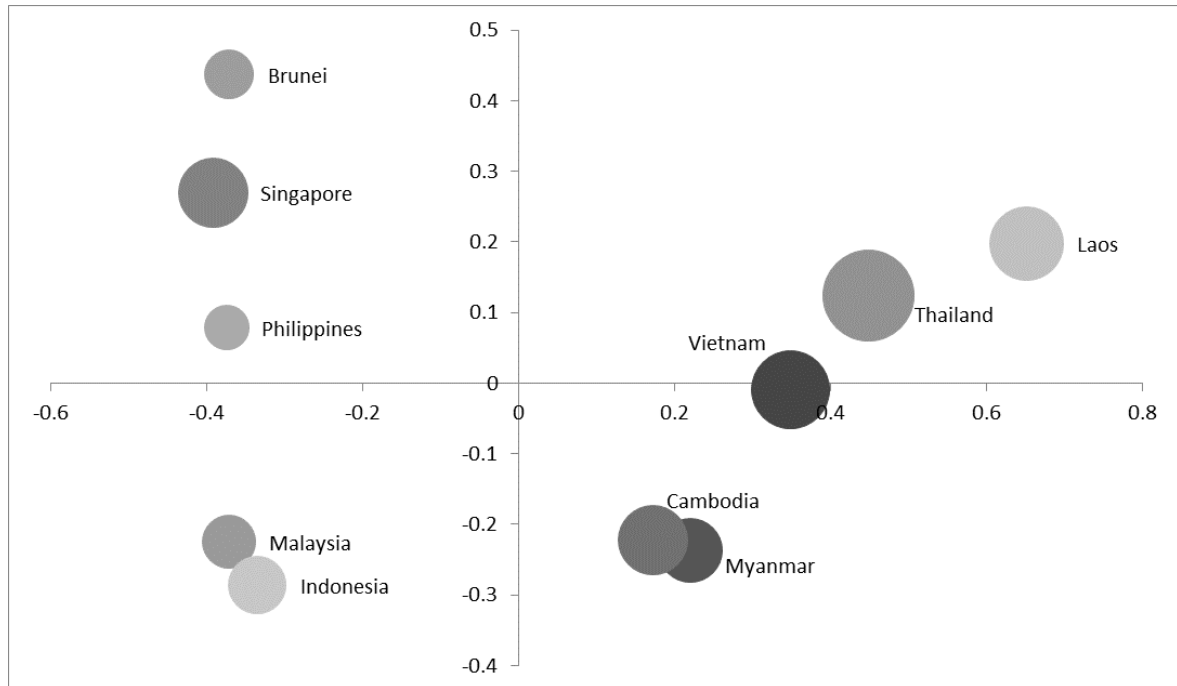


Table K.4.2. Lao PDR, National University of Laos (n=142)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | THAILAND | 132 | 93 | 3.424 | 0.816 |
| 2 | VIET NAM | 130 | 92 | 5.638 | 0.702 |
| 3 | LAO PDR | 105 | 74 | 3.114 | 0.661 |
| 5 | SINGAPORE | 131 | 92 | 7.74 | 0.611 |
| 6 | CAMBODIA | 118 | 83 | 6.305 | 0.61 |
| 7 | MYANMAR | 124 | 87 | 7.516 | 0.588 |
| 8 | INDONESIA | 117 | 82 | 8.137 | 0.529 |
| 9 | MALAYSIA | 109 | 77 | 8.266 | 0.488 |
| 10 | BRUNEI DARUSSALAM | 112 | 79 | 9.973 | 0.434 |
| 13 | PHILIPPINES | 115 | 81 | 10.991 | 0.405 |

K5. Malaysia

Students at the University of Malaya (UM) scored higher than the regional average on the ASEAN Awareness Index (.748). Those who said that they were at least somewhat familiar with ASEAN (66%) was almost the same as the regional average, though those who said they were very familiar (14.4%) was third highest in the region. The ability of UM students to list 8.84 ASEAN Member States on average was above average for the region. The 91% of students who could identify the ASEAN flag was marginally above the regional average, though the 60.1% who correctly identified ASEAN's founding year was more substantially above the regional average and third highest amongst all groups of students.

UM students had a score just below the regional average on the ASEAN Values Index (.742). While 94.7% agreed that ASEAN is beneficial to Malaysia, only 27.1% strongly agreed; second lowest in the region. Likewise, the 13.8% who strongly agreed that ASEAN benefits them personally was second lowest in the region; though the 77.7% who at least somewhat agreed was just above the regional average. The same was true of their view of ASEAN's future: 98.4% agreed at least somewhat, above the regional average. However, the 53.7% who strongly agreed was about nine percent below the regional average. This trend is also seen in reference to ASEAN's diversity and being people-centred and people-oriented. In both cases, overall agreement (96.3% and 89.9%) was above regional averages, but strong agreement (40.4% and 25%) was below.

The score for UM student on the Identity Index (.580) was just above the regional average. They were above average in seeing ASEAN countries as culturally (76.5%) and economically (53.2%) similar but below the regional average with respect to political similarity (35.1%). In all of these a similar trend to Values was seen in lower rates of strong agreement. The percent of UM students who feel they are similar to their friends and people from other ASEAN countries was slightly below average (76.1%). Those who see themselves as citizens of ASEAN (91.5%) was above the regional average, but strong agreement (37.8%) again fell just below the average for the region. On the combined Values and Identity Index, the score for UM student (.661) was just above the regional average. The UM students' score on the Values-Oriented Identity Index (.745) was very close to the regional average.

UM students produce a cognitive map of ASEAN in which the primary contrast is between the Malay-Muslim countries plus Singapore and the rest of the ASEAN members. However, the Malay-Muslim countries and Singapore are relatively loosely associated. A deeper analysis reveals two cultural models of ASEAN at play. One group of students have a very high consensus on a model of ASEAN in which Brunei Darussalam, Indonesia, Malaysia and Singapore are very closely associated with each other and clearly contrasted with the rest of ASEAN. Another, slightly larger group of students hold a model of ASEAN which is also generally of a Malay-Muslim plus Singapore type, but also displays "nationalist" elements of both Malaysia and Singapore exceptionalism, with Indonesia falling in an intermediate position between the Malay-Muslim and non-Malay-Muslim countries. When ethnic background of the UM students is examined, non-Malay students tend to sort more often into the latter group; while Malay students fall more evenly into both groups. Malaysia's immediate neighbours – Indonesia, Thailand, and Singapore – are the most highly salient members of ASEAN, though Brunei Darussalam, despite its geographic proximity and cultural similarity to Malaysia does not have such high salience.

190 students surveyed by peer interviewers at the **University of Malaya**

Cognitive Map

Malay-Muslim plus Singapore, versus Mainland plus Philippines. A slightly larger group of students hold a Malay-Muslim plus Singapore model, with "nationalist" elements of both Malaysia and Singapore exceptionalism, with Indonesia falling in an intermediate position.



Combined Values and Identity Index 0.661

Above average



Overall ASEAN Awareness Index Score

Above average

0.748

| 66% | 91% | 60.1% |
|---|---|--|
| Were familiar with ASEAN (highest regionally). Students correctly identified 8.84 of 10 ASEAN Member States (above average). | Correctly identified the ASEAN flag (above average). | Correctly identified ASEAN's founding year (above average). |



Overall ASEAN Values Index Score

Below average

0.742

| 94.7% | 77.7% | 98.4% | 96.3% | 89.9% |
|---|---|---|--|--|
| Agreed that ASEAN membership benefits Malaysia. (above average). | Agreed that they benefited personally from Malaysia's ASEAN membership. (above average). | Agreed that ASEAN's future is important (above average). | Said ASEAN diversity is an asset (above average). | Agreed that ASEAN is people-centred and people-oriented (above average). |



Overall ASEAN Identity Index Score

Above average

0.580

| 76.5% | 53.2% | 35.1% | 76.1% | 91.5% |
|--|--|---|--|---|
| Said ASEAN countries were culturally similar (above average). | Said ASEAN countries were economically similar (above average). | Said ASEAN countries were politically similar (below average). | Saw themselves as at least somewhat similar to people from other ASEAN countries (below average). | Felt a sense of ASEAN citizenship (above average). |

Free Association

Malaysia's immediate neighbours—Indonesia, Thailand, and Singapore—were most salient, but not Brunei Darussalam.

Malaysia (UM) Cognitive Map of ASEAN and Salience Table

Chart K.5.1. Malaysia UM, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Malay-Muslim plus Singapore contrasted to Mainland plus Philippines.
 Dim2: Brunei Darussalam-Singapore contrasted to Indonesia-Malaysia; contrasts among Mainland plus Philippines.

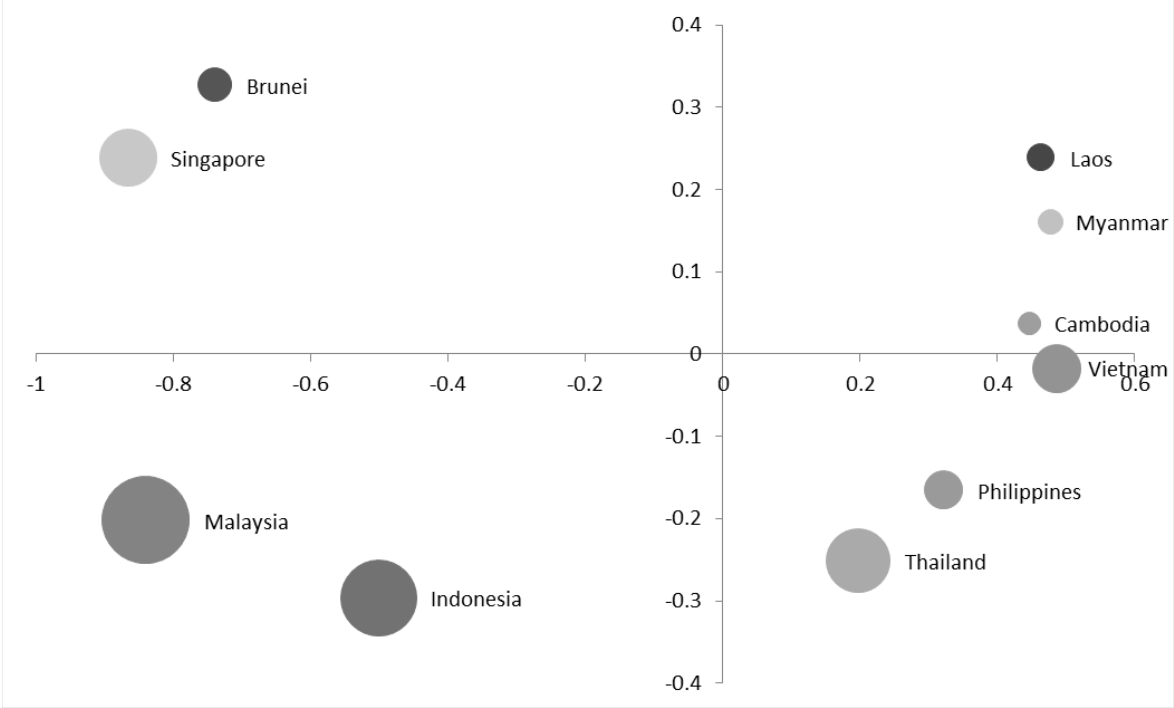


Table K.5.2. Malaysia, University of Malaya (n = 190)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | MALAYSIA | 160 | 84 | 3.088 | 0.763 |
| 2 | INDONESIA | 169 | 89 | 6.367 | 0.655 |
| 3 | THAILAND | 154 | 81 | 7.286 | 0.559 |
| 7 | SINGAPORE | 140 | 74 | 7.743 | 0.491 |
| 8 | VIET NAM | 122 | 64 | 8.27 | 0.413 |
| 10 | PHILIPPINES | 113 | 59 | 9.354 | 0.348 |
| 12 | BRUNEI DARUSSALAM | 103 | 54 | 10.223 | 0.3 |
| 15 | LAO PDR | 92 | 48 | 10.848 | 0.246 |
| 17 | MYANMAR | 82 | 43 | 10.622 | 0.224 |
| 19 | CAMBODIA | 68 | 36 | 9.853 | 0.198 |

K6. Myanmar

The students from Yangon University (YU) in Myanmar had the highest score across the region on the Awareness Index (.794). The percentage of YU students who reported being at least somewhat familiar with ASEAN (49.7%) was the lowest in the region, but those who felt they were very familiar with ASEAN (14.8%) was second highest in the region. Twice as many students at YU (11%) felt they were not at all familiar with ASEAN as compared to those from other countries. However, YU students had some of the highest scores on the objective measures of knowledge about ASEAN. They were able to correctly list 9.13 ASEAN member states on average, while 97.4% identified the ASEAN flag and 76.1% knew the year that ASEAN was founded.

Their score on the ASEAN Values Index (.757) was just above the regional average. They had the highest regional overall agreement (97.4%) that ASEAN benefits Myanmar and those that strongly agreed (42.5%) was above the regional average. Those who felt ASEAN benefits them personally (76.3%) was close to the regional average. Fully 99.4% felt that the future of ASEAN is important with 75.5% strongly agreeing; the second highest in the region. Although 94.2% agreed that ASEAN's diversity is an asset, only 31.6% strongly agreed; second lowest in the region. Similarly, while the 82.6% who agreed that ASEAN is people-centred and people-oriented was above the regional average, the 23.9% who strongly agreed fell below the regional average.

YU students' score on the ASEAN Identity Index (.607) was above the regional average. The perception of ASEAN countries' cultural (84.6%), economic (46.2%), and political (45.5%) similarities were all above regional averages. They also felt themselves similar to friends and people from other ASEAN countries (80.4%) and to be citizens of ASEAN (92.3%) at rates higher than regional averages. On the combined Values and Identity Index, YU students scored above the regional average (.684). The YU students' score on the Values-Oriented Identity Index (.765) was above the regional average.

The cognitive map of ASEAN produced by YU students combines several cultural models of ASEAN: a Malay-Muslim type model, the Mainland-Maritime model, and Singapore exceptionalism model. The primary dimension of contrast amongst Member States is between the Mainland countries of Southeast Asia and the Malay-Muslim countries of Brunei Darussalam, Indonesia and Malaysia. However, there is also a significant influence of Singapore exceptionalism, which defines the second dimension of the YU cognitive map of ASEAN. The highest cultural salience of ASEAN members for YU students is also distributed among key nations of these different clusters of member countries – Thailand, Singapore, Lao PDR and Malaysia.

151 students

surveyed at **Yangon University**, comprising about a third conducted in person by peer interviewers before COVID-19 closed the university, followed by online surveys of the rest that were completed by December 2020.

Cognitive Map

Mainland Southeast Asia and the Malay-Muslim countries of Brunei Darussalam, Indonesia, and Malaysia. However, students also favoured the Mainland-Maritime model, and the Singapore exceptionalism model.



Combined Values and Identity Index 0.684

Above average



Overall ASEAN Awareness Index Score

Highest regionally

0.794

| | | |
|--|---|---|
| 49.7% | 97.4% | 76.1% |
| Were familiar with ASEAN (lowest regionally). Students correctly identified 9.13 of 10 ASEAN Member States (above average). | Correctly identified the ASEAN flag (above average). | Correctly identified ASEAN's founding year . (highest regionally). |



Overall ASEAN Values Index Score

Above average

0.757

| | | | | |
|--|---|---|--|--|
| 97.4% | 76.3% | 99.4% | 94.2% | 82.6% |
| Agreed that ASEAN membership benefits Myanmar (highest regionally). | Agreed that they benefited personally from Myanmar's ASEAN membership (above average). | Said ASEAN's future is important (second highest). | Said ASEAN diversity is an asset (above average). | Agreed that ASEAN is people-centred and people-oriented (above average). |



Overall ASEAN Identity Index Score

Above average

0.607

| | | | | |
|--|--|---|--|---|
| 84.6% | 46.2% | 45.5% | 80.4% | 92.3% |
| Said ASEAN countries were culturally similar (above average). | Said ASEAN countries were economically similar (above average). | Said ASEAN countries were politically similar (above average). | Saw themselves as at least somewhat similar to people from other ASEAN countries (above average). | Felt a sense of ASEAN citizenship (above average). |

Free Association

Highest cultural salience was for Thailand, Singapore, Lao PDR, and Malaysia.

Myanmar (YU) Cognitive Map of ASEAN and Salience Table

Chart K.6.1. Myanmar, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Malay-Muslim contrasted to Mainland.

Dim2: Singapore contrasted to All Other Countries.

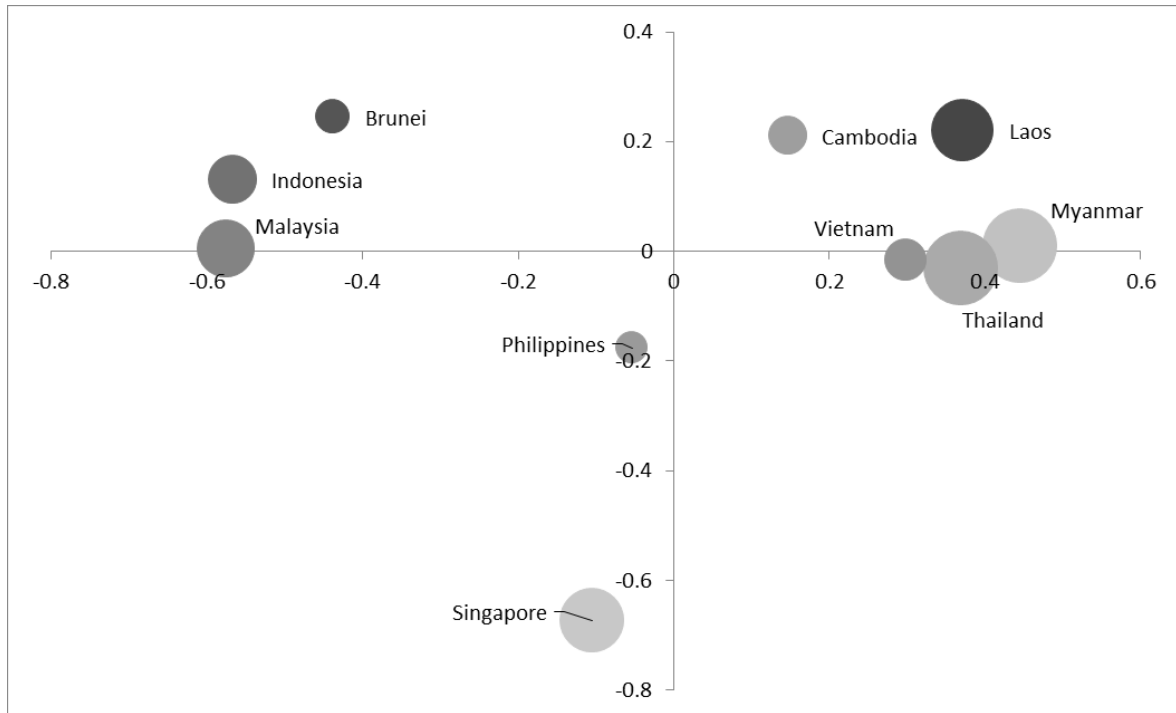


Chart K.6.2. Myanmar, Yangon University (n=151)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | MYANMAR | 132 | 85 | 2.871 | 0.767 |
| 2 | THAILAND | 142 | 92 | 5.81 | 0.689 |
| 3 | SINGAPORE | 132 | 85 | 7.076 | 0.585 |
| 5 | LAO PDR | 132 | 85 | 7.811 | 0.551 |
| 6 | MALAYSIA | 126 | 81 | 8.659 | 0.491 |
| 7 | VIET NAM | 120 | 77 | 8.517 | 0.473 |
| 8 | INDONESIA | 125 | 81 | 9.512 | 0.455 |
| 9 | CAMBODIA | 109 | 70 | 8.367 | 0.437 |
| 13 | PHILIPPINES | 110 | 71 | 9.791 | 0.389 |
| 14 | BRUNEI DARUSSALAM | 96 | 62 | 9.74 | 0.339 |

K7. The Philippines

Students from the University of the Philippines (UP) had the lowest ASEAN Awareness Score (.559) amongst students from across the region. The self-reported familiarity with ASEAN was below the regional average for those who felt at least somewhat familiar with ASEAN (58.7%) as well as those very familiar (8.7%). UP students correctly listed only 7.43 ASEAN Member States, lowest amongst their peers from other universities. Only 54% were able to correctly identify the ASEAN flag, which was more than thirty points below any other group and more than thirty-five percent below the regional average. The 40% who correctly identified ASEAN's founding year was also below the regional average by more than ten percent.

Student from UP scored just above the regional average on the ASEAN Values Index (.760). They were close to the regional average in terms of seeing ASEAN as beneficial to the Philippines, with above average overall agreement (94.7%) but just below average strong agreement (36.7%). The same was true with regard to ASEAN membership benefiting them personally; 78.7% overall agreement being above average, but 18.7% strong agreement being below the regional average. Those who strongly agreed that the future of ASEAN is important (73.2%) was above the regional average. A higher-than-average percentage of UP students agreed (95.3%) and strongly agreed (58%) that ASEAN's diversity is an asset. But a lower-than-average percentage agreed (78%) or strongly agreed (18%) that ASEAN is people-centred and people-oriented.

The UP students scored just below the regional average on the ASEAN Identity Index (.551). UP students see ASEAN countries as being culturally similar (86.7%) to a higher degree than almost all others across the region. However, the percentage who see ASEAN countries as economically similar (32%) or politically similar (27.3%) is lower than the regional averages. UP students have the second highest overall agreement (83.3%) that they are similar to their friends or people from other ASEAN countries; but those who strongly agree (9.7%) falls below the regional average. The percentage who feel themselves to be citizens of ASEAN (83.3%) is just below the regional average. On the combined Values and Identity Index, the score for UP students was very close to the overall average across the region (.656). The UP students' score on the Values-Oriented Identity Index (.751) was slightly above the regional average.

Students from UP hold cultural models of ASEAN that are rather distinctive from others in the region. The primary contrast in the cognitive map produced by UP students is between Maritime and Mainland countries, with the exception that Brunei Darussalam clusters with Mainland countries. Singapore is differentiated from all other countries in the second dimension of the map. A more extensive analysis of the UP responses reveals that the majority of students share cultural model of ASEAN that differentiates between Lao PDR, Brunei Darussalam and to a lesser degree, Myanmar and Cambodia from other ASEAN Member States, especially the Philippines. A smaller group of students hold a Mainland-Maritime cultural model of ASEAN, with Brunei Darussalam falling in between those two groupings of countries. Both of these cognitive maps also express a distinctive sense of Singapore exceptionalism. Compared to other groups of students in ASEAN, UP students had one of the lowest overall salience of ASEAN countries in general. The cultural model held by the larger group also appears to be based mainly on the principle of "unfamiliar" (e.g. Brunei Darussalam, Lao PDR) versus "familiar" countries (e.g. Indonesia, Malaysia, the Philippines).

150 students surveyed by peer interviewers at the **University of the Philippines**

Cognitive Map

Maritime (minus Brunei Darussalam), versus Mainland (plus Brunei Darussalam), with a distinctive sense of Singapore exceptionalism.



Combined Values and Identity Index 0.656

Average



Overall ASEAN Awareness Index Score

Lowest regionally

0.559

| | | |
|--|---|--|
| 58.7% | 54% | 40% |
| Were familiar with ASEAN (below average). Students correctly identified 7.43 of 10 ASEAN Member States (lowest regionally). | Correctly identified the ASEAN flag (lowest regionally). | Correctly identified ASEAN's founding year (below average). |



Overall ASEAN Values Index Score

Above average

0.760

| | | | | |
|---|--|--|--|--|
| 94.7% | 78.7% | 97.3% | 95.3% | 78% |
| Agreed that ASEAN membership benefits the Philippines (above average). | Agreed that they benefited personally from the Philippines' ASEAN membership (above average). | Said ASEAN's future is important (below average). | Said ASEAN diversity is an asset (above average). | Agreed that ASEAN is people-centred and people-oriented (below average). |



Overall ASEAN Identity Index Score

Below average

0.551

| | | | | |
|---|--|---|---|---|
| 86.7% | 32% | 27.3% | 83.4% | 83.3% |
| Said ASEAN countries were culturally similar (second highest). | Said ASEAN countries were economically similar (below average). | Said ASEAN countries were politically similar (below average). | Said that they were similar to people from other ASEAN countries (second highest). | Felt a sense of ASEAN citizenship (below average). |

Free Association

Students in the Philippines had one of the lowest overall saliences for ASEAN countries.

The Philippines (UP) Cognitive Map of ASEAN and Saliency Table

Chart K.7.1. Philippines UP, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Maritime (minus Brunei Darussalam) contrasted to Mainland (plus Brunei Darussalam).

Dim2: Singapore contrasted to all others.

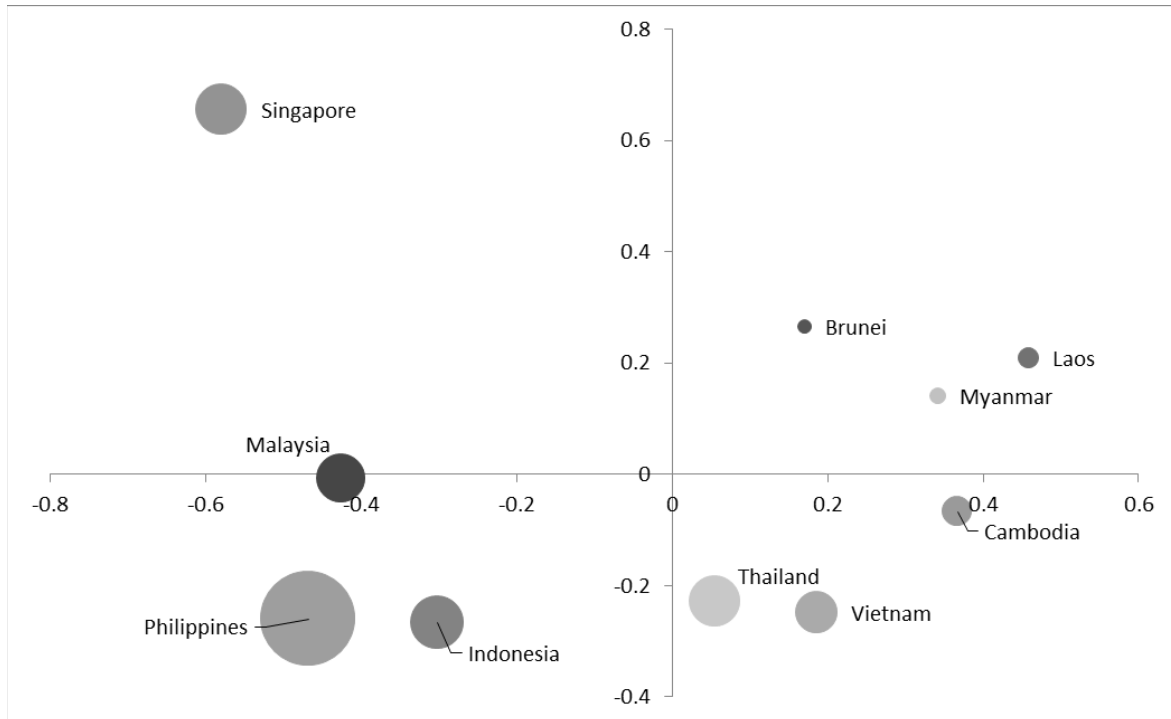


Chart K.7.2. Philippines, University of the Philippines (n = 150)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | PHILIPPINES | 134 | 89 | 2.522 | 0.825 |
| 5 | INDONESIA | 108 | 72 | 7.907 | 0.469 |
| 6 | SINGAPORE | 103 | 69 | 7.932 | 0.444 |
| 7 | THAILAND | 101 | 67 | 7.772 | 0.442 |
| 8 | MALAYSIA | 97 | 65 | 7.887 | 0.419 |
| 10 | VIET NAM | 87 | 58 | 8.713 | 0.355 |
| 11 | CAMBODIA | 73 | 49 | 9.973 | 0.267 |
| 19 | LAO PDR | 48 | 32 | 10.042 | 0.173 |
| 23 | MYANMAR | 39 | 26 | 9.718 | 0.141 |
| 25 | BRUNEI DARUSSALAM | 31 | 21 | 8.871 | 0.125 |

K8. Singapore

Students at the National University of Singapore scored below average (.639) on the Awareness Index. At 55.3%, NUS had the second lowest score for students rating themselves as at least somewhat familiar with ASEAN. Likewise, the average of 7.61 ASEAN member states that NUS students could list was second lowest in the region. With 88.5% of NUS students correctly identifying the ASEAN flag and 39% correctly identifying the year ASEAN was founded, they scored third lowest in the region on both of these metrics.

The score for NUS students on the Values Index (.723) was below average. While 97% agreed that membership in ASEAN benefits Singapore, only 35.8% strongly agreed, below the regional average. The percentage of NUS students who feel that ASEAN benefits them personally (70.1%) was also below the average for the region. In their answers to other, qualitative questions in the survey, NUS students tended to rate the importance of collective benefits to the region such as disaster relief and poverty alleviation more highly than students elsewhere and personal benefits such as educational and employment opportunities lower. The number who strongly agree (53.2%) that ASEAN's future is important was second lowest in the region. An above average percent (97%) felt that ASEAN's diversity is an asset, though a below average number (76.2%) agree that ASEAN is people-centred and people-oriented.

On the Identity Index, NUS students scored lowest (.456) amongst all students in the region. They had the lowest scores in terms of seeing ASEAN countries as culturally (54.2%), economically (12.9%), and politically (18%) similar. They were closer to but still below the regional average in seeing themselves as similar to friends and people from other ASEAN countries (76.1%). But elsewhere in the survey, they were most likely to report having friends from other ASEAN countries. NUS students had the second lowest feeling of being citizens of ASEAN (69.2%). For the combined Values and Identity Index, NUS students also had the second lowest overall score (.590) for the region. The NUS students' score on the Values-Oriented Identity Index (.705) was second lowest amongst students from flagship universities across the region.

The dominant model of ASEAN among NUS students is based on Singapore exceptionalism. This is combined with a Malay-Muslim plus Singapore model of ASEAN, though the Malay-Muslim countries and Singapore are only loosely clustered together. When analysed in more detail, the data reveals that a larger group of NUS students hold a more singular view of Singapore exceptionalism within ASEAN, while a smaller group have a Malay-Muslim plus Singapore model of ASEAN. Although even within that group, the Malay-Muslim countries and Singapore are not closely associated with each other. Singapore's immediate neighbours, Indonesia and especially Malaysia, along with Thailand are most salient the minds of NUS students. Despite the close and collaborative ties between Singapore and Brunei Darussalam, the latter is the least salient amongst ASEAN Members States for this cohort of students.

201 students surveyed by peer interviewers at the National University of Singapore

Cognitive Map

The dominant model of ASEAN is Singapore exceptionalism, combined with Singapore and Malay-Muslim, versus Mainland plus Philippines.



Combined Values and Identity Index 0.590

Second lowest



Overall ASEAN Awareness Index Score

Second lowest

0.639

| 55.3% | 88.5% | 39% |
|--|---|--|
| Were familiar with ASEAN (second lowest). Students correctly identified 7.61 of 10 ASEAN Member States (second lowest). | Correctly identified the ASEAN flag (below average). | Correctly identified ASEAN's founding year (below average). |



Overall ASEAN Values Index Score

Second lowest

0.723

| 97% | 70.1% | 97.5% | 97% | 76.1% |
|---|---|--|---|--|
| Agreed that ASEAN membership benefits Singapore (above average). | Agreed that they benefited personally from Singapore's ASEAN membership (below average). | Said ASEAN's future is important (average). | Said ASEAN's diversity is an asset (second highest). | Agreed that ASEAN is people-centred and people-oriented (second lowest). |



Overall ASEAN Identity Index Score

Lowest regionally

0.456

| 54.2% | 12.9% | 18% | 76.1% | 69.2% |
|--|--|---|--|---|
| Said ASEAN countries were culturally similar (lowest regionally). | Said ASEAN countries were economically similar (lowest regionally). | Said ASEAN countries were politically similar (lowest regionally). | Said that they were similar to people from other ASEAN countries (below average). | Felt a sense of ASEAN citizenship (second lowest). |

Free Association

Singapore's immediate neighbours, Indonesia and especially Malaysia, along with Thailand were most salient. However, Brunei Darussalam was not.

Singapore (NUS) Cognitive Map of ASEAN and Saliency Table

Chart K.8.1. Singapore NUS, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Singapore and Malay-Muslim (loosely associated) contrasted to Mainland plus Philippines.
Dim2: Singapore contrasted to Indonesia and Malaysia.

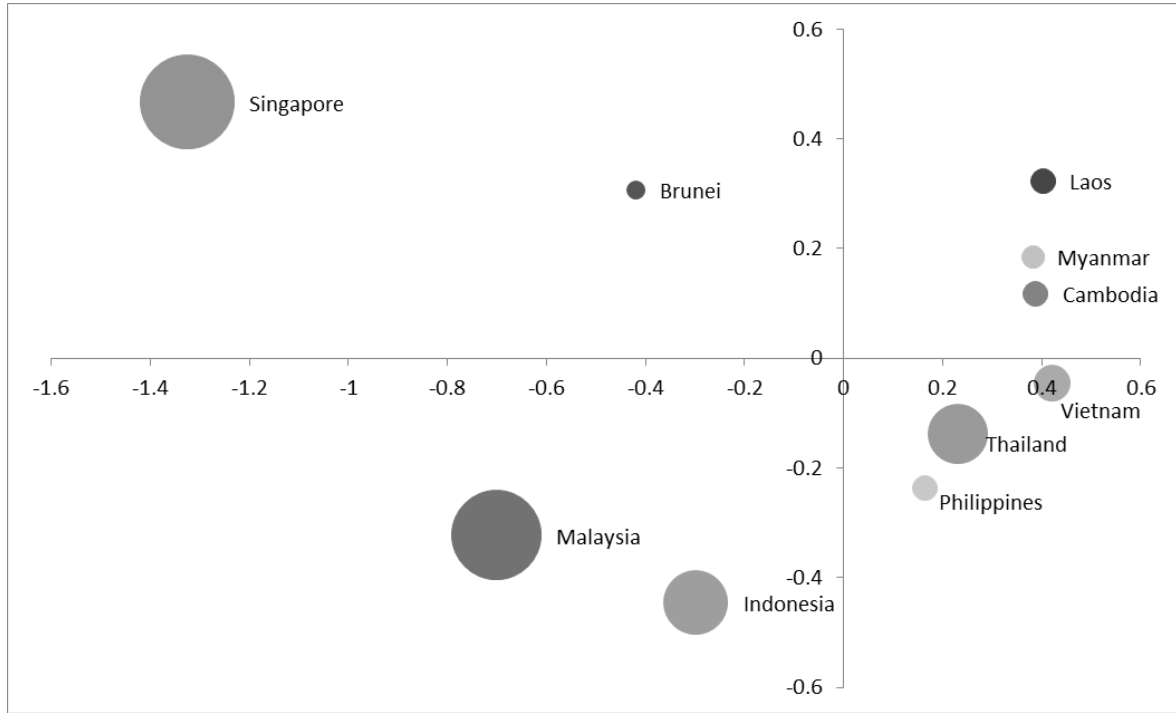


Table K.8.2. Singapore, National University of Singapore (n = 201)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | SINGAPORE | 177 | 88 | 2.384 | 0.816 |
| 2 | MALAYSIA | 184 | 92 | 3.924 | 0.775 |
| 3 | INDONESIA | 157 | 78 | 6.013 | 0.569 |
| 5 | THAILAND | 150 | 75 | 6.907 | 0.51 |
| 9 | VIET NAM | 110 | 55 | 8.618 | 0.328 |
| 14 | CAMBODIA | 76 | 38 | 8.566 | 0.228 |
| 15 | LAO PDR | 71 | 35 | 8.507 | 0.215 |
| 16 | PHILIPPINES | 79 | 39 | 9.823 | 0.211 |
| 18 | MYANMAR | 67 | 33 | 9.269 | 0.192 |
| 21 | BRUNEI DARUSSALAM | 53 | 26 | 9.151 | 0.151 |

K9. Thailand

Students from Chulalongkorn University (CU) recorded an Awareness Index score below the regional average (.681). Their self-reported familiarity with ASEAN was below average for the region, with 60.7% feeling at least somewhat familiar with ASEAN, while only 2.7% felt very familiar with ASEAN; second lowest in the region. However, the average of 9.47 ASEAN Member States that CU students could list and 98.7% who could identify the ASEAN flag were the second highest scores in the region. Conversely, only 25.3% correctly identified the year ASEAN was founded.

CU students had a score on the ASEAN Values Index (.600) that fell considerably short of those from others in the region. Only 74% felt that membership in ASEAN benefits Thailand, as compared to more than 90% at every other university feeling that their country benefits from membership in ASEAN. Likewise, only 45.3% of CU students felt that they benefit personally from Thailand's membership in ASEAN, whereas that score ranged from 62% to 95% elsewhere in the region. While 92.7% of CU students agreed that ASEAN's future is important, that was the lowest across the region, as was the 34.7% who strongly agreed. 78.5% agreed that ASEAN's diversity is an asset; second lowest in the region. 46.7% agree that ASEAN is people-centred and people-oriented; this figure lower than any other university in the region by almost thirty percent.

The score for CU students on the ASEAN Identity Index (.496) was among the lowest in the region. A higher-than-average number of CU students feel that ASEAN countries are culturally similar (78.7%). But a lower-than-average number see ASEAN countries as economically (36.7%) and politically (22%) similar. The percentage of CU students who feel they are similar to their friends or people from other ASEAN countries (74%) is lower than the regional average. And fewer CU students feel themselves to be citizens of ASEAN (46.7%) than their peers elsewhere, who range from 69.2% to 96% on that metric. On the combined Values and Identity Index, the score for CU students (.548) was the lowest in the region. The CU students' score on the Values-Oriented Identity Index (.582) was also lowest among students from flagship universities across the region.

Students from CU have high consensus around a Mainland-Maritime model of ASEAN. The only significant difference among CU students with regard to their cultural model of ASEAN is between one group who see the Mainland countries as closely associated with one another and evinced some degree of Singapore exceptionalism within ASEAN. Others differentiate more amongst Mainland rather than Maritime countries, with the strongest contrast amongst Mainland countries being between Thailand and Myanmar. CU students demonstrated the second lowest overall salience for ASEAN countries in the listing exercise, with China, Japan, America, England and South Korea appearing more salient to CU students than the most salient ASEAN Member State (Myanmar) aside from Thailand.

150 students surveyed by peer interviewers at Chulalongkorn University

Cognitive Map

Mainland versus Maritime. Some also believed in Singapore's exceptionalism in ASEAN, or felt that ASEAN's Maritime countries were more alike than the Mainland countries.



Combined Values and Identity Index 0.548

Lowest regionally



Overall ASEAN Awareness Index Score

Below average

0.681

| | | |
|--|--|--|
| 60.7% | 98.7% | 25.3% |
| Were familiar with ASEAN (below average). Students correctly identified an average 9.47 of 10 ASEAN Member States (second highest). | Correctly identified the ASEAN flag (second highest). | Correctly identified ASEAN's founding year (lowest regionally). |



Overall ASEAN Values Index Score

Lowest regionally

0.600

| | | | | |
|--|--|---|---|--|
| 74% | 45.3% | 92.7% | 78.5% | 46.7% |
| Agreed that ASEAN membership benefits Thailand (lowest regionally). | Agreed that they benefit personally from Thailand's ASEAN membership (lowest regionally). | Agreed that ASEAN's future is important (lowest regionally). | Agreed that ASEAN diversity is an asset (second lowest). | Agreed that ASEAN is people-centred and people-oriented (lowest regionally). |



Overall ASEAN Identity Index Score

Below average

0.496

| | | | | |
|---|--|---|--|---|
| 78.7% | 36.7% | 22% | 74% | 46.7% |
| Said that ASEAN countries were culturally similar (above average). | Said ASEAN countries were economically similar (below average). | Said ASEAN countries were politically similar (below average). | Said that they were similar to people from other ASEAN countries (below average). | Felt a sense of ASEAN citizenship (lowest regionally). |

Free Association

China, Japan, the US, the UK, and South Korea were more salient to students than most ASEAN countries.

Thailand (CU) Cognitive Map of ASEAN and Salience Table

Chart K.9.1. Thailand CU, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Mainland countries contrasted with Maritime countries.

Dim2: Singapore contrasted with Malaysia-Indonesia.

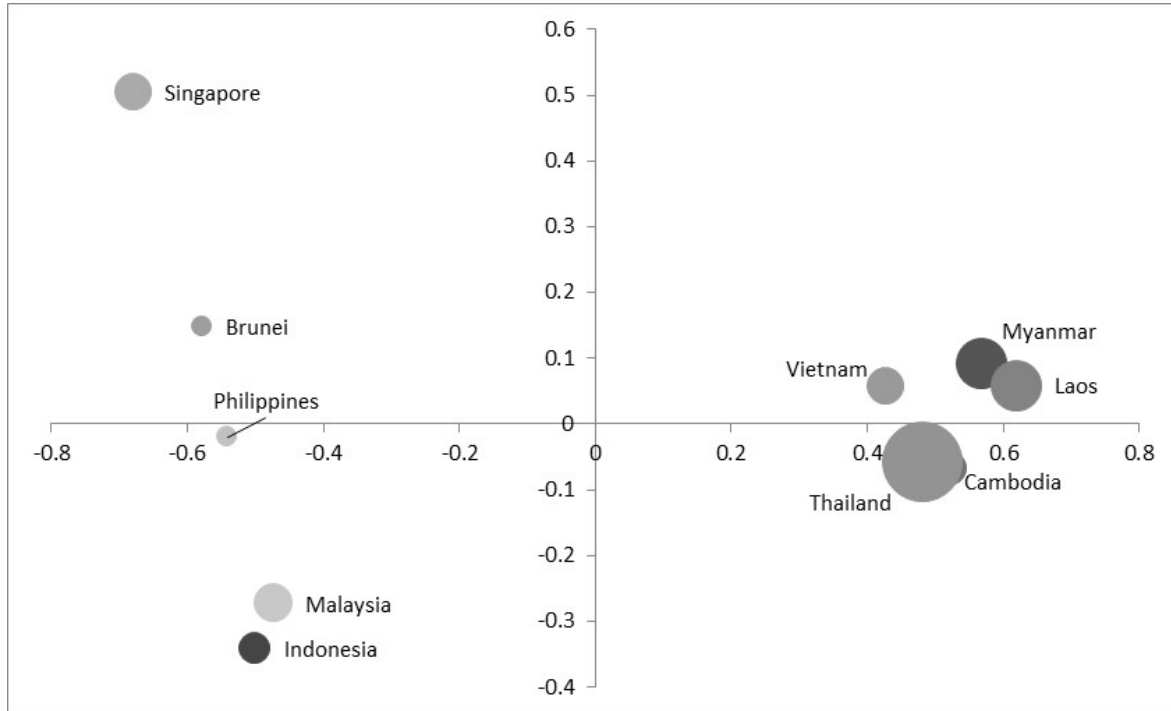


Chart K.9.2. Thailand, Chulalongkorn University (n = 150)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | THAILAND | 118 | 79 | 3.11 | 0.704 |
| 7 | MYANMAR | 106 | 71 | 8.519 | 0.441 |
| 8 | LAO PDR | 103 | 69 | 8.311 | 0.436 |
| 10 | MALAYSIA | 83 | 55 | 8.566 | 0.344 |
| 11 | SINGAPORE | 92 | 61 | 10.674 | 0.317 |
| 12 | VIET NAM | 79 | 53 | 9.013 | 0.316 |
| 13 | CAMBODIA | 79 | 53 | 9.266 | 0.309 |
| 14 | INDONESIA | 82 | 55 | 10.768 | 0.28 |
| 21 | PHILIPPINES | 54 | 36 | 11.444 | 0.172 |
| 22 | BRUNEI DARUSSALAM | 59 | 39 | 12.322 | 0.171 |

K10. Viet Nam

At Vietnam National University (VNU), students recorded the second highest score (.782) on the ASEAN Awareness Index. VNU had the highest percentage of students who reported being at least somewhat familiar with ASEAN (85.5%) and highest number who felt very familiar with ASEAN (38.8%). Their scores on the objective measures of knowledge about ASEAN were less impressive. In correctly listing an average of 7.68 ASEAN member states and 86.2% correctly identifying the ASEAN flag, they fell below regional averages. On the other hand, the 75.5% who correctly identified the year ASEAN was founded was second best in the region.

VNU students had the highest ASEAN Values Index score (.836) amongst their peers in the region. While the percent of students who felt ASEAN benefited Viet Nam (90.1%) was below average for the region, those who strongly agreed (52.6%) nearly match the highest in the region. VNU had the second highest number of students who felt that they personally benefited from ASEAN membership (93.4%) and highest number who strongly agreed (47.4%). Likewise, VNU had the highest percentage of students who strongly agreed that the future of ASEAN is important (78.3%). The percentage of students who felt that ASEAN's diversity is an asset was nearly identical to the regional average (92.1%), but again the highest percentage who strongly agreed (59.9%). VNU had the most students who generally agreed (94.7%) and strongly agreed (55.9%) that ASEAN is people-centred and people-oriented.

The ASEAN Index score for VNU students (.586) was above average for the region. Their feeling of cultural similarity among ASEAN countries (75%) was just below the regional average. But their sense of economic (52.6%) and political (48.7%) similarity among ASEAN countries both exceeded the regional averages. VNU had the lowest percentage of students overall who felt that they are similar to friends or people from other ASEAN countries (70.4%); yet at the same time, the highest percent (19.7%) who expressed a strong agreement with feeling similar to others from ASEAN. VNU students were above average in feeling as citizens of ASEAN (90.8%) and well above average in those who strongly agreed (55.3%). With all of these taken together, on the combined Values and Identity Index, VNU students had the second highest overall score in the region (.711). The VNU students' score on the Values-Oriented Identity Index (.833) was highest of those from flagship universities across the region.

VNU students produce a cognitive map of ASEAN which demonstrates an Indo-China plus Thailand cultural model of the region. The cognitive map and a more detailed analysis of the data also reveal that both Viet Nam and Singapore exceptionalism is prevalent in thinking about ASEAN amongst VNU students. VNU students held the lowest overall salience for ASEAN countries amongst the groups of students surveyed across the region.

150 students
students surveyed by peer interviewers at
Vietnam National University

Cognitive Map

Indo-China plus Thailand, versus Maritime plus Myanmar. Viet Nam and Singapore exceptionalism are prevalent.



Combined Values and Identity Index 0.711

Second highest



Overall ASEAN Awareness Index Score

Second highest

0.782

| | | |
|---|---|---|
| 85.5% | 86.2% | 75.5% |
| Were familiar with ASEAN (highest regionally). Students correctly identified 7.68 of 10 ASEAN countries (below average). | Correctly identified the ASEAN flag (second lowest). | Correctly identified ASEAN's founding year (second highest). |



Overall ASEAN Values Index Score

Highest regionally

0.836

| | | | | |
|--|---|--|--|---|
| 90.1% | 93.4% | 98.7% | 92.1% | 94.7% |
| Agreed that ASEAN membership benefits Viet Nam (second lowest). | Agreed that they benefited personally from Viet Nam's ASEAN membership (second highest). | Said ASEAN's future is important (above average). | Said ASEAN diversity is an asset (above average). | Agreed that ASEAN is people-centred and people-oriented (highest regionally). |



Overall ASEAN Identity Index Score

Above average

0.586

| | | | | |
|--|--|---|--|---|
| 75% | 52.6% | 48.7% | 70.4% | 90.8% |
| Said ASEAN countries were culturally similar (below average). | Said ASEAN countries were economically similar (above average). | Said ASEAN countries were politically similar (above average). | Said that they were similar to people from other ASEAN countries (lowest regionally). | Felt a sense of ASEAN citizenship (above average). |

Free Association

Lowest overall salience for ASEAN countries among those surveyed.

Viet Nam (VNU) Cognitive Map of ASEAN and Salience Table

Chart K.10.1. Viet Nam VNU, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Indo-China plus Thailand (loosely associated) contrasted to Maritime plus Myanmar.
Dim2: Singapore contrasted to all others (especially Brunei Darussalam, Philippines and Lao PDR).

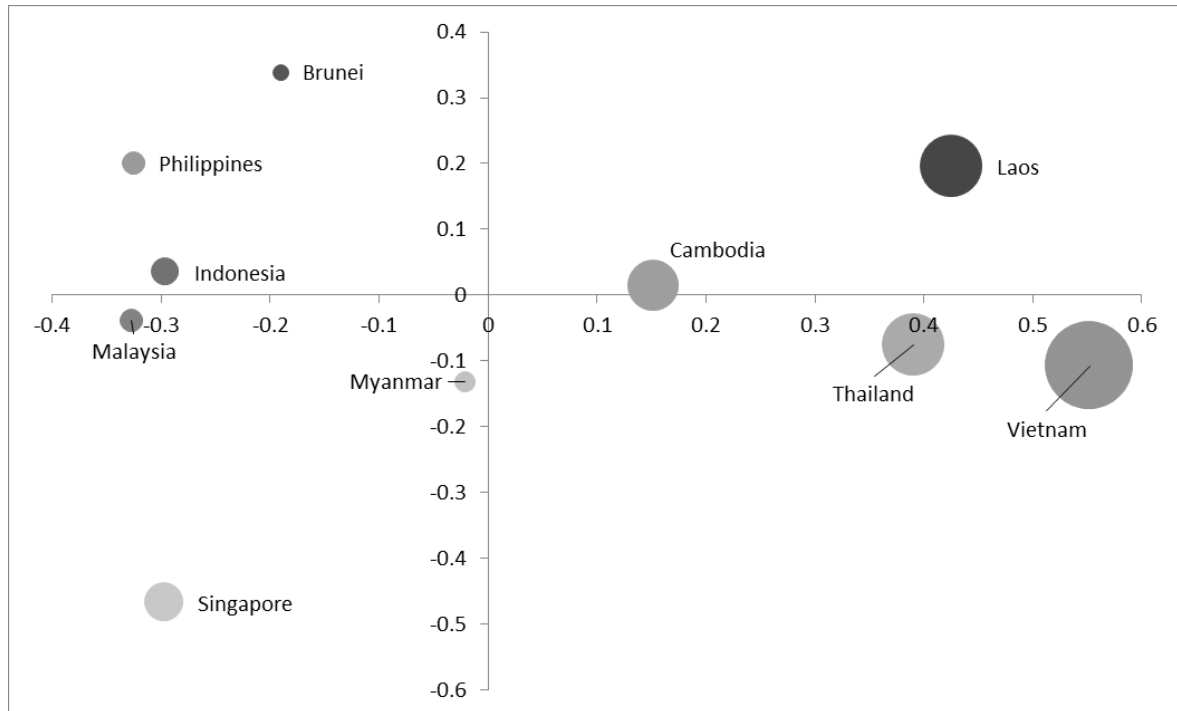


Table K.10.2. Viet Nam, Vietnam National University (n=156)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | VIET NAM | 130 | 83 | 2.538 | 0.769 |
| 5 | THAILAND | 128 | 82 | 7.773 | 0.542 |
| 6 | LAO PDR | 123 | 79 | 7.39 | 0.536 |
| 8 | CAMBODIA | 113 | 72 | 8.699 | 0.444 |
| 13 | SINGAPORE | 100 | 64 | 10.09 | 0.347 |
| 15 | INDONESIA | 74 | 47 | 10.527 | 0.248 |
| 16 | MALAYSIA | 66 | 42 | 11.5 | 0.2 |
| 17 | PHILIPPINES | 65 | 42 | 11.415 | 0.199 |
| 20 | MYANMAR | 59 | 38 | 11.814 | 0.173 |
| 23 | BRUNEI DARUSSALAM | 49 | 31 | 11.98 | 0.139 |



L. Within Nation Comparisons

Constructing a reasonable sampling frame for all of the diverse youth populations across ASEAN and procedures to contact such a sample would require far more time and resources. Thus, conducting a comprehensive true random sample of youth in general across all ten ASEAN Member States was deemed less feasible. Moreover, the object of this project was to construct an initial baseline for the fifth domain of the ASEAN YDI. As such, a pilot project that targeted populations using an already established sampling method was preferable.

In order to probe the extent of within-nation variation among youth, data was collected from samples of students at regional universities in Indonesia and Thailand, as well as an additional data set from Sarawak (East Malaysia), contributed by the Institute for Youth Research (IYRES) Malaysia. In Indonesia, data was collected from students at the University Syiah Kuala (Unsyiah) in Aceh and University Nusa Cendana (Udana) in Kupang (West Timor, Nusa Tenggara Timur). These universities lie in the far west (Aceh) and far east (Kupang) of the Indonesian archipelago. Aceh is considered one of Indonesia's most devoutly Muslim provinces. Nusa Tenggara Timur (NTT) has a primarily Christian population. In Thailand, data was collected at Walailak University (WU), located in Southern Thailand (Nakhon Si Thammarat). At WU, the focus was on collecting data from Thai-Muslim (Malay minority) students, in contrast to the largely Thai-Buddhist student population of Chulalongkorn University. The WU sample turned out to be one-hundred percent Muslim, though ethnically 72.5% identify as Malay while 27.5% identify as Thai.

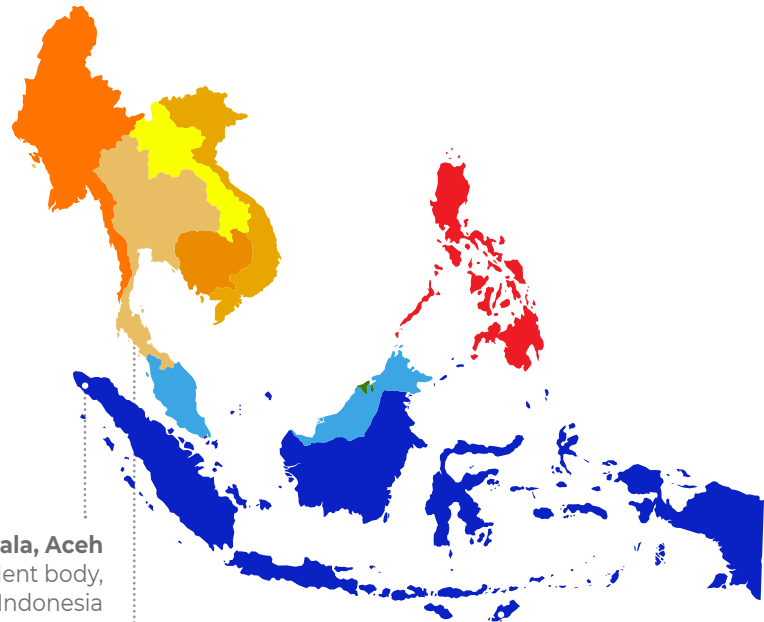
a. Regional Comparisons in Indonesia and Thailand

The overall results for the Awareness, Values and Identity Indices as well as the combined Values and Identity Index and the Values-Oriented Identity Index do not vary greatly from the general results that we find across the ASEAN region. The Index scores of the regional universities are neither remarkably higher nor lower than those elsewhere in ASEAN. That said, there are some notable within-nation variations. In Indonesia, the Awareness Index for both Unsyiah and Udana are lower than that of UI, suggesting that students at the regional universities are somewhat less familiar with ASEAN than their Jakarta-based UI counterparts. These scores rank lower than any of the primary universities in this study. The same is not true for Thailand, where WU students' Awareness Index is higher than that of CU.

The Values and Identity Indices for the regional Indonesian universities, by contrast, are higher than those at the University of Indonesia (0.785). The Unsyiah and Udana students score higher (0.841 and 0.884; respectively) than any students across ASEAN on the Values-Oriented Identity Index, including those from VNU, which was the highest among flagship universities (0.833). Likewise, the Values and Identity Indices for WU students (0.756 and 0.597; respectively) are both higher by 10% or more than those of CU students (0.600 and 0.496; respectively). These findings are similar to those of the 2014 Survey of the ASEAN Foundation and ISEAS-Yusuf Ishak Institute, in which CU student's affinity for ASEAN was found to be lower than those at counterpart regional universities within Thailand. The WU students' score on the Values-Oriented Identity Index (0.753) was higher than the regional average for flagship universities (0.746).

Students from the regional universities in Indonesia scored lower on almost every component of the Awareness Index, both in self-reported familiarity and objective knowledge. Conversely, they scored higher on every component of the Values Index – seeing ASEAN as benefiting Indonesia and themselves personally, the importance of the future of ASEAN and valuing the diversity and a people-centred ASEAN. Students from UI and Unsyiah tended to see ASEAN countries as more culturally similar than those from Udana. They also tended to see themselves as more similar to friends and people from other ASEAN countries as compared to Udana students. However, Udana students tended to see ASEAN countries as more similar in economic and political terms. Students from both Unsyiah and Udana tended to feel themselves to be ASEAN citizens more strongly than UI students. This feeling of ASEAN citizenship was strongest at Udana amongst the three Indonesian universities.

In Thailand, WU students scored higher on all components of the Awareness Index as compared to their CU peers. The WU students had a stronger sense of ASEAN being of benefit to Thailand and a much higher sense of ASEAN benefiting themselves personally. Likewise, they had substantially stronger sense of the future of ASEAN being important, of ASEAN's diversity being an asset and of ASEAN being people-centred and people-oriented. And WU students had substantially higher scores on all components of the Identity Index as well, with the exception of feeling themselves similar to friends or people from other ASEAN countries, where the WU scores were only marginally higher than those from CU students.



University of Syiah Kuala, Aceh
Primarily Muslim student body,
in western Indonesia

Walailak University
Sample was 100% Muslim, 72.5% Malay, and 27.5%
Thai heritage, in southern Thailand

University of Nusa Cendana, Kupang
Primarily Christian student body,
in eastern Indonesia

| | Awareness | Values | Identity | Values & Identity | Values Oriented Identity |
|----------------------------|-----------|--------|----------|-------------------|--------------------------|
| Flagship University | | | | | |
| University of Indonesia | 0.728 | 0.772 | 0.658 | 0.715 | 0.785 |
| Regional Universities | | | | | |
| University of Syiah Kuala | 0.535 | 0.829 | 0.673 | 0.750 | 0.841 |
| University of Nusa Cendana | 0.616 | 0.872 | 0.671 | 0.772 | 0.884 |
| ASEAN Average | 0.713 | 0.747 | 0.563 | 0.655 | 0.746 |

| | Awareness | Values | Identity | Values & Identity | Values-Oriented Identity |
|--------------------------|-----------|--------|----------|-------------------|--------------------------|
| Flagship University | | | | | |
| Chulalongkorn University | 0.681 | 0.600 | 0.496 | 0.548 | 0.582 |
| Regional University | | | | | |
| Walailak University | 0.742 | 0.756 | 0.597 | 0.676 | 0.753 |
| ASEAN Average | 0.713 | 0.747 | 0.563 | 0.655 | 0.746 |

| University | Awareness | Values | Identity | Values & Identity | Values-Oriented Identity |
|----------------------------|-----------|--------|----------|-------------------|--------------------------|
| University of Indonesia | 0.728 | 0.772 | 0.658 | 0.715 | 0.785 |
| University Syiah Kuala | 0.535 | 0.829 | 0.673 | 0.750 | 0.841 |
| University of Nusa Cendana | 0.616 | 0.872 | 0.671 | 0.772 | 0.884 |
| Chulalongkorn University | 0.681 | 0.600 | 0.496 | 0.548 | 0.582 |
| Walailak University | 0.742 | 0.756 | 0.597 | 0.676 | 0.753 |
| ASEAN Averages | 0.713 | 0.747 | 0.563 | 0.655 | 0.746 |

The cognitive maps of ASEAN produced by Unsyiah and Udana students in Indonesia and WU students in Thailand generally have a stronger similarity to those from UI in Indonesia and CU in Thailand, respectively than to those of peers from other countries. But they also demonstrate some degree of within-nation variation amongst students in Indonesia and Thailand as well.

Unsyiah students' cultural model of the region is more clearly of the Malay-Muslim only type combined with a stronger sense of Singapore exceptionalism among countries of the region as compared to those of UI students. Undana students, by contrast, see Indonesia, Malaysia and Singapore as most closely associated with one another and Brunei Darussalam rather than Singapore as more exceptional within the region. Brunei Darussalam also holds the second highest cultural salience for Unsyiah students amongst all groups of students in the region, outside of students from Brunei Darussalam itself. For Undana students, while Brunei Darussalam is exceptional in the region, it does not hold especially high cultural salience for them.

In Thailand, the cultural models of ASEAN for CU and WU students are both primarily of a Mainland-Maritime type. But whereas ASEAN countries in general are of relatively low cultural salience at CU compared to other students in the region, they are of relatively high cultural salience for WU students. The WU students also demonstrate a relatively high cultural salience of Malay-Muslim countries in the region – not only Indonesia and Malaysia but also Brunei Darussalam.

Indonesia (Unsyiah) Cognitive Map of ASEAN and Salience Table

Chart L.1. Indonesia Unsyiah, All: Cognitive Map of ASEAN (Dim1 x Dim2)
 Dim 1: Malay-Muslim plus Singapore contrasted with Mainland plus Philippines.
 Dim 2: Brunei Darussalam and Lao PDR contrasted with Singapore.

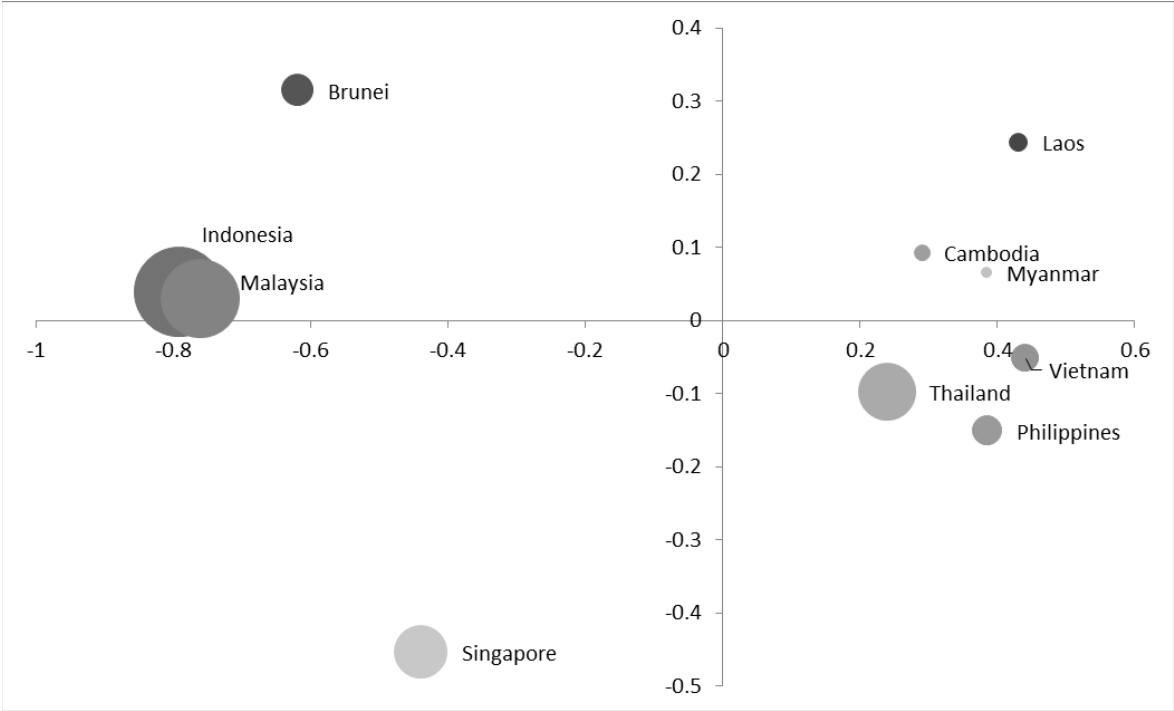


Table L.2. Indonesia, University of Syiah Kuala (Unsyiah) – Aceh (n=150)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | INDONESIA | 128 | 85 | 2.383 | 0.786 |
| 2 | MALAYSIA | 131 | 87 | 4.885 | 0.686 |
| 3 | THAILAND | 115 | 77 | 7.513 | 0.493 |
| 5 | SINGAPORE | 103 | 69 | 7.243 | 0.451 |
| 10 | BRUNEI DARUSSALAM | 76 | 51 | 8.842 | 0.288 |
| 13 | PHILIPPINES | 63 | 42 | 8.683 | 0.251 |
| 14 | VIET NAM | 71 | 47 | 10.521 | 0.235 |
| 20 | LAO PDR | 47 | 31 | 10.766 | 0.153 |
| 21 | CAMBODIA | 43 | 29 | 10.465 | 0.141 |
| 30 | MYANMAR | 30 | 20 | 10.833 | 0.099 |

Indonesia (Udana) Cognitive Map of ASEAN and Salience Table

Chart L.3. Indonesia Udana, P1: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Indonesia-Malaysia-Singapore contrasted to All Others.

Dim2: Brunei Darussalam contrasted to the Philippines.

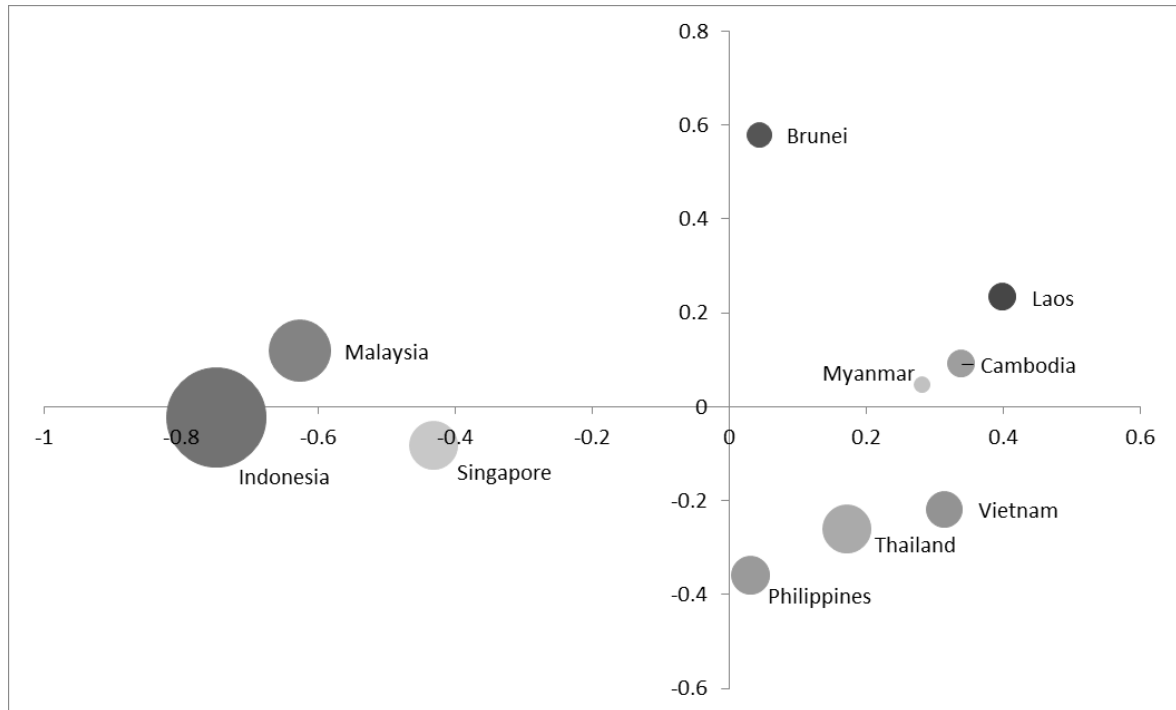


Table L.4. Indonesia, University Nusa Cendana (Udana) – Kupang (n=150)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | INDONESIA | 141 | 94 | 2.567 | 0.859 |
| 2 | MALAYSIA | 117 | 78 | 6.624 | 0.543 |
| 5 | SINGAPORE | 103 | 69 | 7.942 | 0.423 |
| 7 | THAILAND | 110 | 73 | 9.018 | 0.411 |
| 9 | PHILIPPINES | 90 | 60 | 9.444 | 0.33 |
| 10 | VIET NAM | 82 | 55 | 8.927 | 0.315 |
| 13 | CAMBODIA | 80 | 53 | 11.25 | 0.244 |
| 14 | LAO PDR | 72 | 48 | 10.25 | 0.241 |
| 19 | BRUNEI DARUSSALAM | 63 | 42 | 10.206 | 0.214 |
| 25 | MYANMAR | 53 | 35 | 11.943 | 0.134 |

Thailand (WU) Cognitive Map of ASEAN and Saliency Table

Chart L.5. Thailand WU, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Mainland countries contrasted with Maritime countries.

Dim2: Singapore contrasted with Malaysia-Indonesia; secondarily Thailand contrasted with Viet Nam

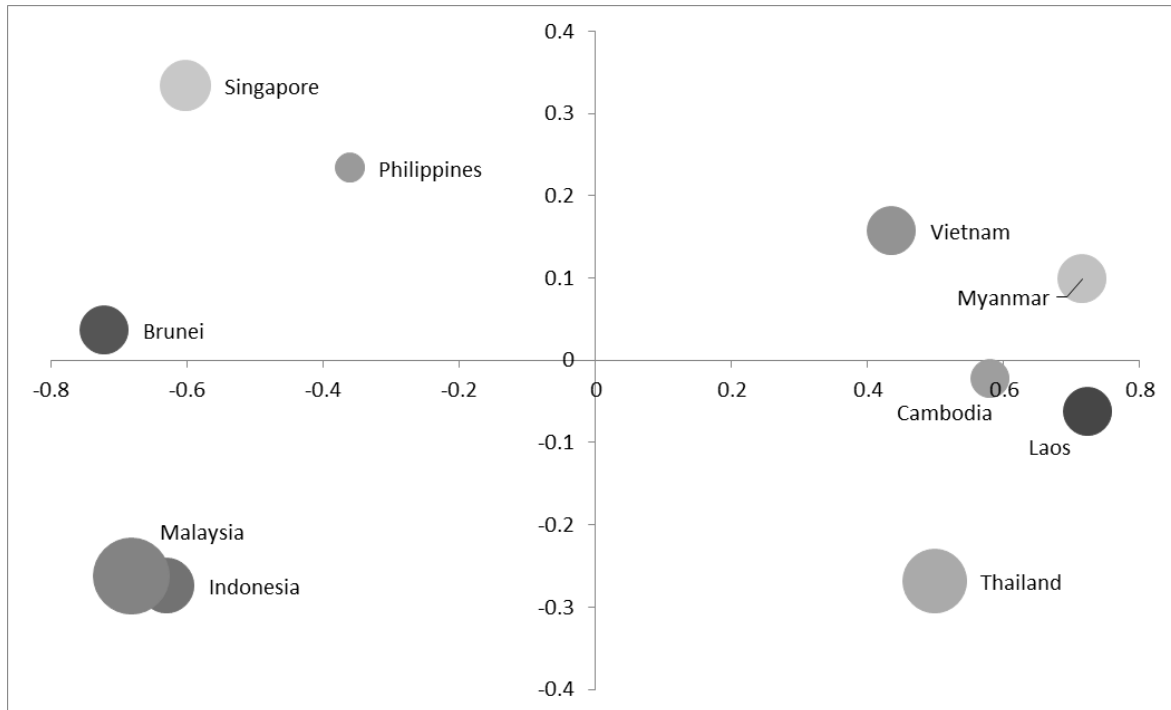


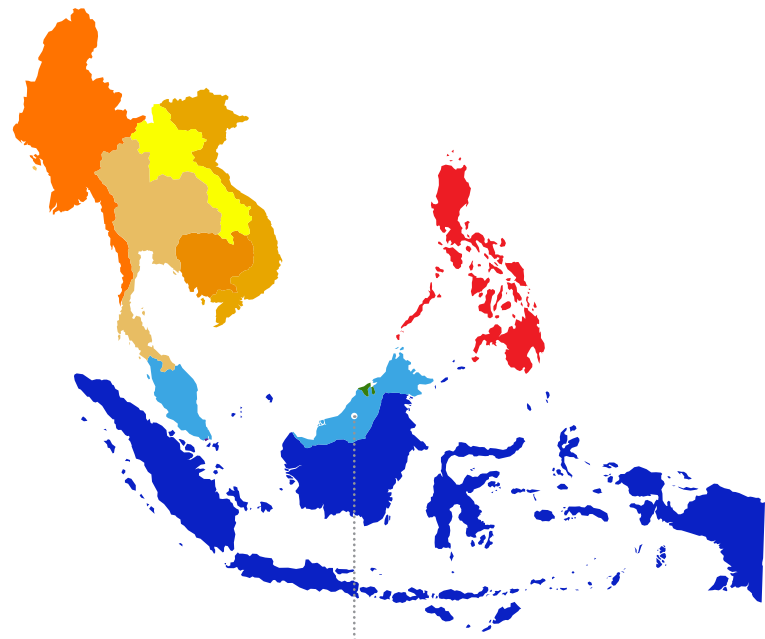
Table L.6. Thailand, Walailak University (WU) – Nakorn Si Thammarat (n=153)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | MALAYSIA | 131 | 86 | 5.542 | 0.661 |
| 2 | THAILAND | 102 | 67 | 4.343 | 0.555 |
| 6 | INDONESIA | 110 | 72 | 7.918 | 0.47 |
| 7 | SINGAPORE | 112 | 73 | 8.875 | 0.444 |
| 8 | BRUNEI DARUSSALAM | 110 | 72 | 9.182 | 0.424 |
| 9 | VIET NAM | 107 | 70 | 9.019 | 0.419 |
| 10 | LAO PDR | 110 | 72 | 9.427 | 0.416 |
| 11 | MYANMAR | 107 | 70 | 9.159 | 0.414 |
| 13 | CAMBODIA | 92 | 60 | 9.815 | 0.336 |
| 16 | PHILIPPINES | 80 | 52 | 10.925 | 0.263 |

b. Ethnic Comparisons in Malaysia

The IYRES-Malaysia provided additional data for assessing Awareness, Values and Identity collected at the University of Malaysia-Sarawak (Unimas). Due to differences in the approach to data-collection (online), we caution direct comparison of this data to other data sets (collected face-to-face). The online method appears to have an effect of producing higher scores. However, the IYRES-Malaysia data is valuable for internal comparison of responses from different ethnic groups within the Unimas data. Responses from Unimas have been organised according to four groups based on ethnicity and in the case of Malay students, comparison of peninsular and Sarawak Malays. The other two groups are Chinese Malaysians and Iban, Dayak and Bidayuh which constitute sub-groups of the largest ethno-linguistic Bumiputera (indigenous) group in Sarawak.

The results in this case show Unimas students to have little difference across Awareness, Values and Identity based on ethnic background; though Chinese-Malaysians score somewhat lower on the Values and Values-Oriented Identity Indices.



University of Malaysia

Located in Sarawak, in Malaysian Borneo.

Survey administered online by the Institute for Youth Research Malaysia. Student were of Sarawak Malaysian, Chinese Malaysian, Iban, Dayak, and Bidayuh heritage.

Due to differences in the approach to data-collection (online), researchers caution direct comparison of this data to other data sets (collected face-to-face). The online method generally produces higher scores.




| |  Awareness |  Values |  Identity | Values & Identity | Values-Oriented Identity |
|---|---|--|---|-------------------|--------------------------|
| Iban/ Dayak/ Bidayuh | 0.805 | 0.810 | 0.584 | 0.697 | 0.817 |
| Malay (Peninsular) | 0.831 | 0.819 | 0.588 | 0.703 | 0.823 |
| Malay (Sarawak) | 0.768 | 0.819 | 0.619 | 0.719 | 0.822 |
| Chinese (Malaysian) | 0.777 | 0.748 | 0.576 | 0.662 | 0.747 |
| University of Malaysia Sarawak average | 0.799 | 0.802 | 0.590 | 0.696 | 0.805 |

Table L.7

| Malaysia Unimas Ethnicity | Awareness | Values | Identity | Values & Identity | Values-Oriented Identity |
|---------------------------|-----------|--------|----------|-------------------|--------------------------|
| Iban/ Dayak/ Bidayuh | 0.805 | 0.81 | 0.584 | 0.697 | 0.817 |
| Malay (Peninsular) | 0.831 | 0.819 | 0.588 | 0.703 | 0.823 |
| Malay (Sarawak) | 0.768 | 0.819 | 0.619 | 0.719 | 0.822 |
| Chinese (Malaysian) | 0.777 | 0.748 | 0.576 | 0.662 | 0.747 |
| Unimas Average | 0.799 | 0.802 | 0.59 | 0.696 | 0.805 |

As with the regional variations in Indonesia and Thailand, the cultural models of ASEAN held by Unimas students show some modest variation based on ethnicity. As with their peers at UM on the peninsula, Unimas students in general have a cultural model of ASEAN in which Malay-Muslim countries plus Singapore contrast with mainland countries plus the Philippines. However, neither of these groupings closely cluster together to demonstrate close association. In the second dimension of their cognitive maps, Malaysia and Indonesia are clearly differentiated from Brunei Darussalam and Singapore.

Moreover, analysis of the responses from Chinese-Malaysian show significant influence of a sense of both Malaysia and Singapore exceptionalism in the region – echoing a minor yet perceptible ethnic difference between perceptions of Malays and non-Malays found among UM students. This difference is further reflected in varying cultural salience of ASEAN Member States among Malaysian students. Singapore has higher cultural salience for Chinese-Malaysian students, Brunei Darussalam for Malay students, and the Philippines for those who are ethnically Iban, Dayak and Bidayuh.

Malaysia (Unimas) Cognitive Maps of ASEAN and Salience Tables

Table L.8 Malaysia Unimas Sarawak, All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Malay-Muslim plus Singapore (loosely associated) contrasted to Mainland plus Philippines.

Dim2: Brunei Darussalam-Singapore contrasted to Malaysia-Indonesia.

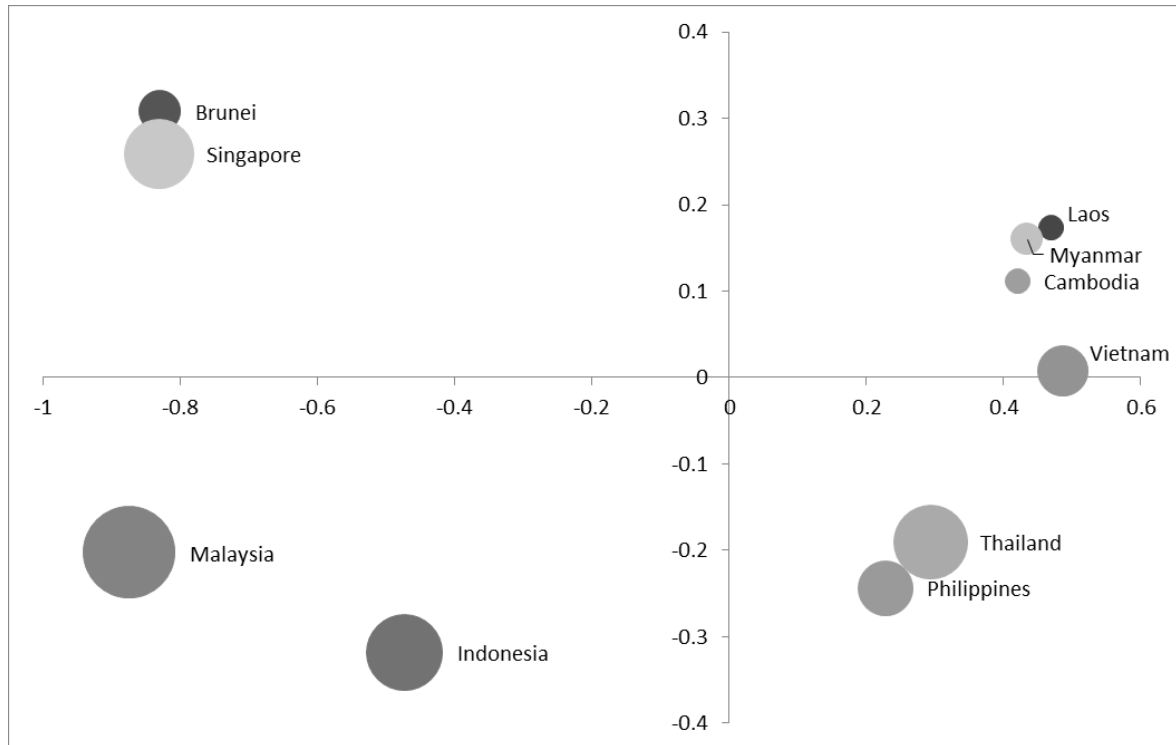


Table L.9. Malaysia, University Malaysia-Sarawak (Unimas) – Kuching, All Respondents* (n=107)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | MALAYSIA | 94 | 88 | 2.957 | 0.793 |
| 2 | INDONESIA | 95 | 89 | 6.211 | 0.657 |
| 3 | THAILAND | 93 | 87 | 6.344 | 0.637 |
| 4 | SINGAPORE | 84 | 79 | 5.75 | 0.599 |
| 8 | PHILIPPINES | 81 | 76 | 8.284 | 0.481 |
| 9 | VIET NAM | 73 | 68 | 8.315 | 0.433 |
| 11 | BRUNEI DARUSSALAM | 60 | 56 | 8.5 | 0.35 |
| 14 | MYANMAR | 46 | 43 | 8.239 | 0.274 |
| 16 | CAMBODIA | 41 | 38 | 9.268 | 0.225 |
| 18 | LAO PDR | 41 | 38 | 9.976 | 0.211 |

*From a selected Unimas Sarawak sample of Iban/Dayak/Bidayuh (n=53), Sarawak Malay (n=35), Sarawak Chinese (n=19).

Table L.10. Malaysia Unimas, Iban/Dayak/Bidayuh All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Malay-Muslim plus Singapore contrasted to Mainland plus Philippines.

Dim2: Brunei Darussalam-Singapore contrasted to Malaysia-Indonesia.

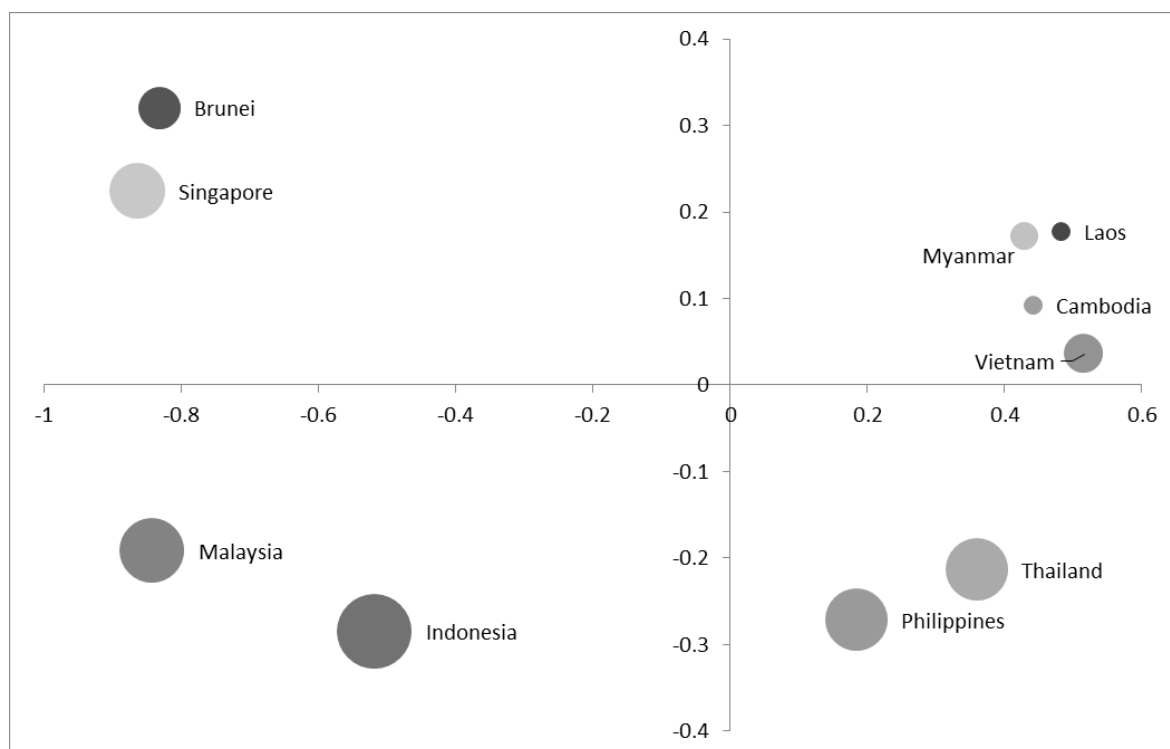


Table L.11. Malaysia, University Malaysia-Sarawak (Unimas) – Kuching, Iban/Dayak/Bidayuh (n=53)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | INDONESIA | 45 | 85 | 5.8 | 0.645 |
| 2 | MALAYSIA | 38 | 72 | 5.211 | 0.566 |
| 3 | THAILAND | 40 | 75 | 6.525 | 0.546 |
| 4 | PHILIPPINES | 42 | 79 | 7.405 | 0.539 |
| 7 | SINGAPORE | 34 | 64 | 5.882 | 0.485 |
| 9 | BRUNEI DARUSSALAM | 29 | 55 | 7.69 | 0.364 |
| 10 | VIET NAM | 30 | 57 | 8.9 | 0.342 |
| 13 | MYANMAR | 23 | 43 | 9.783 | 0.243 |
| 19 | LAO PDR | 16 | 30 | 9.938 | 0.167 |
| 20 | CAMBODIA | 16 | 30 | 10.125 | 0.164 |

Table L.12. Malaysia Unimas, Peninsular-Malay All: Cognitive Map of ASEAN (Dim 1 x Dim 2)

Dim1: Malay-Muslim plus Singapore contrasted to Mainland plus Philippines.

Dim2: Brunei Darussalam-Singapore contrasted to Indonesia-Malaysia.

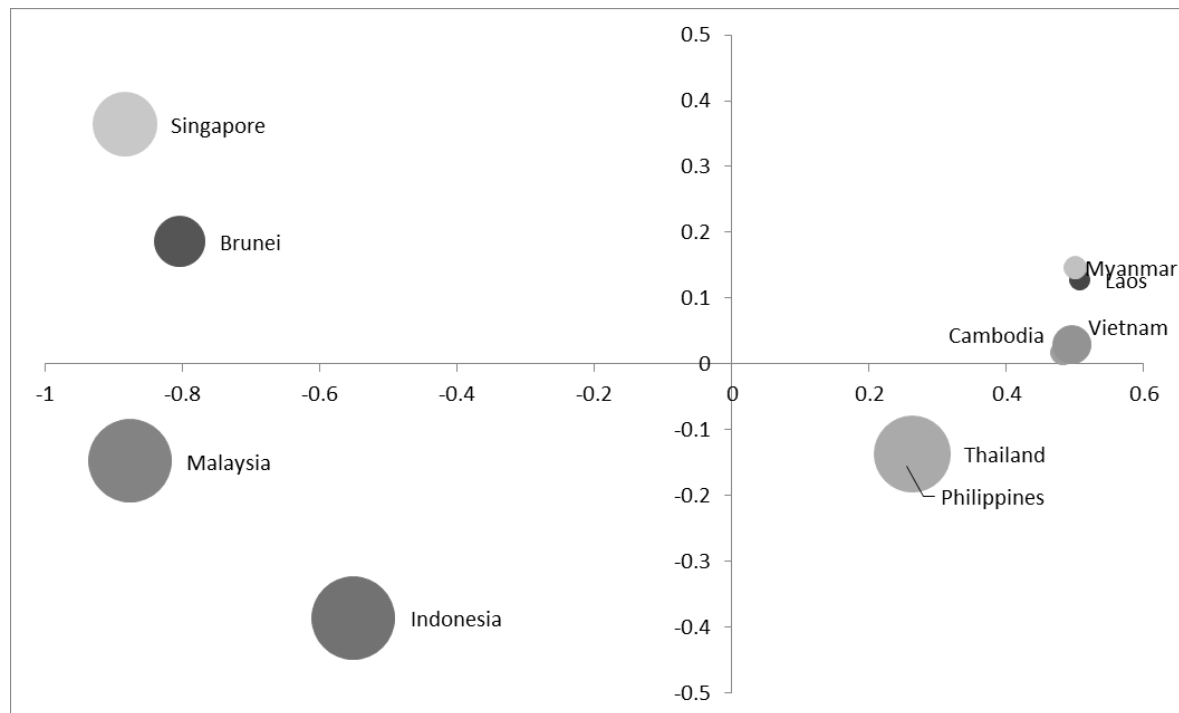


Table L.13. Malaysia, University Malaysia-Sarawak (Unimas) – Kuching, peninsular Malay (n=104)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | MALAYSIA | 82 | 79 | 2.707 | 0.721 |
| 2 | INDONESIA | 94 | 90 | 5.191 | 0.714 |
| 3 | THAILAND | 92 | 88 | 6.087 | 0.66 |
| 4 | SINGAPORE | 81 | 78 | 6.432 | 0.567 |
| 8 | BRUNEI DARUSSALAM | 70 | 67 | 8.129 | 0.433 |
| 9 | PHILIPPINES | 65 | 63 | 8.923 | 0.377 |
| 12 | VIET NAM | 61 | 59 | 9.557 | 0.336 |
| 16 | CAMBODIA | 43 | 41 | 10.465 | 0.218 |
| 17 | MYANMAR | 38 | 37 | 9.553 | 0.209 |
| 20 | LAO PDR | 30 | 29 | 8.967 | 0.174 |

Table L.14. Malaysia Unimas, Chinese-Malaysian All: Cognitive Map of ASEAN (Dim 1 x Dim 2)
 Dim1: Malaysia-Singapore contrasted to Mainland plus Philippines.
 Dim2: Brunei Darussalam-Singapore contrasted to Malaysia-Indonesia-Thailand.

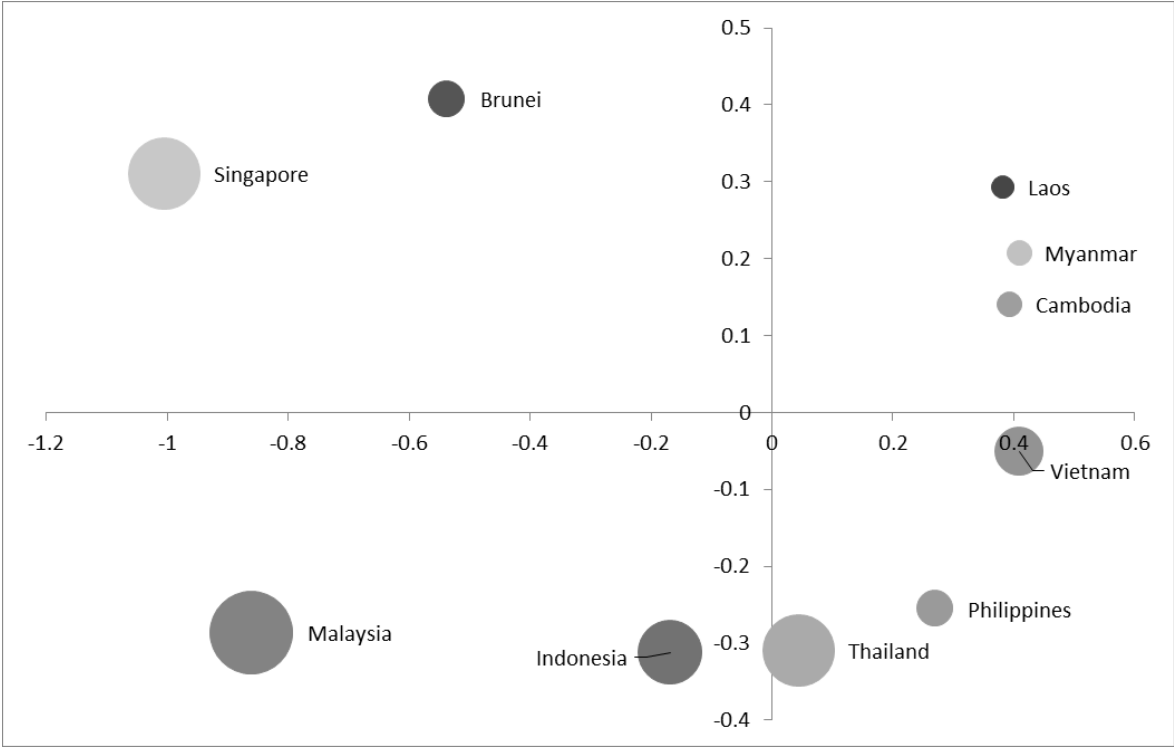


Table L.15. Malaysia, University Malaysia-Sarawak (Unimas), Chinese Malaysian (n=36)

| Rank | Country | Count | Frequency | Avg Rank | Smith S |
|------|-------------------|-------|-----------|----------|---------|
| 1 | MALAYSIA | 29 | 81 | 3.138 | 0.719 |
| 2 | SINGAPORE | 29 | 81 | 5.379 | 0.629 |
| 3 | THAILAND | 30 | 83 | 6.333 | 0.611 |
| 5 | INDONESIA | 31 | 86 | 7.935 | 0.563 |
| 10 | VIET NAM | 23 | 64 | 7.696 | 0.425 |
| 12 | BRUNEI DARUSSALAM | 19 | 53 | 8.895 | 0.319 |
| 13 | PHILIPPINES | 19 | 53 | 9.211 | 0.311 |
| 18 | MYANMAR | 13 | 36 | 8.769 | 0.221 |
| 19 | CAMBODIA | 12 | 33 | 8 | 0.217 |
| 20 | LAO PDR | 10 | 28 | 7.3 | 0.19 |

The within-nation comparisons from Indonesia, Malaysia and Thailand all demonstrate that there can be important variations among young people in ASEAN in their perceptions of the region – at least based on regional, ethnic and religious diversity within particular countries. It would be misleading to assume or assert that all youth of any given member nation share one singular view of or affinity for ASEAN. In crafting and promoting a stronger sense of ASEAN identity amongst young people in Southeast Asia, it will be important for stakeholder to take into account the particular perspectives and aspirations for ASEAN amongst specific groups of youth who find themselves in particular circumstances within the region and within their own countries.



M. Trends (ASEAN Awareness, 2007 to 2020)

In 2007, the ASEAN Foundation sponsored an ASEAN Awareness Survey of the 10 ASEAN member states based on respondents from the ten “flagship” universities surveyed in the present project. That was followed with a 2014 ASEAN Awareness Survey conducted by the ASEAN Foundation and ISEAS-Yusuf Ishak Institute, in which responses were collected from the ten flagship universities and thirteen regional universities in various countries. In many cases, such as the Philippines and Viet Nam, very little difference was seen in the responses from the primary, flagship universities and regional universities. In Thailand, data was previously collected at Khon Kaen University as well as Chulalongkorn University and Walailak University. The responses from KKU can broadly be characterised as falling in-between those from CU and WU. The latter pair exhibited the greatest difference of any pair of primary and regional universities in the 2014 Survey results. The substantial differences between students from CU and WU are seen again in the current survey.

The Indonesian results from 2014 from the same universities covered in the current project showed a pattern of variation similar to the variation found in the current survey. In Malaysia, both in the present and past surveys, differences have been found between Malay and Chinese-Malaysian respondents, particular in the former having more of a “Malay-Muslim” cultural model of ASEAN whereas the later tend to have a model anchored in Singapore exceptionalism. Non-Malay Bumiputera (indigenous) Iban, Dayak and Bidayuh respondents tend to also have a “Malay-Muslim” cultural model of ASEAN, but with its own variations.

Despite these within-nation variations, differences in perceptions of ASEAN tend to be substantially stronger between nations than within-nations; with differences discussed within Thailand being a possible exception.

In all cases, trends and patterns of variation found between 2007 and 2014 largely appear to have been replicated in this 2020 Survey. Given important variations within nations, great caution should be taken in generalising the results beyond the specific groups (e.g. Chulalongkorn University students) to the nation generally (Thai students or Thai youth). However, in many other contexts, such as the Philippines and Viet Nam, results from the “flagship” universities may be more broadly representative – if not of the Philippine or Vietnamese youth generally, then at least of contemporary university students in the respective nations.

The current project utilised a modified version of the survey instrument previously used in 2007 and 2014 ASEAN Awareness Surveys. For the most part, perceptions and orientations toward ASEAN tend to be stable over the past decade and a half. For example, students from some ASEAN’s newest member states, Cambodia and Lao PDR, tend to have some the strongest affinity for ASEAN. Conversely, students from Singapore have consistently shown a lower affinity for ASEAN as compared to most of their peers elsewhere.

There are two nations where affinity for ASEAN appears to have significantly shifted over the period that these surveys have been conducted – Myanmar and Thailand. In Myanmar, the initial survey in 2007 showed students there to express a degree of ASEAN scepticism not found elsewhere in the region. There is evidence that Myanmar youth in 2020 have a more positive attitude toward ASEAN. The changing political situation in Myanmar over this period and correspondent smoother integration of Myanmar within ASEAN would seem to be a reasonable explanation for this shift.

In Thailand, at least among students from Chulalongkorn University, there appears to have been a growth in the sort of “ASEAN scepticism” found earlier in Myanmar. This shift was seen between the 2007 and 2014 surveys and appears to remain to the present. There is a variety of evidence from the qualitative data collected in the 2020 survey that this shift was related to the vigorous debates in Thailand around the 2015 launch of the ASEAN Economic Community (AEC). Numerous Thai students, for example, made direct or indirect reference to the AEC in their responses to the open-ended qualitative questions; whereas the AEC was almost completely absent from responses elsewhere. Given the sharp contrast between CU and WU students in Thailand, it seems that the fostering of ASEAN scepticism affected students at the former centrally located university in Thailand’s capital but not the latter regional university.

The results from Thailand highlight the point that Awareness does not necessarily produce affinity for ASEAN Values and Identity. The context in which greater Awareness of ASEAN is promoted is crucial. The way that debates about the AEC played out in the public discourse within Thailand appears to have left the current cohort of students from CU, at least from around 2014 to the present, less positive in their attitudes toward ASEAN as compared to their peers a decade earlier. Although this does not seem to have affected all Thai youth equally. Those from regional universities continue to have a more positive attitude toward ASEAN. Likewise, the opening up of relations between Myanmar and the rest of ASEAN appears to have influenced that country’s young people’s attitudes toward ASEAN in a positive direction.

The findings of this project also correspond to recent similar surveys regarding ASEAN, particularly the Poll on ASEAN Awareness 2018 conducted. Because of the different methodologies and different focus of the 2018 Poll, the results are not directly comparable to the results reported here. But several points are generally similar. As with the results reported here, the 2018 Poll found that the general public, business leaders and civil society organizations have a generally positive attitude toward ASEAN and feel themselves to be citizens of ASEAN. In the 2018 Poll, 80% of all respondents across the region identified themselves as at least “somewhat” or “very much” an ASEAN citizen. In the current survey of university students, 84% felt themselves to be “somewhat” or “strongly” ASEAN citizens.

Both surveys found identification with ASEAN to be generally lowest in Singapore. The 2018 Poll however did not find the low levels of identification with ASEAN amongst the general public in Thailand that the current survey found among Chulalongkorn University students, where only 46.7% identified as ASEAN citizens. Identification with ASEAN citizenship at the regional Walailak University (85.6%) was closer to that found in the 2018 survey among the general public in Thailand (90%). These results reinforce the point that important within-nation variations may exist between different generations or different groups of youth.

The 2018 Poll focused in particular on communication. And here to, the results were similar to those in the current survey. Internet and social media along with television were the most important sources of information for respondents to the 2018 Poll, especially among the general public. The current survey found this to be true of youth – specifically university undergraduates – as well. The 2018 Poll did not surface school curricula as a primary source of information, whereas it was the most cited source in the current survey. Understandably, youth and current students are more likely to reference school as a more significant source of their information about ASEAN as compared to the publics of ASEAN Member States at large. In spreading awareness of ASEAN as well as instilling ASEAN values and an ASEAN identity amongst youth, school curricula should be as much of a focus as the internet, social media and mass media.



N. Enhancing ASEAN Awareness, Values and Identity

Based on the findings presented in the preceding sections as well as prior experience with research on ASEAN Awareness and Attitudes, the research team would make the following recommendations for both enhancing and tracking Awareness, Values and Identity in the ASEAN region, including in the context of recovering from the impacts of COVID-19 pandemic.

1. ASEAN stakeholders should strategise approaches to supplementing the findings with further samples of youth across ASEAN. Findings here show important regional and within-nation variations with regard to Awareness, Values and Identity. In doing so, it is important to note that the parallel data collected by the consulting team and IYRES-Malaysia suggests that details and specifics of how the data collection is carried out (e.g. face-to-face or online) and how respondents are approached (e.g. in person or email solicitation) can have significant effects on the results. It is strongly encouraged that in any phase of data collection the utmost is done to maintain a consistency of the sampling approach.
2. Subsequent data collection can focus on soliciting responses to the fourteen questions from the survey questionnaire used to construct the Awareness, Values and Identity Indices in this project. This would allow for collection of data from larger groups of respondents using a streamlined questionnaire or finding ways to include these questions in other large-scale social surveys.

3. A composite Values and Identity Index, with Awareness tracked separately, is most appropriate to be used as a component of an overall ASEAN Youth Development Index. More specifically, it is recommended that a Values-Oriented Identity Index be used, as it would be most in keeping with the Narrative of ASEAN Identity, which proposes an ASEAN Identity based on shared values rather than shared typology.
4. At the same time, both producers and consumers of this research should pay attention to each of the Awareness, Values and Identity components separately. The results of this project demonstrate these three sub-domains of the overall “fifth domain” do not all correlate with each other, especially Awareness and Identity. Emphasis on enhancing any one of these three sub-domains may be more urgent or appropriate in some contexts and less so in others. Two groups of respondents who have a similar overall Index score for this fifth domain may vary considerably in their scores on the component parts.
5. With regard to “The Narrative of ASEAN Identity,” it is hoped that the findings presented here can be of value in advancing the goals of the Narrative, promoting a more firmly grounded ASEAN Community. To that end, it is particularly noteworthy that “Awareness” (knowledge of and about ASEAN) alone does not necessarily correlate to adherence to ASEAN Values and an ASEAN Identity. Emphasis in education about and representations of ASEAN need to stress not merely knowledge about the region and the organisation, but shared values and sense of belonging in this broad, diverse regional community. These include emphasizing aspects of ASEAN relevance and pride as detailed in “The Narrative of ASEAN Identity.”
6. Youth across the region vary in the sorts of “nationalist” and “regionalist” ways they have in thinking about ASEAN. There may be value in promoting more distinctively “regionalist” ways of thinking about ASEAN (e.g. in the context of ASEAN-related schooling curricula). Rather than seeing every nation (especially their own) as uniquely different from all other nations, more could be done to teach youth the ways in which the various nations of ASEAN share a variety of historical and cultural similarities; and that the diversity of the region is not an effect of isolation but rather the ongoing flow of trade, ideas and people through and within Southeast Asia over hundreds and even thousands of years. Today’s ASEAN youth are the inheritors of that rich diversity.
7. Several findings from the survey suggest ways of promoting Awareness, Values and the shaping of a Regional Identity.
 - a. National school systems, national media, and the internet and social media are the primary means through which the youth in this survey report learn about ASEAN. Awareness can be enhanced by promoting ASEAN content in school curricula and through national mass media (especially television) and social media.
 - b. Awareness alone does not necessarily correlate with sharing the Values and Identity of an ASEAN Community. It is important to focus on conveying both the *value of* (or benefits of) ASEAN and a positive understanding of ASEAN Identity. Benefits include both the regional and national benefits, such as security, safety, health and well-being, and economic growth and prosperity, and personal benefits, such as educational exchanges and opportunities for travel for leisure and work. Such benefits need to

be tailored to the target audience. For example, for youth in more developed nations Brunei Darussalam and Singapore, they see the benefit of travel for leisure and how their own educational experience is enhanced by exchange students from other countries studying in theirs. For youth from developing nations, such as Cambodia, Lao PDR or Myanmar, they perceive benefits from being able to study or work in other ASEAN countries.

- c. In promoting ASEAN Identity and an ASEAN Community, it is important for many youths that this is not seen as at odds or a threat to their own cherished national identity, but rather as a framework in which their unique and diverse nations can thrive and maintain autonomy in an increasingly competitive, inter-connected and ever-changing world.
- d. Youth responding to the survey placed greatest emphasis on cooperation for practical purposes of Poverty Reduction, Health and Disease Control, and Educational Exchanges, and see Cultural Preservation and Regional Identity as less crucial. However, in their minds, the Social and Cultural aspects of ASEAN are of greatest prominence, followed by Economic aspects and Political and Security aspects. By and large, youth of ASEAN value being part of a socially and culturally diverse region. Despite being vulnerable to the impacts of COVID-19 pandemic, ASEAN youth have been actively taking part in responding to the pandemic. Thus, youth can lead more impactful initiatives across the region by collaborating with each other, exchanging more creative ideas for innovation. It would be advisable to:
 - i. Highlight to the greatest extent possible (e.g. through schools and various media) the sorts of practical initiatives of ASEAN while at the same time promoting the more intangible attractions of a region of rich cultural diversity. Interestingly, many youth associate ASEAN with the SEA Games. Although the SEA Games is organised and run by a separate organisation, it would be advisable to seek ways to collaborate with and promote a sense of ASEAN Community through the SEA Games or similar kinds of Southeast Asia or Asia-oriented events.
 - ii. In a post-COVID 19 context, ASEAN can promote more collaborative youth-led initiatives in the areas that youth indicate the greatest need and interest, such as poverty reduction, health and disease control, educational exchanges, and the social and cultural aspects of ASEAN.



O. Conclusion

The ASEAN YDI-II is a follow-up to the ASEAN YDI-I, which developed a Youth Development Index covering four domains based on publicly available data regarding Education, Health and Well-being, Employment and Opportunity, Participation and Engagement. The ASEAN YDI-II has sought to collect original data in order to construct a fifth domain index of Awareness, Values and Identity. The analysis of the data collected has led to the conclusion that while such a domain index is possible, its three components are sufficiently distinct (and non-correlated) that it is important to pay attention to each component individually. It is recommended that the a “Values-Oriented Identity” Index should be considered for incorporation into the overall ASEAN YDI with Awareness tracked separately. It is also important to specify what one means by these terms. As noted previously, in the Narrative of ASEAN Identity, the term “Awareness” was defined in a way that is closer to the meaning of “Identity,” as it has been used in this report. Similarly, “Identity” in the ASEAN context is better understood as a values-orientation and identification *with* ASEAN rather than typological similarity, in keeping with the Narrative of ASEAN Identity.

In the ASEAN YDI-I the four domains were combined into a single index by weighting each component: 30% Education, 30% Health and Well-being, 30% Employment and Opportunity and 10% Participation and Engagement. In principle, the fifth domain of Values-Oriented Identity could be included in an overall YDI. In ASEAN YDI-I, Participation and Engagement was given lesser weight because it contained only two variables (indicators) while the other domains were derived from three (Employment and Opportunity), six (Health and Well-being) and seven (Education) variables, and each of these variables were themselves variously weighted within each domain.

The Values-Oriented Identity Index reported here is derived from six indicators (variables), equally weighted (five Values variables and one Identity variable).

It is suggested that an appropriate weighting across five domains might be:

- Education 25%
- Employment and Opportunity 25%
- Health and Well-being 25%
- Participation and Engagement 5% - *Given that at this stage, it is based on only two proxy variables (volunteering and helping others)*
- **Values-Oriented Identity 20%**

Construction of any Index (e.g. economic, social, development, health and Well-being, etc.) involves subjective decisions regarding the indicators to be included, the quality of data available and the objectives or purposes of the Index. In weighting the overall Index as above, there is concurrence with the authors of the ASEAN YDI-I that Participation and Engagement should be relatively “under-weighted,” given that it is based on only two variables (volunteering and helping others). **However, this weighting shall be revisited whenever more specific indicators are identified to measure the fourth domain.**

The first three domains are widely studied and reported on by various international organisations and are fundamental to the daily lives of ASEAN youth. The fifth domain, which we have examined in this report, is a more subjective and abstract domain, thus the slightly lower weight compared to the three major domains seems justified.

It is understood that the YDI Index would assist policy makers and various stakeholders in ASEAN member states individually and collectively to assess the state of youth development across the region, their affinity towards ASEAN, and the extent to which ASEAN can and does promote the welfare of youth in the region, especially in the Post-COVID-19 era and other disruptions, such as the Fourth Industrial Revolution. Awareness, Values and Identity of ASEAN among the youth population of the region more generally is certainly an important part of this overall assessment. It is hoped that the final outcome of the current ASEAN YDI-II project will substantially contribute toward the development of an overall more comprehensive Youth Development Index for the region and robust metrics for calculating such an Index.

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Annex 1

Methodological Appendix

The approach used to construct the Indices was guided by a review of literature on technical approaches to constructing indices (see Final Report References). In general, an index should draw on multiple variables (or questions) that point to some underlying force, concept or construct (e.g. Awareness, Values or Identity), which is difficult to directly access. In a technical sense, the components of an index should all be positively correlated with each other (“point in the same direction”) at a level that is statistically significant (ideally $p < .01$).¹

It is desirable that the index is composed of more than one or two variables; as one variable represents only a single answer to a question, not an underlying construct at work and two variables may be correlated for some random or extraneous reason not related to the underlying construct that the index is seeking to represent. As one finds that three, four or five variables are all pointing in the same direction, one can have a stronger confidence that they are measuring an underlying construct. At the same time, it is not desirable for an index to draw on an infinite or very large number of variables. The more variables drawn upon, the more difficult (time, effort and resources) are necessary to collect and analyse further data in order to track the data across time and under different conditions or among different groups of respondents.

¹ A p -value represents the probability that a finding may or may not be due to random chance. Modern science considers findings to be “statistically significant” when the p -value fall below a certain level. That level can vary, depending on the type of study being undertaken (e.g. physics, with highly controlled experiments, may use $p < 0.001$ or 0.0001). The $p < .01$ value used here means that there is a less than 1 in 100 chance of the result occurring due to random chance. Such a level of probability gives us high confidence that the result reflects a true correlation. The most common p -values used in social science research are $p < .05$ and $p < .01$ (a one-in-twenty and one-in-one-hundred chance respectively). Both of these are “terms of art” in social (or other) sciences. It is not the case that $p = 0.009$ is definitely significant and $p = 0.011$ is definitely not.

In addition to these considerations, it is desirable that variables have *prima facie* bearing on the construct under question (i.e. that they are actual measures of the construct at hand and not variables that happen to be correlated with but not “caused by” the construct in question).

In November 2019, members of the research team along with representatives of the ASEAN Secretariat, ASEAN YDI-II Task Force, including ASEAN entities and youth organisations, held a two-day workshop in Jakarta, where items from the survey questionnaire were *a priori* organised with regard to which questions were likely to correspond respectively to Awareness, Values, and Identity of ASEAN. The survey responses were then further analysed statistically to determine which variables were most highly correlated, best correspond to and could best be combined for purposes of measuring an Awareness, Values and Identity Index.

In each case, all variables were re-scaled from 0.0 to 1.0 and equally weighted in calculating each Index. Positive and statistically significant correlations were examined to validate the assumption that answers to these questions were measuring or pointing in the direction of singular underlying constructs (of ASEAN Awareness, Values and Identity). In each case, at least three different approaches to each of the three Indices were calculated and examined, using different numbers and combinations of variables. The report is based on the combination that was observed to be the most useful, in terms of combining multiple items and demonstrating variation among different groups of respondents. Each of the Indices is based on 4 (Awareness) or 5 (Values, Identity) variables queried in the survey.

The analysis found that these three sets of variables were inter-correlated at a statistically significant level ($p < 0.01$) within each set of variables (see Tables A, B and C). In terms of absolute values, the correlations among the Values variables were the highest (0.192 to 0.449; with a mean of 0.297).² Identity variables had similar absolute values (0.146 to 0.526; with a mean of 0.246). The Awareness variables had lower absolute values (0.103 to 0.341; with a mean of 0.164), but were all correlated at a statistically significant level ($p < 0.01$).

The variables did not correlate, however, across these domains. In general, the Awareness variables did not correlate with the Values and Identity variables; whereas there was correlation across most Values and Identity variables. To demonstrate, Table D shows the correlations at the level of the indices. The Values and Identity Index scores are robustly correlated, i.e. once the five variable of each of these indices are combined into a single score, (absolute value 0.445; $p < 0.01$). The Awareness Index, however, is only weakly correlated with Values (absolute value 0.060; $p = 0.006$) and not correlated with Identity (absolute value 0.033; $p = 0.130$). On this basis, it is not reasonable to propose a singular “Awareness, Values and Identity” Index. At a minimum, Awareness has to be treated as a separate construct. If one is willing to accept several very low correlations among some of the Values and Identity variables and draw on the overall robust correlation between composite Values and Identity scores, then a ten-variable Values and Identity Index could be proposed.

2 Correlations can range from -1.0 to +1.0. A positive correlation of +1.0 would mean that the answers to the questions are perfectly correlated – or exactly the same. A value of 0.0 would mean that there is absolutely no relationship – positive or negative – between the answers to the two questions. A negative correlation of -1.0 would mean that the answers to the questions are exactly *opposite*. Within the findings shown here, there are no negative correlations; but negative correlations occasionally occurred in the broader, iterative analyses conducted to come to the conclusion to use the sets of variables used in the report.

Further analysis of the data using Exploratory Factor Analysis (EFA) provides a more nuanced view of the relationships among the variables used to construct the indices; and suggests the usefulness and validity of the *Values-Oriented Identity Index* proposed in this report. Exploratory Factor Analysis (EFA) was performed to compare with the basic correlation analysis used to develop the Awareness, Values and Identity Indices. Results of the EFA generally support these conclusions of basic correlation analysis, though they also demonstrate that among the three concepts “Identity” is the most difficult to conceptualise and measure.

EFA conducted on the 14 variables used in the Indices produced 4 substantive factors. The results are shown in Table E, which has only the strongest (>.30) within-factor correlations, and Table F, which includes weak (>.10) within-factor correlations. Table E shows the main components within each factor. Table F show additional components with weaker correlation within each factor.

The factors can be described as follows:

Factor 1: Values & Identification *with* ASEAN (Values-Oriented Identity)

Factor 2: Identity *of* ASEAN (Typological Identity)

Factor 3: Awareness

Factor 4: Identity: Personal and Cultural Similarity

Awareness Variables (Factor 3) are clearly inter-correlated with one another and not correlated with Values and Identity Components. Even when weak correlations are taken into account, there is only one variable (cultural similarity of ASEAN countries) that falls into Factor 3. And none of the Awareness components fall into any of the other factors, even when weak correlations are taken into account.

Factor 1 includes all five Values variables *and* the Identity variable of feeling one is a citizen of ASEAN. With the exception of “ASEAN countries are politically similar,” none of the other variable fall into Factor 1, even when weak correlations are taken into account. Use of this factor provides robust support for the concept of a “Values-Oriented Identity,” as discussed in this report. Having a high VOI Index score indicates that respondents identify *with* ASEAN (through the concept of being a citizen of ASEAN) and share “ASEAN Values” as they were defined in the YDI-II.

Identity Variables have the most complex relationship with each other and with other variables. Factor 2 demonstrates the strong correlation amongst senses of ASEAN Member States’ Political, Economic and to a lesser extent, Cultural Similarity. Factor 4 demonstrates the strong correlation between “I am similar to people from other ASEAN countries” and ASEAN countries’ cultural similarity. Both of these are slightly different sorts of “typological” identity – the first being that ASEAN countries are of the same type and the second that respondents feel themselves to be similar to other people of ASEAN and people of ASEAN being (culturally) similar. When weak correlation are taken into account, all five Identity variables (including citizenship) fall into Factor 2. Citizenship also falls into Factor 4; but political and economic similarities among countries do not. The Values variables also all exhibit weak correlation with Identity variables across Factors 2 and 4.

To summarise, both of these approaches (simple correlations and EFA) demonstrate that Awareness is not correlated with Values and Identity. Values and Identity at a composite level are inter-correlated and could be combined into a 10-variable Values and Identity Index. However,

the correlations among individual variables between the two are not particularly strong. There is stronger support for a Values-Oriented Index (based on EFA).

Moreover, as the report argues, this may be more in keeping with Identity in the values-oriented way that it is described in the recently adopted Narrative of ASEAN Identity.

Table A: Correlation of Awareness Components

| Correlations | | Familiarity Inverted | ASEAN List Score | ASEAN Flag Score | Founding Year Score |
|----------------------|---------------------|----------------------|------------------|------------------|---------------------|
| Familiarity Inverted | Pearson Correlation | 1 | .191** | .103** | .117** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 2138 | 2136 | 2133 | 2125 |
| ASEAN List Score | Pearson Correlation | .191** | 1 | .341** | .112** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 2136 | 2140 | 2135 | 2127 |
| ASEAN Flag Score | Pearson Correlation | .103** | .341** | 1 | .119** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 2133 | 2135 | 2137 | 2125 |
| Founding Year Score | Pearson Correlation | .117** | .112** | .119** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 2125 | 2127 | 2125 | 2129 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table B: Correlation of Values Components

| Correlations | | ASEAN Benefits My Country | ASEAN Benefits Me | ASEAN's Future | Cultural Diversity is an Asset | ASEAN is People-Centred |
|---------------------------|---------------------|---------------------------|-------------------|----------------|--------------------------------|-------------------------|
| ASEAN Benefits My Country | Pearson Correlation | 1 | .449** | .372** | .231** | .266** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 |
| | N | 2141 | 2141 | 2138 | 2138 | 2139 |
| ASEAN Benefits Me | Pearson Correlation | .449** | 1 | .304** | .192** | .269** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 |
| | N | 2141 | 2141 | 2138 | 2138 | 2139 |
| ASEAN's Future | Pearson Correlation | .372** | .304** | 1 | .322** | .262** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 |
| | N | 2138 | 2138 | 2139 | 2136 | 2137 |

| | | | | | | |
|--------------------------------|---------------------|--------|--------|--------|--------|--------|
| Cultural Diversity is an Asset | Pearson Correlation | .231** | .192** | .322** | 1 | .303** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 |
| | N | 2138 | 2138 | 2136 | 2139 | 2138 |
| ASEAN is People-Centred | Pearson Correlation | .266** | .269** | .262** | .303** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 2139 | 2139 | 2137 | 2138 | 2140 |

** Correlation is significant at the 0.01 level (2-tailed).

Table C: Correlation of Identity Components

| Correlations | | ASEAN People are Similar | Cultural Similarity | Economic Similarity | Political Similarity | ASEAN Citizenship |
|--------------------------|---------------------|--------------------------|---------------------|---------------------|----------------------|-------------------|
| ASEAN People are Similar | Pearson Correlation | 1 | .240** | .146** | .147** | .184** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 |
| | N | 2129 | 2128 | 2128 | 2128 | 2128 |
| Cultural Similarity | Pearson Correlation | .240** | 1 | .318** | .292** | .211** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 |
| | N | 2128 | 2141 | 2140 | 2140 | 2140 |
| Economic Similarity | Pearson Correlation | .146** | .318** | 1 | .526** | .195** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 |
| | N | 2128 | 2140 | 2141 | 2140 | 2140 |
| Political Similarity | Pearson Correlation | .147** | .292** | .526** | 1 | .203** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 |
| | N | 2128 | 2140 | 2140 | 2141 | 2140 |
| ASEAN Citizenship | Pearson Correlation | .184** | .211** | .195** | .203** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 2128 | 2140 | 2140 | 2140 | 2141 |

** Correlation is significant at the 0.01 level (2-tailed).

Table D: Correlation among Awareness, Values and Identity Indices

| Correlations | | Awareness Index | Values Index | Identity Index |
|---------------------|---------------------|-----------------|--------------|----------------|
| Awareness Index | Pearson Correlation | 1 | .060** | .033 |
| | Sig. (2-tailed) | | .006 | .130 |
| | N | 2119 | 2112 | 2102 |
| Values Index | Pearson Correlation | .060** | 1 | .415** |
| | Sig. (2-tailed) | .006 | | .000 |
| | N | 2112 | 2134 | 2118 |

| | | | | |
|----------------|---------------------|------|--------|------|
| Identity Index | Pearson Correlation | .033 | .415** | 1 |
| | Sig. (2-tailed) | .130 | .000 | |
| | N | 2102 | 2118 | 2125 |

** Correlation is significant at the 0.01 level (2-tailed).

Table E: Exploratory Factor (Principal Components) Analysis, Strong Correlations
Correlations < .30 not shown; Positive correlations only.

| Rotated Component Matrix ^a | | | | | |
|---------------------------------------|-----------|-----------|------|------|------|
| | Type | Component | | | |
| | | 1 | 2 | 3 | 4 |
| ASEAN Benefits My Country | Value | .688 | | | |
| ASEAN's Future | Value | .680 | | | |
| ASEAN Benefits Me | Value | .642 | | | |
| ASEAN Citizenship | Identity | .640 | | | |
| ASEAN is People-Centred | Value | .602 | | | |
| Cultural Diversity is an Asset | Value | .536 | | | |
| Political Similarity | Identity | | .840 | | |
| Economic Similarity | Identity | | .830 | | |
| ASEAN List Score | Awareness | | | .719 | |
| ASEAN Flag Score | Awareness | | | .710 | |
| Founding Year Score | Awareness | | | .495 | |
| ASEAN People are Similar | Identity | | | | .776 |
| Familiarity Inverted | Awareness | | | .324 | |
| Cultural Similarity | Identity | | .485 | | .494 |

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

^a Rotation converged in 5 iterations.

Table F: Exploratory Factor (Principal Components) Analysis, Weak Correlations
Correlations < .10 not shown; positive correlations only.

| Rotated Component Matrix ^a | | | | | |
|---------------------------------------|----------|-----------|------|---|------|
| | Type | Component | | | |
| | | 1 | 2 | 3 | 4 |
| ASEAN Benefits My Country | Value | .688 | .122 | | |
| ASEAN's Future | Value | .680 | | | .106 |
| ASEAN Benefits Me | Value | .642 | .157 | | .115 |
| ASEAN Citizenship | Identity | .640 | .177 | | .198 |
| ASEAN is People-Centred | Value | .602 | .196 | | |

| | | | | | |
|---|-----------|------|------|------|------|
| Cultural Diversity is an Asset | Value | .536 | | | .118 |
| Political Similarity | Identity | .146 | .840 | | |
| Economic Similarity | Identity | | .830 | | |
| ASEAN List Score | Awareness | | | .719 | |
| ASEAN Flag Score | Awareness | | | .710 | |
| Founding Year Score | Awareness | | | .495 | |
| ASEAN People are Similar | Identity | | .110 | | .776 |
| Familiarity Inverted | Awareness | | | .324 | |
| Cultural Similarity | Identity | | .485 | .126 | .494 |
| Extraction Method: Principal Component Analysis. | | | | | |
| Rotation Method: Varimax with Kaiser Normalization. | | | | | |
| ª Rotation converged in 5 iterations. | | | | | |

Annex 2

Questionnaire (English version)

F1: Before completing the rest of the survey, list the names of 20 Countries.

List any countries, in any order, as they come to your mind.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

******* 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: Write the names of as many ASEAN countries as come to your mind.

(List those you can think of and leave the rest blank.)

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

Q3. List three words that you associate with ASEAN.

1. _____
2. _____
3. _____

Q4. Do you have friends from ASEAN countries, other than your own?

- A. Yes, from 3 or more other countries.
- B. Yes, from 2 other countries.
- C. Yes, from 1 other country.
- D. No.

Q4a. I feel I am similar to my friends or people from other ASEAN countries.

A. Strongly Agree

C. Somewhat Disagree

B. Somewhat Agree

D. Strongly Disagree

Q5. 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



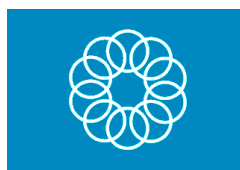
C



D



E



F



Q6. What year was ASEAN founded? (Circle your answer.)

1947

1957

1967

1977

1987

1997

Q7. ASEAN countries are similar culturally.

A. Strongly Agree

B. Somewhat Agree

C. Somewhat Disagree

D. Strongly Disagree

Q8. ASEAN countries are similar economically.

A. Strongly Agree

B. Somewhat Agree

C. Somewhat Disagree

D. Strongly Disagree

Q9. ASEAN countries are similar politically

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

Q10. Membership in ASEAN is beneficial to my country.

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

Q11. My country's membership in ASEAN is beneficial to me personally.

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

Q12. In what ways have you learned about ASEAN? (Circle ALL that apply)

- | | |
|-------------------------------------|------------------------------|
| A. Advertising | B. Books |
| C. Television | D. Radio |
| E. Newspaper | F. Internet and Social Media |
| G. Movies | H. Music |
| I. Sports | J. Family Members |
| K. Friends | L. School |
| M. Traveling | N. Work Experiences |
| O. Educational or Cultural Exchange | P. Other: _____ |

Q13. 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

Q14. I feel that I am a citizen of ASEAN.

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

Q14a. Explain your answer to Question 14 (ASEAN citizenship) in one sentence:

Q15. The future of ASEAN is important.

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

Q16. Circle the founding nations of ASEAN.

(Please do not return to the previous question.)

- a. Brunei Darussalam b. Cambodia c. Indonesia d. Lao PDR e. Malaysia
- f. Myanmar g. Philippines h. Singapore i. Thailand j. Viet Nam

Q17. Besides my own country, I am most familiar with the following three ASEAN countries (please list three countries):

Country 1: _____

Country 2: _____

Country 3: _____

Q18. If I could travel to another country in ASEAN, I would most like to travel to:

Country 1: _____

Country 2: _____

Country 3: _____

Q19. If I could work in another country in ASEAN, I would most like to work in:

Country 1: _____

Country 2: _____

Country 3: _____

Q20. I would like to know more about other ASEAN countries.

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

Q21. Please circle the issues that you feel are most crucial for ASEAN to enhance cooperation and awareness (circle FOUR):

- 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

Q22. Cultural diversity and differences among ASEAN nations is an asset.

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

Q23. ASEAN is people-centered and people-oriented.

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

Q24. I agree with the following aspects of the ASEAN Way (circle all that apply):

- A. Mutual respect for national independence.
- B. Non-interference in internal affairs of one another.
- C. Cooperation based on consultation and consensus.
- D. Settlement of disputes in a peaceful manner.

Q25. I can sing the ASEAN Anthem (entitled "The ASEAN Way").

- A. Yes.
- B. No

ID #0

For each SET OF THREE of countries below, CIRCLE the country MOST DIFFERENT from the other two.

For example, in the set: HORSE ROCK COW

You would circle ROCK.

DO NOT SKIP ANY SETS. If you are not sure, just circle one.

| | | |
|-------------|-------------|-------------|
| BRUNEI D | MALAYSIA | INDONESIA |
| VIETNAM | THAILAND | MALAYSIA |
| MALAYSIA | BRUNEI D | SINGAPORE |
| CAMBODIA | MALAYSIA | THAILAND |
| PHILIPPINES | VIETNAM | INDONESIA |
| PHILIPPINES | BRUNEI D | VIETNAM |
| VIETNAM | THAILAND | BRUNEI D |
| CAMBODIA | SINGAPORE | VIETNAM |
| CAMBODIA | VIETNAM | MALAYSIA |
| MALAYSIA | MYANMAR | LAO PDR |
| LAO PDR | PHILIPPINES | BRUNEI D |
| CAMBODIA | BRUNEI D | PHILIPPINES |
| VIETNAM | MYANMAR | SINGAPORE |
| INDONESIA | LAO PDR | THAILAND |
| PHILIPPINES | LAO PDR | SINGAPORE |
| INDONESIA | LAO PDR | MALAYSIA |
| PHILIPPINES | VIETNAM | MALAYSIA |
| MALAYSIA | SINGAPORE | THAILAND |
| BRUNEI D | CAMBODIA | SINGAPORE |
| THAILAND | BRUNEI D | INDONESIA |

Continue on next page.

| | | |
|-------------|-------------|-------------|
| LAO PDR | THAILAND | BRUNEI D |
| MYANMAR | PHILIPPINES | SINGAPORE |
| MYANMAR | INDONESIA | BRUNEI D |
| SINGAPORE | MYANMAR | BRUNEI D |
| MALAYSIA | INDONESIA | SINGAPORE |
| VIETNAM | PHILIPPINES | LAO PDR |
| VIETNAM | MYANMAR | BRUNEI D |
| LAO PDR | MALAYSIA | VIETNAM |
| PHILIPPINES | SINGAPORE | INDONESIA |
| LAO PDR | THAILAND | SINGAPORE |
| INDONESIA | LAO PDR | CAMBODIA |
| THAILAND | SINGAPORE | PHILIPPINES |
| LAO PDR | PHILIPPINES | CAMBODIA |
| THAILAND | PHILIPPINES | BRUNEI D |
| SINGAPORE | LAO PDR | MYANMAR |
| VIETNAM | SINGAPORE | INDONESIA |
| INDONESIA | MYANMAR | PHILIPPINES |
| MYANMAR | CAMBODIA | PHILIPPINES |
| VIETNAM | SINGAPORE | THAILAND |
| CAMBODIA | VIETNAM | LAO PDR |
| LAO PDR | THAILAND | MYANMAR |
| PHILIPPINES | CAMBODIA | THAILAND |
| MYANMAR | MALAYSIA | CAMBODIA |
| INDONESIA | CAMBODIA | BRUNEI D |
| CAMBODIA | SINGAPORE | INDONESIA |

Continue on next page.

| | | |
|-------------|-----------|-------------|
| VIETNAM | INDONESIA | MYANMAR |
| CAMBODIA | BRUNEI D | VIETNAM |
| MALAYSIA | MYANMAR | BRUNEI D |
| BRUNEI D | SINGAPORE | LAO PDR |
| INDONESIA | MALAYSIA | PHILIPPINES |
| THAILAND | CAMBODIA | MYANMAR |
| CAMBODIA | MALAYSIA | SINGAPORE |
| VIETNAM | MYANMAR | THAILAND |
| INDONESIA | THAILAND | MYANMAR |
| CAMBODIA | INDONESIA | THAILAND |
| LAO PDR | BRUNEI D | MALAYSIA |
| PHILIPPINES | MALAYSIA | THAILAND |
| PHILIPPINES | MYANMAR | MALAYSIA |
| MYANMAR | CAMBODIA | LAO PDR |
| LAO PDR | INDONESIA | VIETNAM |

END

Annex 3

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one identity
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